

**Grade 2**

**TERM 1**

**English**

**HOME**

**LANGUAGE**

**Lesson**

**Plan**

## **DISCLAIMER/EDITING PROCESS**

Dear Colleagues,

Welcome to the NECT Home Language Programme!

Please note that the NECT Home Language Term 1 materials were developed within an extremely short period of time. For this reason, we acknowledge that further edits and changes are likely.

We would also like you to take ownership of these materials, and to work with our team to constantly revise and improve the versioning. If you find any errors, please follow this procedure to report them:

- 1** Send an email to the relevant email address:  
[xitsonga@homelanguage.co.za](mailto:xitsonga@homelanguage.co.za)  
[tshivenda@homelanguage.co.za](mailto:tshivenda@homelanguage.co.za)  
[sepedi@homelanguage.co.za](mailto:sepedi@homelanguage.co.za)  
[siswati@homelanguage.co.za](mailto:siswati@homelanguage.co.za)  
[isizulu@homelanguage.co.za](mailto:isizulu@homelanguage.co.za)  
[isindebele@homelanguage.co.za](mailto:isindebele@homelanguage.co.za)  
[isixhosa@homelanguage.co.za](mailto:isixhosa@homelanguage.co.za)  
[sesotho@homelanguage.co.za](mailto:sesotho@homelanguage.co.za)  
[setswana@homelanguage.co.za](mailto:setswana@homelanguage.co.za)  
[afrikaans@homelanguage.co.za](mailto:afrikaans@homelanguage.co.za)  
[english@homelanguage.co.za](mailto:english@homelanguage.co.za)
- 2** In the subject line, write the document reference. For example: GRADE 3 TERM 1 LESSON PLAN PAGES 45–47
- 3** In the body of the email, list the changes that must be made. Or, alternately, make changes to the hard copy then scan or photograph the page, and attach it to the email.
- 4** If you have a bigger language issue that you would like to bring to our attention, please reference this in the subject line. For example: EVIDENCE OF REGIONAL DIALECT
- 5** Then, in the body of the email, please describe the issue.
- 6** Please send all emails with your name, position and cell phone number, so that we can contact you if a discussion is necessary.
- 7** **Thank you for adding your expertise to this programme! We want to ensure that the best, most correct version of every language is presented in all documents.**

# Contents

Management Notes	v
Core Methodologies	xii
<b>Week 1 Orientation</b>	<b>1</b>
Monday	2
Tuesday	6
Wednesday	9
Thursday	15
Friday	18
<b>Week 2 Orientation</b>	<b>25</b>
Monday	24
Tuesday	29
Wednesday	33
Thursday	40
Friday	42
<b>Week 3 Theme: Celebrating birthdays</b>	<b>49</b>
Monday	47
Tuesday	52
Wednesday	57
Thursday	63
Friday	67
<b>Week 4 Theme: Celebrating birthdays</b>	<b>75</b>
Monday	73
Tuesday	78
Wednesday	83
Thursday	89
Friday	93
<b>Week 5 Theme: Getting around</b>	<b>101</b>
Monday	99
Tuesday	103
Wednesday	108
Thursday	114
Friday	117

<b>Week 6 Theme: Getting around</b>	<b>125</b>
Monday	123
Tuesday	127
Wednesday	132
Thursday	138
Friday	142
<b>Week 7 Theme: Helping our friends</b>	<b>151</b>
Monday	149
Tuesday	153
Wednesday	158
Thursday	164
Friday	168
<b>Week 8 Theme: Helping our friends</b>	<b>177</b>
Monday	175
Tuesday	179
Wednesday	184
Thursday	191
Friday	194
<b>Week 9 Theme: Setting goals</b>	<b>203</b>
Monday	201
Tuesday	206
Wednesday	210
Thursday	215
Friday	219
<b>Week 10 Theme: Setting goals</b>	<b>227</b>
Monday	225
Tuesday	229
Wednesday	233
Thursday	238
Friday	242

# Management Notes

## Learning Outcomes

This term, your learners should achieve the following outcomes:

### LISTENING & SPEAKING

- 1 Learners should be able to say or sing 4 new rhymes or songs
- 2 Learners should be able to participate in a class discussion to share prior knowledge
- 3 Learners should be able to discuss the shared reading story, using a discussion frame as a guide
- 4 Learners should be able to make up their own stories for the creative storytelling activity
- 5 Learners should be able to talk about their writing
- 6 Learners should understand and be able to use some of the following vocabulary

celebrate	celebration	surprise	remember	forget	forgotten
gift	grateful	relieved	invite	invitation	envelope
give	receive	confused	apologise	accidental	mistake
transportation	common	rare	insecure	envious	appreciate
lorry	speed	shiny	transport	route	bumpy
steep	Ethiopia	Olympics	International	determined	medal
proud	praise	help	helpful	kind	tyre
flat tyre	puncture	pump	bicycle	accident	friendship
caring	drum	crouch	scatter/ scattered	behind	underneath
towards	away from	volunteer	round	search	goal
achieve	success	successful	improve	plan	competition
save up	practice	reward	strategy	wise	clever
lazy	hard- working	deserve	achieve- ment	inherit	creative

### PHONEMIC AWARENESS & PHONICS

- 1 Learners should be able to identify phonemes aurally
- 2 Learners should be able to recognise the following phonemes with automaticity
- 3 Learners should be able to blend and segment the following phonemes

pr	igh	sw	i-e (long I)	str	i (long I)
ea	scr	tch	y (long E)	ey (long E)	age

Learners should be able to break the following words into syllables

--	--	--	--	--	--

## READING

Learners should be able to decode the following words

pray	prick	preen	press	prank	proud
light	high	fight	tight	night	right
swing	swim	swop	sway	swam	kite
bite	hike	bike	slime	crime	string
strain	strong	stray	stripe	tiger	blind
kind	find	eat	seat	meat	meal
steal	real	scrap	scream	screen	scrape
scram	catch	hatch	match	fetch	stretch
switch	fishy	meaty	smelly	tricky	greedy
key	donkey	turkey	valley	cage	rage
page	sage	age			

Learners should be able to read the following words by sight

busy	everyone	worst	ever	birthday	ideas
many	thought	party	what	good	drove
wish	different	enough	school	first	started
running	great	how	tyre	have	want
could	laugh	home	hiding	found	where
together	please	buy	half	work	share
story	barn	lazy	candle		

Learners should be able to read a connected text such as the example that follows

I will prick the donkey. I will prick the donkey with a pin. I will fetch the pin. I will fetch the pin to prick the donkey. The donkey is in the barn. It is not right! It is not right to prick the donkey. It is not right to prick the donkey with a pin. The donkey will bite you. The donkey will bite you if you prick it with a pin!

**COMPREHENSION**

- 1 Learners should be able to make predictions about the text by reading the pictures
- 2 Learners should be able to recall details about the text
- 3 Learners should be able to recount the text
- 4 Learners should be able to sequence events from the text
- 5 Learners should start to understand what it means to visualise, make connections, make inferences and wonder about the text
- 6 Learners should be able to reflect on the text using a discussion frame
- 7 Learners should be able to construct a summary of the text
- 8 Learners should be able to answer written comprehension questions on the text

**WRITING**

- 1 Learners should be able to draw a picture that conveys meaning
- 2 Learners should be able to add one to two labels to their drawing
- 3 Learners should be able to complete a short writing frame
- 4 Learners should be able to write 1 paragraph using a writing frame or plan
- 5 Learners should be able to write: a list

**Materials and Resources Provided**

**Please note that all resources provided belong to the school. Resources will only be issued once, so they must be properly accessioned and looked after.**

In Term 1 teachers are provided with the following resources:

- 1 **Coloured Display Boards x 4**  
Use these boards to frame your work for the week. Every week, display your: phonic sound and words; high frequency words; theme vocabulary words; illustrations; and writing frame.
- 2 **Handwriting Chart/s**  
Display these charts at the front of the classroom, so that they are clearly visible to learners. Grade 1 and 2 teachers will be given Print Handwriting Charts. Grade 2 and 3 teachers will be given Print and Cursive Handwriting Charts.
- 3 **Term 1 Lesson Plan**  
Use this lesson plan to see what to teach on a daily basis. The core methodologies tell you how to teach each lesson. For the first two weeks of Term 1, you will follow an orientation programme.
- 4 **Term 1 Tracker**  
Use this document to complete your ATP and Term Planner. Tick off and date each lesson and assessment activity as it is done. Reflect on your teaching.

**5 Term 1 Big Book**

Use the big book stories during Shared Reading lessons. There are eight stories for the term – one story for every week.

**6 Term 1 Resource Pack**

The resource pack includes the following items:

- **Flashcard Words** are provided for theme vocabulary; high frequency words; phonic sounds and words. Cut them up and store them in an orderly fashion. Use these flashcard words with the display boards.
- **Theme Vocabulary Illustrations** are provided where appropriate. Cut them up and store them in an orderly fashion. Use these flashcard words with the display boards.
- **Creative Storytelling Sheets** are provided for each theme. These are a series of 3 or 4 pictures that tell a story. There are 10 copies of each sheet – one per small group. Please make more copies if required.
- **Assessment Record Sheets** are provided to record learner results and comments for the term.

**7 Term 1 Reading Worksheets x 8**

Eight Reading Worksheets are provided for the term – one for every week from Week 3 to Week 10. Use these worksheets with the whole class during group guided reading. There are 20 copies of each Reading Worksheet. Please make more copies if required.



## **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** This routine is designed to work as part of a bilingual programme together with the PSRIP EFAL structured learning programme.
- 6** Please display this routine in your classroom and try to learn it off by heart!

Monday		Tuesday		Wednesday		Thursday		Friday	
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	15	Shared Reading	15			Shared Reading	15	Shared Reading	15
Writing	30			Writing	30				
Group Guided Reading	30								
<b>1.45</b>		<b>1.15</b>		<b>1.45</b>		<b>1.00</b>		<b>1.15</b>	



## Weekly Preparation

It is important to remember that the Home Language programme has reduced the need for teachers to PLAN, but that PREPARATION is still required! One afternoon per week, get together with your colleagues (all Foundation Phase teachers), and do your preparation together.

### When doing your preparation, remember to:

- 1 Read through the lesson plan for the week.
- 2 Make sure that you know and understand the methodologies that must be used. If not, go to the section titled 'Core Methodologies' and revise accordingly.
- 3 Next, check which flashcards and illustrations are needed for theme vocabulary, high frequency words, phonics and the writing frame. Get these flashcards and illustrations ready as follows:
  - a Cut the flashcards or illustrations out
  - b Try to stick them onto cardboard or paper
  - c If possible, laminate or cover in plastic
  - d Store the flashcards for a lesson together in an envelope, or with a rubber band around them
- 4 Collect any other resources that you may need, including pictures or real objects.
- 5 Check that your Big Book is in order.
- 6 Read through any activities in the DBE Workbook that you will complete.
- 7 Practise doing the writing lessons.
- 8 Make sure that your Tracker is up-to-date from the previous week and reflect on your progress.



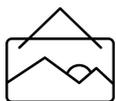
## Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	READING WORKSHEET
1	ORIENTATION		
2			
3	Celebrating birthdays	A forgotten birthday	3
4	Celebrating birthdays	Zanele's birthday party	4
5	Getting around	Chuck the truck	5
6	Getting around	Haile Gebrselassie – A running superstar	6
7	Helping our friends	Jane's flat tyre	7
8	Helping our friends	Hide and seek	8
9	Setting goals	Marie saves up	9
10	Setting goals	The wise son	10



## Term 1 Programme of Assessment

The Programme of Assessment is designed in accordance with the Abridged Section 4 of CAPS. This can be found at the back of the Tracker for every term.



## Classroom Displays

### DISPLAY BOARDS

- 1 As part of this programme, you will be given four large different-coloured display boards.
- 2 Each coloured board will be used to display a different set of words for the week.
- 3 Use these boards as follows:
  - a **Green board** –display the theme vocabulary words and illustrations for the week.
  - b **Blue board** –display the high frequency words for the week.
  - c **Yellow board** –display the phonic sound and words for the week.
  - d **Pink board** –display the writing frame for the week.
- 4 The words on these boards must be updated every week.
- 5 Please do not leave up all the theme vocabulary and illustrations for the year. These displays should be related to the theme you are doing. If the whole classroom is full of the words and illustrations it becomes overwhelming, and learners will stop noticing them.
- 6 Once you have taken down a set of words and illustrations, file them carefully.

- 7 Look after these words so that you can use them again the following year.

**THEME TABLE**

- 1 Try to create a theme table in your classroom.
- 2 Use this space to display pictures and real objects that relate to the theme.
- 3 Label these items, so that learners can learn this vocabulary.

# Core Methodologies



## Classroom Management

---

Some fundamental classroom management strategies are included as ‘core methodologies’. These are strategies that are used all the time in this programme, so it is important to master them.

***Objective:** To improve time-on-task, learner behaviour and collaboration between learners. To reduce disruptions to learning. To introduce an element of play to learning.*

### SEATING AND SMALL GROUPS

- 1 It is very important to give time and careful attention to how you seat learners in the classroom.
- 2 When doing this, consider these important points:
  - a **Seat learners in mixed abilities** – you do not want struggling learners to sit together, and strong learners to sit together. Mix learners up so that the whole classroom is a mixed-ability space.
  - b **Seat learners strategically to avoid conflict or excessive noise.** Do not seat learners who bother each other together. Do not seat learners who cannot stop talking together. Avoid problems by separating these learners.
- 3 In the learning programme, there are a few activities that require learners to work in small groups.
- 4 These should be groups of 3–4 learners, seated close together. Do this so that when you tell learners to work in their ‘small groups’ they can form these groups quickly and efficiently, without moving too much.
- 5 If learners are seated in rows, an easy way to form small groups is to have two learners in the front row turn around and face the two learners just behind them in the second row. They can make a group of four quickly and efficiently.
- 6 Do not leave this up to learners. Decide how to form small groups in your classroom, and train learners to get into these groups quickly and quietly.
- 7 If you see that the dynamics of a group are not working, make changes to the group – do not force learners to work together.

### MANAGING GROUP DISCUSSIONS

- 1 In the learning programme, there are a few activities that require learners to hold group discussions.
- 2 Train learners to do this as follows:
  - a First, learners must get into their small groups
  - b Next, learners must take note of the discussion questions or frame

- c** Then, every learner must have a turn to answer each question, so:
  - Learner 1 must answer Question 1
  - Learner 2 must answer Question 1
  - Learner 3 must answer Question 1
  - Learner 4 must answer Question 1
  - Learner 1 must answer Question 2
  - Learner 2 must answer Question 2
  - Learner 3 must answer Question 2
  - Learner 4 must answer Question 2
  - And so on
- 3** It can be a good idea to use a ‘talking stick/stone/item’ to control this.
  - a** Give each group an item like a colourful stick or stone.
  - b** The person who holds the item speaks and everyone else in the group listens.
  - c** Once the first learner has spoken, he or she must pass the item to the next learner, and so on.
- 4** If the group has to report back, then once everyone has answered, the group can vote for the best answers to each question.

### READING TRANSITION ACTIVITIES

- 1** During all Group Guided Reading lessons, teachers must work with two groups.
- 2** Between the two groups, it is important to take an ‘active break’ before settling learners to work on the next Reading Worksheet activity.
- 3** Do this as follows:
  - a** When you are finished working with them, send Group 1 back to their tables.
  - b** Call the class to attention.
  - c** Do a Reading Transition Activity with the whole class.
  - d** Settle the learners back down with the Reading Worksheet.
  - e** Explain the next activity on the Reading Worksheet.
  - f** Remind learners that they must first finish the activity they are working on before moving to the next activity – they must work at their own pace.
  - g** Call Group 2 to come and work with you.
- 4** In Term 1, we recommend that you use these 4 Reading Transition Activities with learners:

### Activity 1: Teacher Says

- 1** Tell learners to stand up.
- 2** Explain that you are going to do different movements, like: touch your head; fly a kite; wiggle your nose; jump three times; etc.
- 3** If you first say ‘teacher says’, then learners must do the action.
- 4** If you do not say ‘teacher says’, then learners must stand still.

- 5 If a learner does the action when you did not say 'teacher says', then that learner is out and must sit down.
- 6 The winner is the last learner standing.

### **Activity 2: Dance Party**

- 1 Tell learners to stand up.
- 2 Explain that you are going to play some music on your phone.
- 3 When learners hear the music, they must dance.
- 4 As soon as you switch the music off, learners must freeze.
- 5 Put the music on and off a few times, so that learners can dance and freeze a few times!

### **Activity 3: Wiggle, Wiggle, Freeze**

- 1 Tell learners to stand up.
- 2 Say: wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, freeze!
- 3 Learners must say this with you and they must wiggle their bodies as they say 'wiggle'.
- 4 When they get to 'freeze' they must stand dead still and be silent!
- 5 Repeat this a few times.

### **Activity 4: My Chair and Me**

- 1 Tell learners to stand up next to their chairs. There must be some space around them.
- 2 Give learners instructions to follow – they must do this quickly and quietly.
- 3 These instructions are all related to the chair and they practise the use of prepositions.
- 4 Give instructions like:
  - stand behind your chair
  - pick up your chair
  - climb on your chair
  - step over your chair
  - etc.



## **Oral Activities**

---

At the start of the Home Language lessons on Mondays, Wednesdays and Fridays you will do oral activities. These are the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak.

## Teach Theme Vocabulary

**Objective:** To extend learners' cognitive, conceptual and academic vocabulary, in order to improve reading comprehension and general knowledge. To better equip learners with the language required to function effectively in the Intermediate Phase.

- 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.

## Song or Rhyme

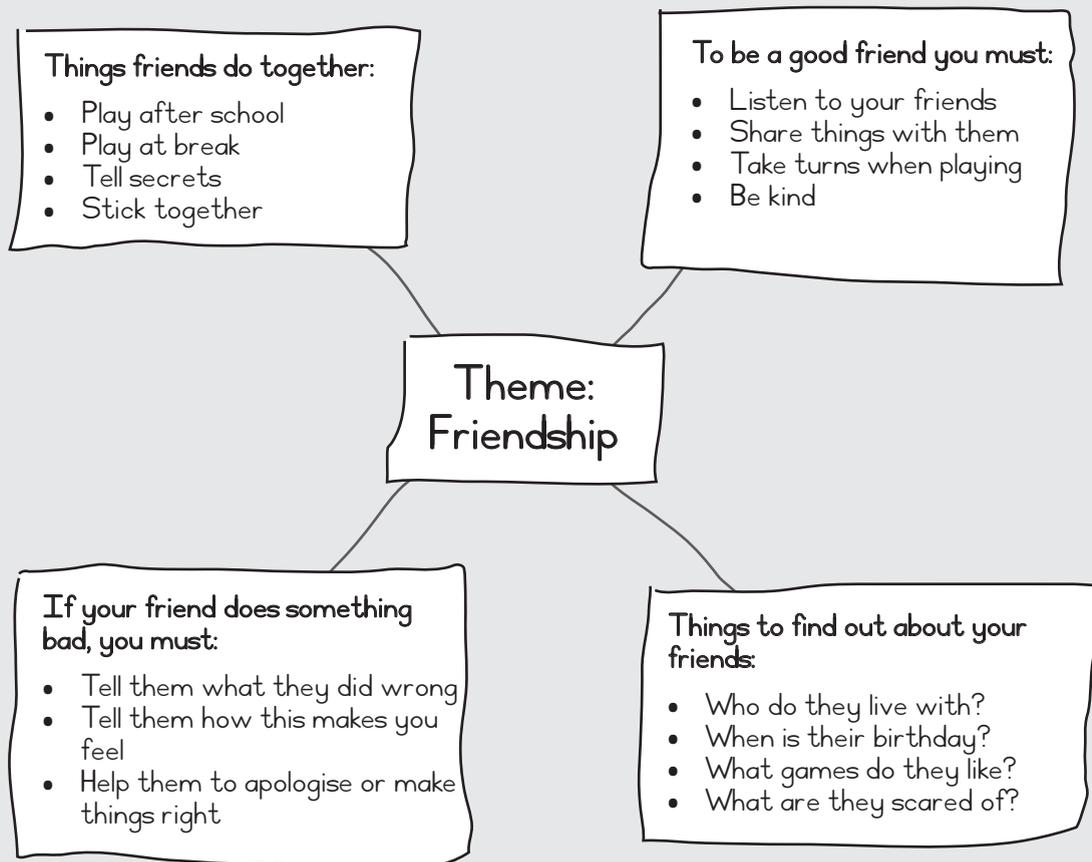
**Objective:** To consolidate learners' knowledge of new vocabulary. To learn through play.

- 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.

## Introduce the Theme: Accessing Prior Knowledge

**Objective:** To establish and acknowledge learners' prior knowledge of a topic, and to build on what is already known about that topic. To model the graphic organisation of knowledge by using the strategy of mind-mapping.

- 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 the 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?*

## Creative Storytelling Week 1

**Objective:** 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. To build learners' sequencing skills. To give learners the opportunity to work collaboratively and co-operatively in a small group.

- 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.

## Creative Storytelling Week 2

**Objective:** 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. To build learners' sequencing skills. To give learners the opportunity to work collaboratively and co-operatively in a small group.

- 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.

## Discussion of Shared Reading Text

**Objective:** To teach learners critical thinking and summary skills and to give them the opportunity to practise and develop these skills. To build learners' confidence by providing authentic opportunities to formulate and express opinions, evaluations, connections and

*inferences. To give learners the opportunity to work collaboratively and co-operatively in a small group.*

- 1 The Discussion of the Shared Reading Text takes place on Fridays.
- 2 Start by writing the discussion frame on the chalkboard.
- 3 Next, read and explain the discussion frame to learners.
- 4 Learners should understand that there is no judgement of answers to open-ended questions – differing answers and opinions are welcomed.
- 5 At the end of the lesson, call the class to attention.
- 6 In the last few minutes, ask different learners or a specific group to share their answers.
- 7 Thank learners for their answers and contributions.
- 8 If answers are incorrect, or need to be expanded on, correct learners or ask prompting questions.



## Phonemic Awareness & Phonics/Handwriting

---

### Grade 1& 2 (until phonics programme is complete)

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

### Consolidation: Mondays

*Objective: To informally assess learners' phonemic awareness and recall of taught phonics and handwriting. To remediate or consolidate phonic and handwriting knowledge through self-correction. To use assessment observations for formative purposes.*

- 1 On Mondays during Handwriting, learners practise their print by revising sounds, syllables 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, syllables and words will differ from lesson to lesson.*)
- 4 Tell learners to write down the sound, syllable 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, syllables 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, syllable or word correctly.
  - They also need to see if they know how to form the letters properly.
- 7 Call out the sounds, syllables and words in the lesson plan.
- 8 Next, instruct learners to take a coloured pencil and correct their own work.

- 9 Correctly write the answers 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.

### **Learning New Sound and Words: Tuesdays and Wednesdays**

***Objective:** To explicitly and systematically develop learners' phonemic awareness. To explicitly and systematically teach home language phonemes to learners, and to practice the identification and use of the taught phoneme in words.*

#### **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 to learners: **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.

### **Writing New Letter(s) and Words: Tuesdays and Wednesdays**

***Objective:** To explicitly and systematically develop learners' ability to correctly and fluently write graphemes that correspond to the taught phonemes.*

- 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 newly learnt sound in any words/sentences written.

### **Segmenting and Blending: Thursdays**

***Objective:** To explicitly and systematically develop learners' phonemic awareness, and ability to blend and segment taught phonemes, in order to read and write independently. To increase recognition of phonemes with automaticity.*

#### **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.

## Word Find: Fridays

**Objective:** To provide an opportunity for learners to consolidate their knowledge of taught phonemes. To give learners the opportunity to practise the skill of blending to build words. To increase recognition of phonemes with automaticity.

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

<b>bl-</b>	<b>i</b>	<b>p</b>
<b>oo</b>	<b>d</b>	<b>a</b>
<b>nk</b>	<b>e</b>	<b>m</b>

### 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**



## Phonemic Awareness & Phonics/Handwriting

**Grade 2&3 (once the phonics programme is complete)**

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

### GRADE 2 TERMS 3-4

#### HANDWRITING

#### Changing Words: Mondays

**Objective:** To remediate or consolidate phonic and handwriting knowledge through self-correction. To develop reading skills by helping learners to focus in on and identify changes to words or sentences, that change the meaning of the words or sentences.

**Note:** At first, learners will have to do this activity in PRINT. As soon as learners know enough cursive, please instruct them to complete the activity in CURSIVE.

- 1 On Mondays during Handwriting, learners practise their cursive writing by revising sounds and words learnt in previous weeks.
- 2 Tell learners to open their exercise books and write the date.
- 3 Next tell learners to number from 1–5 in the margin, skipping a line between each number.
- 4 Write the sentence provided in the lesson plan on the chalkboard next to number 1, like:  
1 I want a book.
- 5 Instruct learners to copy the sentence into their books.
- 6 Next, instruct learners to write different subject morphemes (In Eng or Afrikaans – pronouns) next to the numbers, like:
  - He
  - She
  - They
  - We
- 7 Instruct learners to rewrite the sentence, using each of these pronouns.
- 8 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.
- 9 Tell learners that they are checking their phonics and handwriting.
- 10 At the end of the lesson, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 11 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 12 Underline any patterns, like:
  - He wants a book.
  - She wants a book.

- They want a book.
  - We want a book.
- 13 Instruct learners to take a coloured pencil and correct their own work.
  - 14 Tell learners that if they struggled to remember a sound or to write a letter in cursive, they must work on this during the week.
  - 15 Collect learners' books at the end of the day, and make a note of who needs additional help. Some learners may be struggling with phonics, while others may be struggling with writing cursive!

## GRADE 3 TERMS 1-2

### HANDWRITING

#### Singular to Plural Words: Mondays

**Objective:** To remediate or consolidate phonic and handwriting knowledge through self-correction. To develop reading skills by helping learners to see and anticipate the patterns of change in a word depending on the noun prefix.

**Note:** At first, learners will have to do this activity in PRINT. As soon as learners know enough cursive, please instruct them to complete the activity in CURSIVE.

- 1 On Mondays during Handwriting, learners practise their cursive writing by revising words learnt in previous weeks.
- 2 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words.**
- 3 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 4 Remind learners that this is a quick activity to see if they remember how to write the sounds and words that they we have already learnt.
- 5 Tell learners that they are checking their phonics and handwriting.
- 6 Call out the singular words in the lesson plan. Learners must write these words next to the numbers, as follows.
 

**Singular to Plural Words**

  - 1 cat
  - 2 pot
  - 3 car
  - 4 goose
  - 5 child
- 7 Next, instruct learners to rewrite the words as plurals.
- 8 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.
- 9 Then, ask learners to point out any patterns they can see, like: where the words change.
- 10 Underline these patterns, like:

### **Singular to Plural Words**

- 1 cat  
cats
- 2 pot  
pots
- 3 car  
cars
- 4 goose  
geese
- 5 child  
children

- 11 Tell learners to think about these patterns when they are reading or writing.
- 12 Instruct learners to take a coloured pencil and correct their own work.
- 13 Tell learners that if they struggled to remember a sound or to write a letter in cursive, they must work on this during the week.
- 14 Collect learners' books at the end of the day, and make a note of who needs additional help. Some learners may be struggling with phonics, while others may be struggling with writing cursive!

## **GRADE 3 TERMS 3-4**

### **HANDWRITING**

#### **Singular to Plural Sentences: Mondays**

**Objective:** To remediate or consolidate phonic and handwriting knowledge through self-correction. To develop reading skills by helping learners to see and anticipate the patterns of change in a sentence depending on the noun prefix.

**Note:** At first, learners will have to do this activity in PRINT. As soon as learners know enough cursive, please instruct them to complete the activity in CURSIVE.

- 1 On Mondays during Handwriting, learners practise their cursive writing by revising words learnt in previous weeks.
- 2 Tell learners to open their exercise books and write the date and heading **Singular to Plural Sentences.**
- 3 Next tell learners to write numbers 1-5 in the margin, skipping lines between numbers.
- 4 Remind learners that this is a quick activity to see if they remember how to write the words that they we have already learnt.
- 5 Tell learners that they are checking their phonics and handwriting.
- 6 Call out the singular sentences in the lesson plan. Learners must write these sentences next to the numbers, as follows.

**Singular to Plural Sentences**

- 1 The cat drinks the milk.
- 2 The pot is on the stove.
- 3 The car drives.
- 4 The goose eats.
- 5 The child plays.
- 7 Next, instruct learners to rewrite the sentences as plurals.
- 8 In the last five minutes of the lesson, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 9 Then, ask learners to point out any patterns they can see, like: where words change.
- 10 Underline these patterns, like:

**Singular to Plural Sentences**

- 1 The cat drinks the milk.  
The cats drink milk.
- 2 The pot is on the stove.  
The pots are on the stove.
- 3 The car drives.  
The cars drive.
- 4 The goose eats.  
The geese eat.
- 5 The child plays.  
The children play.
- 11 Tell learners to think about these patterns when they are reading or writing.
- 12 Instruct learners to take a coloured pencil and correct their own work.
- 13 Tell learners that if they struggled to remember a sound or to write a letter in cursive, they must work on this during the week.
- 14 Collect learners' books at the end of the day, and make a note of who needs additional help. Some learners may be struggling with phonic sounds, while others may be struggling with writing cursive!

**PHONICS****Revision of Sounds Through Segmenting and Blending: Tuesdays and Wednesdays**

***Objective:** To explicitly and systematically develop learners' phonemic awareness, and ability to blend and segment taught phonemes and syllables, in order to read and write independently. To increase recognition of phonemes with automaticity.*

**I do...**

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **fight**

- 3 Segment the word into sounds: /f/-/igh/-/t/
- 4 Say the first sound of the word: /f/
- 5 Say the middle sound of the word: /igh/
- 6 Say the last sound of the word: /t/
- 7 Write the word on the chalkboard: **fight**
- 8 Model pointing to and blending the sounds to make a word: /f/-/igh/-/t/ = **fight**
- 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: **fright**
- 3 Ask learners: What is the first sound in the word? /fr/
- 4 Ask learners: What is the middle sound in the word? /igh/
- 5 Ask learners: What is the last sound in the word? /t/
- 6 Write the word on the chalkboard: **fright**
- 7 Instruct learners to blend the sounds in the word with you: /fr/-/igh/-/t/ = **fright**
- 8 Repeat this with a word from the Wednesday lesson.

**You do...**

- 1 Tell learners to take out their exercise books and write the date and heading: **igh words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call the five words out from the lesson plan.
- 4 Learners must write these words next to the correct number. They should use their segmenting and blending skills to help them spell these words.
- 5 Learners must underline the targeted sound in each word.
- 6 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 7 Tell learners to correct their work with a coloured pencil.
- 8 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

**Other than the You do part above, this is the same as Gr 1–2 Thursdays**

**HANDWRITING**

**Writing New Letter(s) and Words: Tuesdays and Wednesdays**

*Objective: To explicitly and systematically develop learners' ability to correctly and fluently write graphemes that correspond to the taught phonemes.*

- 1 Teach learners to correctly form the cursive letter(s) for the sound taught.
- 2 Teach the lower case and upper case for each letter.

- 3 Model writing the sound on the chalkboard – describe the letter formation process as you write.
- 4 Tell left-handed learners to put their heads on the desk.
- 5 Then, stand with your back to learners, and raise your right hand.
- 6 Tell right-handed learners to follow you as you write the letter(s) in the air.
- 7 Next, repeat this process with left-handed learners.
- 8 Then tell learners to work with a partner and to write the sound on each other's backs with their fingers.
- 9 After this tell learners to write the sound on their desks with their fingers.
- 10 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 11 Learners must then write the sound/words/sentences into their books.
- 12 When modelling words, emphasise the way that cursive letters link or join to one another.
- 13 Learners must underline the sound in any words/sentences written.

**Other than point 12 above, this is the same as Grade 1–2**

## PHONICS

### Letter Swap: Thursdays

***Objective:** To remediate or consolidate phonic knowledge. To develop reading skills by helping learners to focus in on and identify a single change to a word that changes the meaning of the word.*

#### **I do...**

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write the two words provided in the lesson plan on the chalkboard, like: **sight, light**
- 3 Explain that today we will try to figure out what sound is different in the two words.
- 4 Model finding the difference for learners, like: **sight, light**
- 5 Explain the difference, like: the /s/ and /l/ sound is different, but everything else in the word is the same!

#### **We do...**

##### **Part 1**

- 1 Write the two words provided in the lesson plan on the chalkboard, like: **bright, flight**
- 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: **bright, flight**
- 4 Explain the difference between the two words.

**Part 2**

- 1 Next, write the word provided in the lesson plan on the chalkboard, like: **fight**
- 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: **light, night, fit, fat**

**You do...**

- 1 Write the word provided in the lesson plan on the chalkboard, like: **fright**
- 2 Ask learners: **What is one sound you could replace in this word to make it into a different word?**
- 3 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 4 At the end of the of the lesson, call learners back together.
- 5 Call on learners to come up to the chalkboard and write one of their words.
- 6 Go through the words, and explain which sound has been swopped.  
**bright, flight, frat, right**

**PHONICS**

**Word Find: Fridays**

*Objective: To provide an opportunity for learners to consolidate their knowledge of taught phonemes. To allow learners to practise the skill of blending to build words. To increase recognition of phonemes with automaticity.*

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

<b>igh-</b>	<b>i</b>	<b>p</b>	<b>-s</b>
<b>d</b>	<b>t</b>	<b>a</b>	<b>-un</b>
<b>l</b>	<b>e</b>	<b>ck</b>	<b>o</b>

**Model**

- 1 Remind learners of the sounds of the week: **/igh/** and **/ck/**
- 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: **/l/ - /igh/ - /t/ = light**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/igh/** or **/ck/**.
- 6 Show learners how to make another word, like: **/t/ - /a/ - /p/ = tap**

- 7 Remind learners they can make words using the target sounds, like **light**, or words without the target sound, like **tap**.

### **Learners Do**

- 1 Tell learners to open their exercise books and write the heading: **igh, ck**.
- 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):  
**tight, light, pack, pick, lack, lick, unpack, unpick, packs, picks, do, undo, lights, lacks, licks**

**Other than the highlighted point above, this is the same as Gr 1–2 Fridays**



## Shared Reading with Comprehension Strategies

---

A new Shared Reading story is read every week.

Shared Reading is done as follows:

Monday: Pre-Read

Tuesday: First Read

Thursday: Second Read

Friday: Post-Read

For these Shared Reading sessions, make sure all learners are settled and can clearly see the big book pictures. Remind learners of your expectations during shared reading time, such as:

- Sit comfortably and STILL
- Keep your HANDS in your laps
- Keep your EYES and thoughts on the story
- Turn your VOICES off (*make a gesture showing zipped lips*)

***The main objectives of Shared Reading in this programme are as follows:***

- 1** *The learners experience what it is like to read an entire story that is more complex than they are able to read alone. Because learners are not worried about the technical part of reading, they can focus on the storyline and the characters. The learners can also enjoy the stories, and develop a love for reading.*
- 2** *As the teacher reads the story aloud, she incidentally models certain reading skills: she reads from the first to the last page; she reads from the top of the page to the bottom; she reads from left to right; she responds to punctuation marks; she reads fluently and at a good pace; and she reads with expression, which adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.*
- 3** *As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and by watching her, the learners are acquiring new language skills.*
- 4** *Then, very importantly, during Shared Reading, the teacher must teach the learners how to think about a story, and how to build their understanding of a story. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies. The following comprehension strategies are used:*
  - *Predict*
  - *Visualise*
  - *Search the text*
  - *Summarise*
  - *Think about the text (wonder)*
  - *Make connections*
  - *Make inferences*
  - *Make evaluations*

**COMPREHENSION STRATEGIES**

The table below provides information on each strategy.

<b>Strategy 1: Predict</b>	
Explanation	When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
Objective	<i>By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.</i>
Steps <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> <li>1 Look at the picture.</li> <li>2 Ask learners: What do you think is happening here?</li> <li>3 Let learners think about the question.</li> <li>4 If learners cannot answer, give an example answer to the question.</li> <li>5 Show how the pictures link to each other to build a story.</li> </ol>
Examples <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> <li>1 What do you think is happening here?</li> <li>2 How do you think this character feels? Why?</li> <li>3 What do you think you will see in the next picture?</li> </ol>
Steps <i>(For predicting with text)</i>	<ol style="list-style-type: none"> <li>1 Read a page of text.</li> <li>2 Ask learners: What do you think happens next?</li> <li>3 Let learners think about the question.</li> <li>4 If learners cannot answer, give an example answer to the question.</li> </ol>
Examples <i>(For predicting with text)</i>	<ol style="list-style-type: none"> <li>1 What do you think happens next?</li> <li>2 What do you think this character does next?</li> <li>3 How do you think this story ends?</li> </ol>
<b>Strategy 2: Visualise</b>	
Explanation	When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story in their minds as it happens.
Objectives	<i>Visualisation helps to give meaning to the words on the page by turning them into a scene from a movie in the learners' minds. Visualisation also helps learners to see how the events in the text are connected to each other. This helps them to build understanding think about the story as a whole, rather than just page by page.</i>
Steps	<ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Say: Now we are going to visualise the story as if we were watching a movie.</li> <li>3 Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind.</li> <li>4 Read the text again.</li> <li>5 Tell learners what you visualised. (Model the skill.)</li> <li>6 Ask learners: What did you see? (What happened in your movie?)</li> <li>7 Listen to and discuss learners' answers. Make sure learners' answers are relevant to what is happening in the story.</li> </ol>

Examples	<ol style="list-style-type: none"> <li>1 I visualised when Joe won the race. I could see the sweat coming off his head and flying everywhere. I could see his eyes focussed on the finish line, and his body working as hard as it could.</li> </ol>
<b>Strategy 3: Search the text</b>	
Explanation	Search the text questions are the most basic type of comprehension questions. These questions ask learners to think about or look at the words on the page, and to recall information.
Objective	<i>These questions are a basic check for understanding of the words on the page. This strategy shows learners how to identify and search for a key word that will help them to answer these questions.</i>
Steps	<ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Ask learners a question about the information in the text, like: Who did Joe want to beat in the race?</li> <li>3 Let learners answer the question.</li> <li>4 NOTE: Help learners to find the answer by identifying a useful key word, and then searching the text for that key word. This will usually lead them to the answer.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1 <b>Who</b> did Joe want to beat in the race?</li> <li>2 <b>What</b> did Joe do before the race?</li> <li>3 <b>When</b> did Joe train for the race?</li> <li>4 <b>Where</b> was the race being held?</li> </ol>
<b>Strategy 4: Summarise</b>	
Explanation	When learners summarise, they think about what happened in the story. They can also think about other things, like: what they liked about the story; and what they learnt from the story.
Objective	<i>Summarising shows that the learner has understood and thought about the story. Asking learners to summarise a story is the best way to check their understanding.</i>
Steps	<ol style="list-style-type: none"> <li>1 Read the text.</li> <li>2 Remind learners: When we summarise, we think of the most important parts of a story. We can also think about what we liked about the story, and what we learnt from the story.</li> <li>3 Give learners a minute to think about the story.</li> <li>4 Instruct learners to turn and talk and share their summary with a friend.</li> <li>5 Finally, you may ask learners to write down their summaries, using a frame to assist them.</li> </ol>
Examples	<p>Story: Joe wins the race</p> <p><u>Learners could summarise the story as follows:</u></p> <p><b>This story is about</b> a boy called Joe who wants to beat the fastest boy in the school, Sizwe in a running race. Joe practices all the time, and finally beats Sizwe.</p> <p><b>I liked</b> the part where Joe broke the tape at the end of the race – it was so exciting.</p> <p><b>I learnt</b> that if you try hard and never give up you can be successful.</p>
<b>Strategy 5: Think about the text (Wonder)</b>	
Explanation	When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text.

Objective	<p><i>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that good readers have about a text.</i></p> <p><i>By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</i></p>
Steps	<ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the First Read and Second Read blocks in the lesson plans.)</li> <li>3 Say: I see / I notice...</li> <li>4 Say: I wonder...?</li> <li>5 Learners do <b>not</b> need to answer the question.</li> </ol>
Example	<b>I see</b> that Sizwe laughed at Joe when he entered the race. <b>I wonder</b> if this will upset Joe?

### Strategy 6: Make connections

Explanation	When learners <i>make connections</i> , they compare the story to their own lives (text to self), or to another text (text to text), or to something else in the world (text to world).
Objective	<i>Making connections helps learners understand the text more deeply by connecting it to other things that they already know, or have experienced. To show learners that they can make different kinds of connections: text to another text; text to self, their own lives; and text to the world – other information that they already know about the world.</i>
Steps	<ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Ask learners a question, like: When was a time that you wanted to win something, like Joe?</li> <li>3 Use modelling to give a sample answer, like: When Joe wanted to win the race, it reminded me of how I used to compete with my sister at school. She always got top marks for everything, and my parents were so proud. I wanted my parents to feel proud of me too.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1 How does this remind you of your own life?</li> <li>2 Tell me about a time when something similar happened to you.</li> <li>3 If you were Joe, what do you think you would have done when Sizwe laughed at you?</li> <li>4 How do you think Sizwe felt when Joe beat him?</li> <li>5 Which other character does this remind you of?</li> </ol>

### Strategy 7: Make inferences

Explanation	<p>Making an inference involves using what you already know, together with what you have read to make a good guess about something in the story. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something in the story.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p>
Objective	<i>Learners need to work out parts of a story by making inferences – they need to learn to 'read between the lines'. To do this, they must use what is written, together with what they already know to try and work out what is not explicitly written down.</i>

Steps	<ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Ask learners: What do you know about this? What does the text say?</li> <li>3 Ask learners: What else can we guess about this? Is there something that the text does not say?</li> <li>4 Ask learners: What can we infer about Joe from the way he kept on practising?</li> <li>5 Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>6 If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...</li> </ol>
Example	<p><b>Text:</b></p> <p>My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.</p> <p><b>Inference:</b></p> <p>Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.</p>
<b>Strategy 8: Make Evaluations</b>	
Explanation	When we evaluate a text, we make a judgement about an aspect of the text.
Objective	<i>Learners must be taught that they must always evaluate what they read, and must be able to support or justify their evaluations.</i>
Steps	<ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not?</li> <li>3 Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>4 If learners struggle, share your own evaluation as an example: <b>I think</b> x did the right thing <b>because</b> x</li> </ol>
Example	<p><b>Some evaluation questions start with:</b></p> <ol style="list-style-type: none"> <li>1 Do you think...</li> <li>2 Do you agree with...</li> <li>3 In your view...</li> <li>4 Did you like...</li> </ol>

Below is a description of the core methodology of each of the Shared Reading lessons: Pre-Read; First Read; Second Read; and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson.

### SHARED READING: PRE-READ

#### COMPREHENSION STRATEGY: PREDICT

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read.

- 1 Tell learners that today they will look at the pictures in the story, and think about the story.
- 2 Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.

- 3 Explain to learners that they must not think of each picture on its own. They must think about how the pictures relate to each other. They must connect all the pictures to each other to try and work out what the entire story is about.
- 4 Show learners the cover of the story and read the title aloud.
- 5 Ask learners: What do you think will happen in this story?
- 6 Next, look at each picture in the story, and as you look, ask learners:
  - a What do you see in this picture?
  - b What do you think is happening here?
  - c What do you think might happen next?
- 7 If learners forget to connect the different pictures, prompt them to do this. For example: ‘Can you remember what this boy was doing in the last picture? What is he doing now? What do you think is happening?’
- 8 When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
- 9 Thank learners for their predictions.
- 10 If you have time, read through the story once without stopping.

### **SHARED READING: FIRST READ**

#### **COMPREHENSION STRATEGY: THE STRATEGY THAT MUST BE USED IS IDENTIFIED IN THE LESSON PLAN.**

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.

### **SHARED READING: SECOND READ**

#### **COMPREHENSION STRATEGY: THE STRATEGY THAT MUST BE USED IS IDENTIFIED IN THE LESSON PLAN.**

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.

### **SHARED READING: POST-READ**

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt.

**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.



## Group Guided Reading

---

**Objective:** To listen to each learner read aloud as an individual, and to explicitly build technical reading skills and comprehension skills with each learner. To allow the rest of the class the opportunity to practice reading phonic words, high frequency words and short, decodable sentences, before completing short written comprehension activities independently.

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
<ul style="list-style-type: none"> <li>This learner knows no or very few words.</li> <li>This learner does not seem to recognise many letter-sound relationships.</li> </ul>	<ul style="list-style-type: none"> <li>This learner knows just a few common words.</li> <li>This learner does not seem to recognise some letter-sound relationships, OR this learner needs a lot of help to read previously unseen words.</li> </ul>	<ul style="list-style-type: none"> <li>This learner knows many common words.</li> <li>This learner needs help to decode previously unseen words.</li> </ul>	<ul style="list-style-type: none"> <li>This learner knows many common words and can decode most previously unseen words.</li> <li>This learner occasionally needs help to decode more challenging words.</li> <li>This learner reads with some fluency.</li> </ul>	<ul style="list-style-type: none"> <li>This learner knows many common words.</li> <li>This learner can decode previously unseen words.</li> <li>This learner reads with fluency and expression.</li> <li>This is one of the best readers in the class.</li> </ul>

**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.

#### ALTERNATE TO GROUP GUIDED READING

Remember that the point of Group Guided Reading is to listen to each learner read individually, in order to help them build technical reading skills. If you do not have enough space in your classroom for this, or if you struggle to control the class's behaviour whilst you listen to a group read, there is an alternative.

During the time for Group Guided Reading, settle all learners at their desks with the reading worksheets. Then, do the following:

- 1 Explain the first worksheet activity that they must do.
- 2 Then, call individual learners one at a time to your table to read aloud to you.
- 3 Listen to each learner read from a level appropriate text.
- 4 Build the learner's technical reading skills.
- 5 After 15 minutes, instruct the class to do a transition activity.
- 6 Then, resettle learners in their seats with their worksheets.
- 7 Explain the next activity that they must do.
- 8 Continue to call individual learners to your table to read aloud to you.

If you decide to use this alternate method of listening to reading, you must ensure that you listen to every learner read at least once per week.



## Process Writing

**Objective:** To teach learners a process to put their original thoughts into writing with some support. To 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'.

Process writing consists of planning, drafting, editing, publishing and presenting. These four parts of the writing process are introduced over the three grades, as learners become more proficient.

### **PLAN THE WRITING**

- 1 In this programme, planning focusses on teaching learners how to plan using:
  - a A list
  - b A mind map
- 2 Before learners create their own plan, you must model this for them, so that they know exactly what to do. The lesson plan guides you to do this.
- 3 Explain to learners that you always THINK about what you are going to write. You must explain your thoughts out loud, so that learners can hear them.
- 4 Use the planning template to create your own writing plan.
- 5 Next, give learners a few minutes to think about what they are going to write.
- 6 Allow learners to turn and talk, and share their ideas with a partner.
- 7 Finally guide and support learners as they then use the planning template to complete their own plans.

### **DRAFT THE WRITING**

- 1 Before the lesson begins, rewrite your planning frame from the MONDAY lesson on the board. Write the writing frame template on the board.
- 2 Next, briefly explain and model how learners will use their plans to create a draft.
- 3 Show learners the writing frame template that helps them to do this.
- 4 As learners complete their draft, walk around the classroom and offer support.

### **EDIT THE WRITING**

- 1 Write the editing checklist from the lesson plan on the chalkboard.
- 2 Read through and explain the criteria to learners.
- 3 You may want to show learners how to correct a common mistake.
- 4 Allow learners time to edit and correct their own writing, using the checklist.

### **PUBLISH AND PRESENT THE WRITING**

- 1 Instruct learners to neatly rewrite their final version.
- 2 Give learners the opportunity to swop books and read each other's writing.
- 3 Give different learners the opportunity to share their writing by reading it to the whole class.
- 4 Ask some learners to rewrite their piece onto blank paper and then illustrate it, and sign it. Display this writing on a classroom wall.
- 5 Collect learners' books. You are only required to formally mark 2 pieces of writing per term using the rubrics provided. However, please read and comment on the learners' final writing pieces for every cycle.
- 6 Again, confidence is an important part of developing writing skills.



## 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.

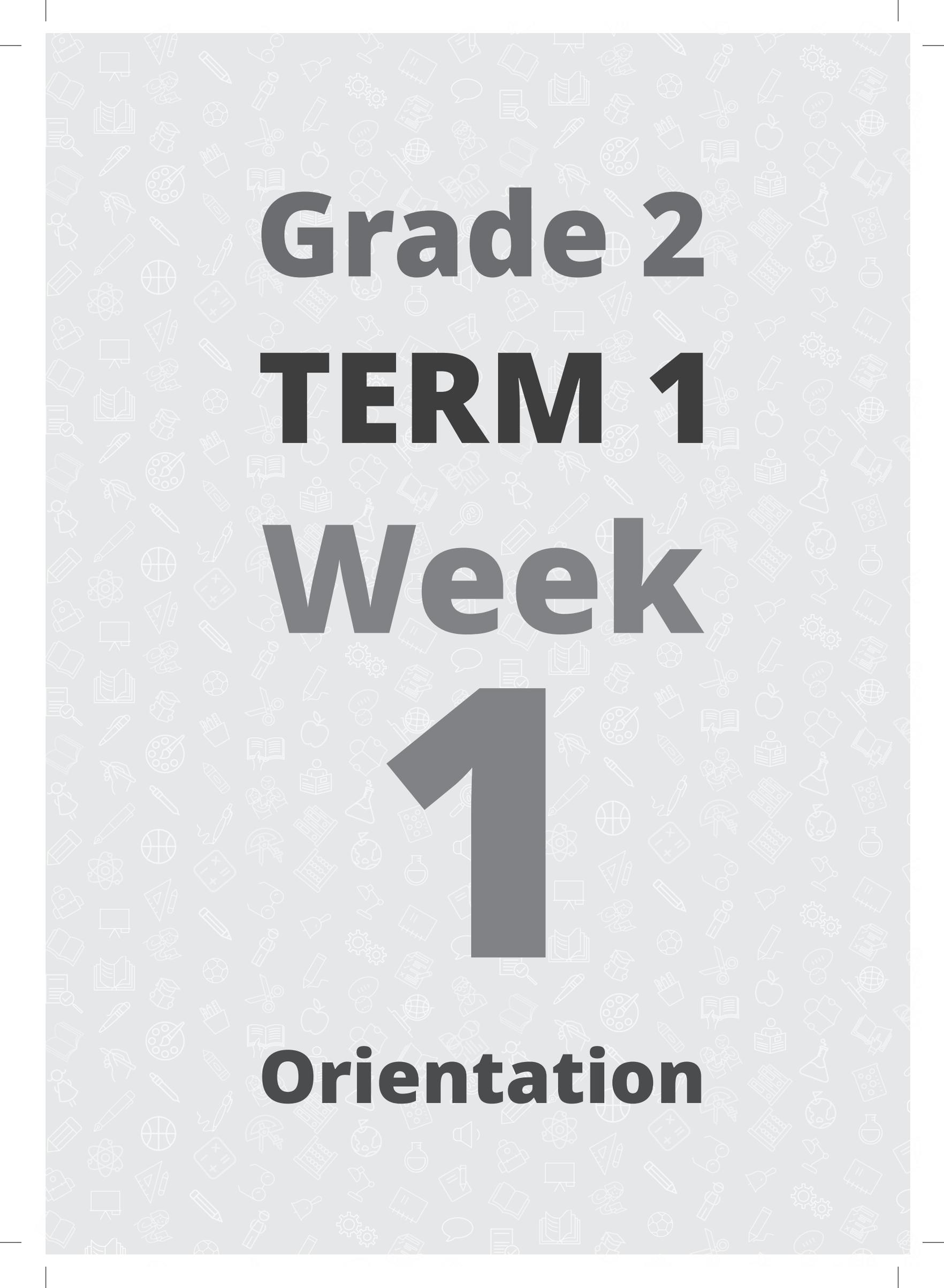
**STRATEGY 8: WRITERS TURN AND TALK**

- 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.



The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

**Grade 2**

**TERM 1**

**Week**

**1**

**Orientation**

# Monday



## Oral Activities

15 minutes

---

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE (FIRST WEEK OF THE THEME)

- 1 Tell learners that this year, we will study different themes.
- 2 Explain that a theme is a big idea that will guide our learning together.
- 3 Draw a circle with the word **school** in the middle of the chalkboard.
- 4 Ask learners: *What do you know about school?*
- 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 do in school in Grade 1?
  - b What did you love about school in Grade 1?
  - c How do you feel about school?

### THEME VOCABULARY

- 1 **Explain that this year, we will learn lots of new words to help us express our thought and ideas better!**
- 2 Teach using PATS.
- 3 Display words and illustrations on the Theme Vocabulary Board.
  - a Same
    - Hold up 1–5 fingers.
    - Explain that learners must hold up the SAME number of fingers.
    - Repeat 4–5 times.



## Handwriting

15 minutes

---

- 1 Explain that we will have an orderly system for handing out exercise books.
- 2 Choose a system that works for your classroom and learners, like: **Using book monitors.**
- 3 Explain that throughout the year, everyone will get a chance to be a book monitor. This week, we will practice what the book monitor must do so that everyone knows and is ready.
- 4 Show learners where the exercise books will be kept and how they are separated (groups, rows, etc.)
- 5 Show learners how to pick up a pile of exercise books for their group, row, etc.
- 6 Show them how to hand out the books gently, carefully, and quickly (they should not throw the books!)

- 7 Call on a few learners (the number will depend on what makes sense for the setup of your classroom) to come be the book monitors of the day.
- 8 Instruct the book monitors to practice handing out the books.
- 9 Instruct them to sit down quietly.
- 10 Once each learner has their book, explain that the book monitors will also be responsible for collecting books.
- 11 Show learners how they must collect the books for their row, group, etc.
- 12 Show learners where they must put the books.
- 13 Call on the book monitors of the day to practice collecting the books.



## Shared Reading:

15 minutes

### Pre-Read

- 1 Explain that this year, we will have shared reading.
- 2 Explain that shared reading will happen on the carpet, in the front of the classroom (or elsewhere, if this will not work in your classroom)
- 3 Explain that we will need to get onto the carpet quickly and quietly.
- 4 Show learners how to move to the carpet. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Choose a system to move to the carpet that works for your classroom and learners, like:  
**Row by row.**
- 6 Tell learners which row they are in, so they know whether they are in Row 1, Row 2, Row 3, etc.
- 7 Explain that learners must **remember** their row.
- 8 Call learners row by row to move to the carpet.
- 9 Once all the learners are sitting on the carpet, explain that we will also need to move back to our seats quickly and quietly.
- 10 Show learners how to move back to their seats. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 11 Call learners row by row to move back to their seats.



## Writing:

30 minutes

### Plan and Draft

#### WRITING FRAME:

School makes me feel \_\_\_\_\_

#### MODELLING

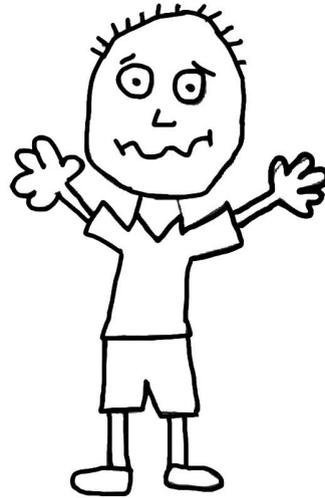
- 1 Explain that today, learners will draw about **how they feel today at school**.
- 2 Read the writing frame out loud to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Tell learners some ideas you have for filling in the writing frame, like: I love school and it makes me feel happy to be here.
- 5 Use **modelling** to draw a picture of yourself looking happy in the classroom.
- 6 Explain which words you will write. **Draw a line for each word**.
- 7 Use **modelling** to complete the writing frame: **School makes me feel** happy.
- 8 **Say words slowly like a tortoise and write the sounds you know**.
- 9 Use **resources**, like sight words and theme vocabulary words.
- 10 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

#### ORAL INSTRUCTIONS

- 1 Ask learners: How do you feel at school today?
- 2 Instruct learners to **think before they write**.
- 3 Call on 2–3 learners to tell you how they feel.
- 4 They must say: I feel ...
- 5 Explain that learners will now draw and write about their own feelings!

#### WRITING

- 1 **Call on same book monitors to hand out exercise 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 use to add a label.
- 5 Encourage learners.
- 6 **Call on same book monitors to collect exercise books**.



School makes me feel nervous.



## Group Guided Reading

30 minutes

- 1 Explain that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Explain that the book monitors will also hand out the reading worksheets to the class.
- 3 Show learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Show learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Show them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the worksheets!)
- 6 Call on the same book monitors to come hand out the reading worksheets.
- 7 Instruct them to practice handing out the reading worksheets.
- 8 Instruct them to sit down quietly.
- 9 Instruct all learners to look at the worksheets.
- 10 Explain the icons on the reading worksheet to learners:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Explain that the book monitors will also be responsible for collecting the reading worksheets.
- 12 Show learners how they must collect the worksheets for their row, group, etc.
- 13 Show learners where they must put the worksheets.
- 14 Call on the book monitors of the day to practice collecting the reading worksheets.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

- 1 Explain that when we do phonics this year, it is important to listen very carefully.
- 2 Explain that today, we will play a game called **Teacher Says**. This is a game that requires us to listen very carefully! We will use this game often throughout the year!
- 3 Explain the rules to learners:
  - a Explain that you are going to do different movements, like: touch your head; fly a kite; wiggle your nose; jump three times; etc.
  - b If you first say 'teacher says', then learners must do the action.
  - c If you do not say 'teacher says', then learners must stand still.
  - d If a learner does the action when you did not say 'teacher says', then that learner is out and must sit down.
  - e The winner is the last learner standing.
- 4 Tell learners to stand up.
- 5 Play the game until there is just one learner standing!



## Handwriting:

15 minutes

### Write new letter(s)/words/sentences

- 1 Remind learners that book monitors will be responsible for handing out exercise books and reading worksheets.
- 2 Remind learners where the exercise books will be kept and how they are separated (groups, rows, etc.)
- 3 Remind learners how to pick up a pile of exercise books for their group, row, etc.
- 4 Remind them how to hand out the books gently, carefully, and quickly (they should not throw the books!)
- 5 Call on a few learners to come be the book monitors of the day. They should be **different** from the learners you chose on Monday.
- 6 Instruct the book monitors to practice handing out the books.
- 7 Instruct them to sit down quietly.
- 8 Once each learner has their book, instruct all the learners to open to their first clean page.
- 9 Instruct learners to quickly copy the date from the board. Explain that learners will only have one minutes to do this. (It is important to train learners to do this quickly!)
- 10 Explain that the book monitors will also be responsible for collecting books.
- 11 Remind learners how they must collect the books for their row, group, etc.
- 12 Remind learners where they must put the books.

- 13 Call on the book monitors of the day to practice collecting the books.



## Shared Reading:

15 minutes

### First Read

- 1 Remind learners that this year, we will have shared reading.
- 2 Remind learners that shared reading will happen on the **carpet**, in the front of the classroom
- 3 Explain that we will need to get onto the **carpet** quickly and quietly.
- 4 Show learners how to move to the **carpet**. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Choose a system to move to the carpet that works for your classroom and learners, like: **Row by row**.
- 6 Tell learners which row they are in, so they know whether they are in Row 1, Row 2, Row 3, etc.
- 7 Explain that learners must **remember** their **row**.
- 8 Call learners **row by row** to move to the carpet.
- 9 Once all the learners are sitting on the carpet, explain that for shared reading, there are rules about how we must sit on the carpet.
- 10 Ask learners: What are some of the things you think are important when we are all on the carpet together?
- 11 Brainstorm some ideas with learners, like: not touching other people, not taking up too much space, listening to the speaker, etc.
- 12 Explain and show learners how to sit on the carpet for shared reading, like:
  - a We sit crossed legged or knees up, so that there is enough room for everyone.
  - b We keep our hands in our laps or on our own bodies.
  - c We listen quietly while the story is being read.
  - d We raise our hand to speak.
- 13 Instruct all the learners to practice how we sit for shared reading for a few seconds.
- 14 Remind learners that we also need to move back to our seats quickly and quietly.
- 15 Show learners how to move back to their seats. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 16 Call learners row by row to move back to their seats.



## Group Guided Reading

30 minutes

---

- 1 Remind learners that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Remind learners that the book monitors will also hand out the reading worksheets to the class.
- 3 Remind learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Remind learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Remind them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the worksheets!)
- 6 Call on the Tuesday book monitors to come hand out the reading worksheets.
- 7 Instruct them to practice handing out the reading worksheets.
- 8 Instruct them to sit down quietly.
- 9 Instruct all learners to look at the worksheets.
- 10 Remind learners of the icons on the reading worksheet:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Remind learners that the book monitors will also be responsible for collecting the reading worksheets.
- 12 Remind learners how they must collect the worksheets for their row, group, etc.
- 13 Remind learners where they must put the worksheets.
- 14 Call on the book monitors of the day to practice collecting the reading worksheets.
- 15 Then, give a quick oral quiz to learners to test their memory of the icons and to practice raising their hand to speak.
- 16 Ask learners questions like:
  - a What is the icon that tells us to do pair reading?
  - b What does the mouth icon mean?
  - c What must you do when you see a picture of a mouth?
  - d Etc.

# Wednesday



## Oral Activities

15 minutes

WEEK 1

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - a different
    - Hand out learner books.
    - Draw a SIMPLE shape on the board.
    - Explain that learners must draw a DIFFERENT shape in their own book.
    - Repeat 4–5 times.

### CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

- 1 Explain that this year, we will work in small groups for creative storytelling. We will need to move into small groups quickly!
- 2 Tell learners how they must make small groups. Show learners who will be in each group.
- 3 (For example: if learners are seated in rows, an easy way to form small groups is to have two learners in the front row turn around and face the two learners just behind them in the second row.)
- 4 Make sure all the learners understand who is in their group and how they must get into their group.
- 5 Play a game to help learners learn how to quickly and quietly form their small groups.
- 6 Explain that when you say the word 'go' learners will have 30 seconds to get into their small group.
- 7 Any learner who isn't in their group by the end of the 30 seconds is out, along with their entire group! They must then come stand at the front of the room.
- 8 Play this game until you have one group left. (If necessary, shorten the time to 20 seconds, 10 seconds).





## Phonemic Awareness and Phonics:

15 minutes

---

### Introduce new sound and words

- 1 Remind learners that when we do phonics this year, it is important to listen very carefully.
- 2 Explain that today, we will play **Teacher Says**.
- 3 Remind learners of the rules:
  - a Explain that you are going to do different movements, like: touch your head; fly a kite; wiggle your nose; jump three times; etc.
  - b If you first say 'teacher says', then learners must do the action.
  - c If you do not say 'teacher says', then learners must stand still.
  - d If a learner does the action when you did not say 'teacher says', then that learner is out and must sit down.
  - e The winner is the last learner standing.
- 4 Tell learners to stand up.
- 5 Play the game until there is just one learner standing!



## Handwriting:

15 minutes

---

### Write new letter(s)/words/sentences

- 1 Remind learners that book monitors will be responsible for handing out exercise books and reading worksheets.
- 2 Remind learners where the exercise books will be kept and how they are separated (groups, rows, etc.)
- 3 Remind learners how to pick up a pile of exercise books for their group, row, etc.
- 4 Remind them how to hand out the books gently, carefully, and quickly (they should not throw the books!)
- 5 Call on a few learners to come be the book monitors of the day. They should be **different** from the learners you have chosen already.
- 6 Instruct the book monitors to practice handing out the books.
- 7 Instruct them to sit down quietly.
- 8 Once each learner has their book, instruct all the learners to open to their first clean page.
- 9 Instruct learners to quickly copy the date from the board. Explain that learners will only have one minutes to do this. (It is important to train learners to do this quickly!)
- 10 Instruct learners to write their name neatly and quickly underneath the date. Explain that they will have 30 seconds to do this.
- 11 Instruct learners who have extra time to write their names again (or as many times as possible in the 30 seconds).
- 12 When the 30 seconds are finished, instruct learners to close their books.
- 13 Remind learners that the book monitors will also be responsible for collecting books.

**14** Remind learners how they must collect the books for their row, group, etc.

**15** Remind learners where they must put the books.

**16** Call on the book monitors of the day to practice collecting the books.

*Note: You can look at learners name writing to do an informal assessment about which learners in your class know how to write their names, and how quickly they are able to do so.*



## Writing:

30 minutes

### Plan and Draft

#### WRITING FRAME:

School makes me feel \_\_\_\_\_

One thing I like about school is \_\_\_\_\_

#### MODELLING

- 1** Explain that today, learners will add a sentence to their writing from Monday.
- 2** Today they will think about one thing they like about school!
- 3** Read the new writing frame to learners.
- 4** Use **modelling** to show learners that you **think before you write**.
- 5** Explain some ideas you have for filling in the writing frame, like: I love teaching learners how to read, because reading is so important!
- 6** Use **modelling** to add to your drawing, like: You working with some learners, in a small group.
- 7** Explain which words you will write. **Draw a line for each word.**
- 8** Use **modelling** to complete the writing frame, like: One thing I like about school is teaching reading!
- 9** **Say words slowly like a tortoise and write the sounds you know.**
- 10** Use **resources** (sight words, theme vocabulary word) to add labels to your drawing.
- 11** **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

#### ORAL INSTRUCTIONS

- 1** Remind learners that on Monday, we thought about how we feel about school.
- 2** Today we will add a sentence to our writing.
- 3** Ask learners: What is one thing you like about school?
- 4** Instruct learners to **think before they write**.
- 5** Explain that learners should come up with their own ideas – they should **not** copy your idea!

- 6 Explain how we **turn and talk**:
  - a Learners must turn to the person next to them.
  - b They must take turns telling their partner the answer to the question.
  - c When their partner is talking, they must listen carefully!
- 7 Instruct learners to **turn and talk** with a partner about one thing they like about school.
- 8 **Walk around and help make sure every learner has a partner to talk to. Make sure learners are talking to their partner about the question you have asked.**
- 9 Call on 3–4 learners to tell you what their partner likes about school.
- 10 They must say: One thing my partner likes about school is...
- 11 Explain that learners will now use the writing frame to draw and write their own ideas!

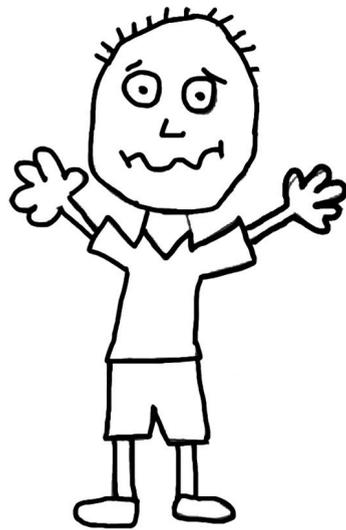
### WRITING

- 1 **Call on same book monitors to hand out exercise books.**
- 2 Instruct learners to find their writing from Monday. They will **add** to this!
- 3 As learners are writing, walk around the room and complete **mini conferences**.
- 4 Ask learners to **read their writing**.
- 5 Help learners complete the writing frame.
- 6 Help learners **say words slowly like a tortoise** and **use resources**.
- 7 **Encourage learners.**

### TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Remind learners that when we **turn and talk**, we turn to our partner and discuss!
- 3 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.*



$1+1$	$= 2$	✓
$2+2$	$= 4$	✓
$3+3$	$= 6$	✓

School makes me feel nervous.

One thing I like about school is  
maths.



## Group Guided Reading

30 minutes

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

- 1 Remind learners that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Remind learners that the book monitors will also hand out the reading worksheets to the class.
- 3 Remind learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Remind learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Remind them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the books!)
- 6 Call on the Wednesday book monitors to come hand out the reading worksheets.
- 7 Instruct them to practice handing out the reading worksheets.
- 8 Instruct them to sit down quietly.
- 9 Instruct all learners to look at the worksheets.
- 10 Remind learners of the icons on the reading worksheet:
  - a Eyes: Look and say words
  - b Mouth: Sound out words

- c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Explain that today is Wednesday, so learners must look at the Wednesday activity.
- 12 Model how to do this activity for learners, using the icons.
- 13 Then, explain learners must do this **independently** (*skip the pair reading for today!*)
- 14 Explain that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 15 Give learners time to practice their independent reading. Walk around the room and make sure learners are engaging with the worksheet.
- 16 After 5 minutes, remind learners that the book monitors will also be responsible for collecting the reading worksheets.
- 17 Remind learners how they must collect the worksheets for their row, group, etc.
- 18 Remind learners where they must put the worksheets.
- 19 Call on the book monitors of the day to practice collecting the reading worksheets.
- 20 Then, give a quick oral quiz to learners to test their memory of the icons and to practice raising their hand to speak.
- 21 Ask learners questions like:
  - a What is the icon that tells us to do pair reading?
  - b What does the mouth icon mean?
  - c What must you do when you see a picture of a mouth?
  - d Etc.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

- 1 Remind learners that when we do phonics this year, it is important to listen very carefully.
- 2 Explain that today, we will play a new game called **Wiggle, wiggle, freeze**.
- 3 **Explain the rules to learners:**
  - a Explain that you will use two words: wiggle and freeze.
  - b When you say wiggle, learners must wiggle.
  - c When you say 'freeze' they must stand dead still and be silent!
  - d If learners do not 'freeze' they will be out!
- 4 Tell learners to stand up.
- 5 Say: wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, freeze!
- 6 Call on any learners who do not freeze to sit down!
- 7 Repeat a few times.



## Shared Reading:

15 minutes

### Second Read

- 1 Remind learners that this year, we will have shared reading.
- 2 Remind learners that shared reading will happen on the **carpet**, in the front of the classroom
- 3 Explain that we will need to get onto the **carpet** quickly and quietly.
- 4 Show learners how to move to the **carpet**. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Choose a system to move to the carpet that works for your classroom and learners, like: **Row by row**.
- 6 Tell learners which row they are in, so they know whether they are in Row 1, Row 2, Row 3, etc.
- 7 Explain that learners must **remember** their **row**.
- 8 Call learners **row by row** to move to the carpet.
- 9 Remind learners how to sit on the carpet for shared reading, like:
  - a We sit crossed legged or knees up, so that there is enough room for everyone.
  - b We keep our hands in our laps or on our own bodies.
  - c We listen quietly while the story is being read.
  - d We raise our hand to speak.
- 10 Explain that during Shared Reading, learners must listen to stories very carefully.
- 11 Read the story on page 2 of the DBE workbook out loud to learners.

- 12 Ask learner the following questions. Remind learners they must raise their hand if they want to answer:
  - a Who went to the sea for the holidays?
  - b Who went to their grandmother?
  - c How did Jabu feel about staying home for the holidays?
- 13 Instruct all the learners to practice how we sit for shared reading for a few seconds.
- 14 Remind learners that we also need to move back to our seats quickly and quietly.
- 15 Show learners how to move back to their seats. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 16 Call learners row by row to move back to their seats.



## Group Guided Reading

30 minutes

---

- 1 Remind learners that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Remind learners that the book monitors will also hand out the reading worksheets to the class.
- 3 Remind learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Remind learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Remind them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the worksheets!)
- 6 Call on new Thursday book monitors to come hand out the reading worksheets.
- 7 Instruct them to practice handing out the reading worksheets.
- 8 Instruct them to sit down quietly.
- 9 Instruct all learners to look at the worksheets.
- 10 Remind learners of the icons on the reading worksheet:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Explain that today is Wednesday, so learners must look at the Thursday activity.
- 12 Model how to do this activity for learners, using the icons.
- 13 Then, explain learners must do this **independently** (*skip the pair reading for today!*)
- 14 Explain that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 15 Give learners time to practice their independent reading. Walk around the room and make sure learners are engaging with the worksheet.
- 16 After 5 minutes, remind learners that the book monitors will also be responsible for collecting the reading worksheets.

- 17** Remind learners how they must collect the worksheets for their row, group, etc.
- 18** Remind learners where they must put the worksheets.
- 19** Call on the book monitors of the day to practice collecting the reading worksheets.
- 20** Then, give a quick oral quiz to learners to test their memory of the icons and to practice raising their hand to speak.
- 21** Ask learners questions like:
  - a** What is the icon that tells us to do pair reading?
  - b** What does the mouth icon mean?
  - c** What must you do when you see a picture of a mouth?
  - d** Etc.

# Friday



## Oral Activities

15 minutes

---

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - a Same
  - b Different
    - Collect some objects, like: 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser.
    - Show learners two objects.
    - Explain that if the objects are the SAME, learners should give THUMBS UP.
    - If the objects are not the same, they must keep their hands on their desks.

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - a My favourite food is...
  - b My favourite activity is...
- 2 Explain that this year, we will work in small groups to discuss our shared reading texts. We will need to move into small groups quickly!
- 3 When we get into groups, we will use the sentence starters on the board to have a discussion.
- 4 Read the discussion frame to learners.
- 5 Explain that once we get into our groups, each learner in the group must have a turn to answer each question.
- 6 Introduce the 'talking stick/stone/item'.
- 7 Explain that the learners must pass around the talking stick. When they have the talking stick, it is their turn to talk. When someone else in their group has the stick they must listen.
- 8 Call three learners up to the front of the room and model how to pass the stick and answer the questions:
  - a Learner 1 must answer Question 1
  - b Learner 2 must answer Question 1
  - c Learner 3 must answer Question 1
  - d Learner 4 must answer Question 1
  - e Learner 1 must answer Question 2
  - f Learner 2 must answer Question 2
  - g Learner 3 must answer Question 2
  - h Learner 4 must answer Question 2

- 9 Remind learners how they must make small groups. Remind learners who will be in each group. This should be the same as the groups from Wednesday!
- 10 Make sure all the learners remember who is in their group and how they must get into their group.
- 11 Explain that when you say the word 'go' learners will have 30 seconds to get into their small group.
- 12 Then, pass out a talking stick to each group. They must take turns answering the questions as you have modelled.



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

- 1 Explain that when we do phonics this year, it is important to listen very carefully.
- 2 Explain that today, we will play a game called **My chair and me**. This is a game that requires us to listen very carefully! We will use this game often throughout the year!
- 3 Explain the rules to learners:
  - a Explain that learners will stand up next to their chairs.
  - b You will give instructions.
  - c Learners must listen carefully for the preposition so they do they right thing.
- 4 Tell learners to stand up.
- 5 Give some instructions like:
  - a stand behind your chair
  - b pick up your chair
  - c climb on your chair
  - d step over your chair



## Shared Reading:

15 minutes

### Post-Read

- 1 Explain that every week in shared reading, we will do a post-reading activity.
- 2 Explain that learners will talk about something they liked in the story from the DBE Workbook.
- 3 Use **modelling** to show learners how to give a 1–2 sentence summary of the story: **I remember that Jabu was sad because he felt all alone at home.**
- 4 Reread the story from page 2 of the DBE workbook.
- 5 Instruct learners to think about **their summaries**.
- 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 Remind learners how we **turn and talk**:

- a Learners must turn to the person next to them.
  - b They must take turns telling their partner the answer to the question.
  - c When their partner is talking, they must listen carefully!
- 9 Instruct learners to **turn and talk** and share their **own** recount with a partner.



## Group Guided Reading

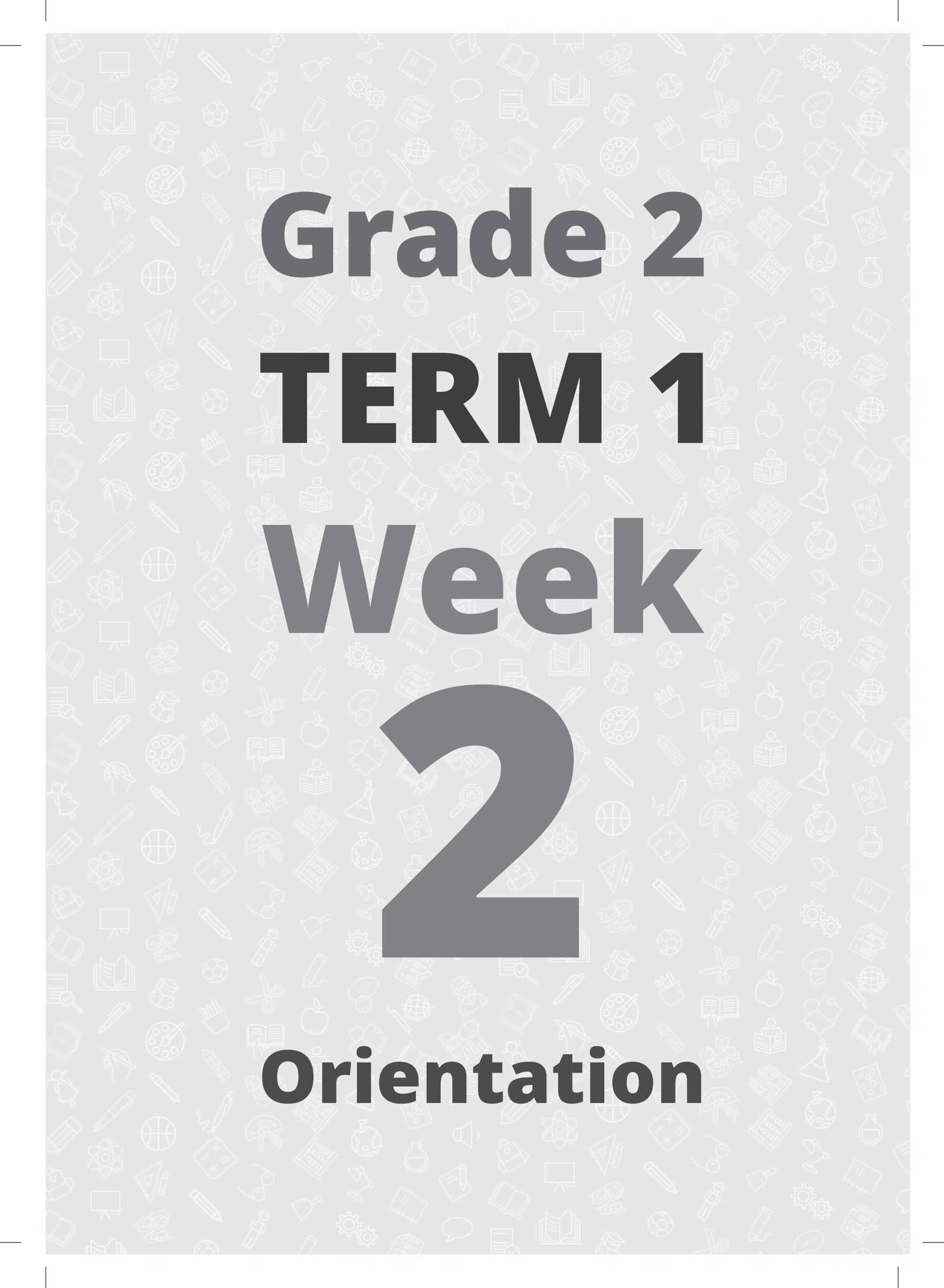
30 minutes

---

- 1 Remind learners that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Remind learners that the book monitors will also hand out the reading worksheets to the class.
- 3 Remind learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Remind learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Remind them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the books!)
- 6 Call on new Friday book monitors to come hand out the reading worksheets.
- 7 Instruct them to practice handing out the reading worksheets.
- 8 Instruct them to sit down quietly.
- 9 Instruct all learners to look at the worksheets.
- 10 Remind learners of the icons on the reading worksheet:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Explain that today is Wednesday, so learners must look at the Friday activity.
- 12 Model how to do this activity for learners, using the icons.
- 13 Then, explain learners must do this **independently** (*skip the pair reading for today!*)
- 14 Explain that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 15 Give learners time to practice their independent reading. Walk around the room and make sure learners are engaging with the worksheet.
- 16 After 5 minutes, remind learners that the book monitors will also be responsible for collecting the reading worksheets.
- 17 Remind learners how they must collect the worksheets for their row, group, etc.
- 18 Remind learners where they must put the worksheets.
- 19 Call on the book monitors of the day to practice collecting the reading worksheets.
- 20 Then, give a quick oral quiz to learners to test their memory of the icons and to practice raising their hand to speak.
- 21 Ask learners questions like:

- a** What is the icon that tells us to do pair reading?
- b** What does the mouth icon mean?
- c** What must you do when you see a picture of a mouth?
- d** Etc.



The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

**Grade 2**

**TERM 1**

**Week**

**2**

**Orientation**

# Monday



## Oral Activities

15 minutes

---

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE (SECOND WEEK OF THE THEME)

- 1 Remind learners that this year, we will study different themes.
- 2 Draw a circle with the word **school** in the middle of the chalkboard.
- 3 Ask learners: *What do you know about school that you didn't know last week?*
- 4 Write down learners' ideas around the mind map. Group similar ideas together.
- 5 If learners struggle to respond, ask the following prompting questions:
  - a What did you do last week at school that was new?
  - b What is something new you learned last week?
  - c How do you feel about grade 2?

### THEME VOCABULARY

- 1 **Explain that this year, we will learn lots of new words to help us express our thought and ideas better!**
- 2 Teach using PATS.
- 3 Display words and illustrations on the Theme Vocabulary Board.
  - a More
    - Instruct THREE learners to come stand on one side of you.
    - Instruct ONE learner to come stand on the other side of you.
    - Ask learners: which group of learners has MORE learners in it?
    - Repeat with different numbers of learners.



## Handwriting

15 minutes

---

- 1 Explain that it is important to decide on our classroom rules.
- 2 Ask learners: What are the values that are important in our classroom.
- 3 Write learners' ideas on the board.
- 4 Then, make rules together with the learners.
- 5 Some guidelines for classroom rules:
  - a They should cover the values listed.
  - b They should be written in the positive (We do... rather than We don't...)
  - c Rules should be universal – they should be true all the time.
  - d There should be about 5–7 class rules.

*Note: After school, write the rules on a poster or big paper. Hang them up for all learners to see.*



## Shared Reading:

15 minutes

### Pre-Read

- 1 Remind learners that this year, we will have shared reading.
- 2 Remind learners that shared reading will happen on the carpet, in the front of the classroom (or elsewhere, if this will not work in your classroom)
- 3 Remind learners that we will need to get onto the carpet quickly and quietly.
- 4 Remind learners how to move to the carpet. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Call learners row by row to move to the carpet.
- 6 Once all the learners are sitting on the carpet, explain that you always need to be able to get the learners' attention.
- 7 Teach an **attention-getter**, like:  
1-2-3 EYES ON ME,  
1-2 EYES ON YOU!
- 8 Tell learners how the attention-getter works:
  - a When they hear "1-2-3 EYES ON ME" they must stop talking.
  - b They must say "1-2 EYES ON YOU."
  - c Then, must sit quietly in their seats with their eyes on the teacher.
- 9 Play a game with learners to help them learn the attention-getter:
  - a Instruct learners to talk to their neighbours.
  - b Say: "1-2-3 EYES ON ME"
  - c Learners must say: "1-2 EYES ON YOU."
  - d Then, must sit quietly in their seats with their eyes on the teacher.
  - e Call out any learners who do not follow the instruction!
- 10 Once you have practiced the attention-getter, remind learners that they will also need to move back to their seats quickly and quietly.
- 11 Remind learners how to move back to their seats. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 12 Call learners row by row to move back to their seats quickly.



## Writing:

30 minutes

### Plan and Draft

#### WRITING FRAME:

This year, I want to learn \_\_\_\_\_

#### MODELLING

- 1 Explain that today, learners will draw about **something they want to learn this year**.
- 2 Read the writing frame out loud to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Tell learners some ideas you have for filling in the writing frame, like: I want to learn more about each of the learners in our class.
- 5 Use **modelling** to draw a picture of yourself talking to a learner.
- 6 Explain which words you will write. **Draw a line for each word**.
- 7 Use **modelling** to complete the writing frame: **This year, I want to learn** more about my learners.
- 8 **Say words slowly like a tortoise and write the sounds you know**.
- 9 Use **resources**, like sight words and theme vocabulary words.
- 10 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

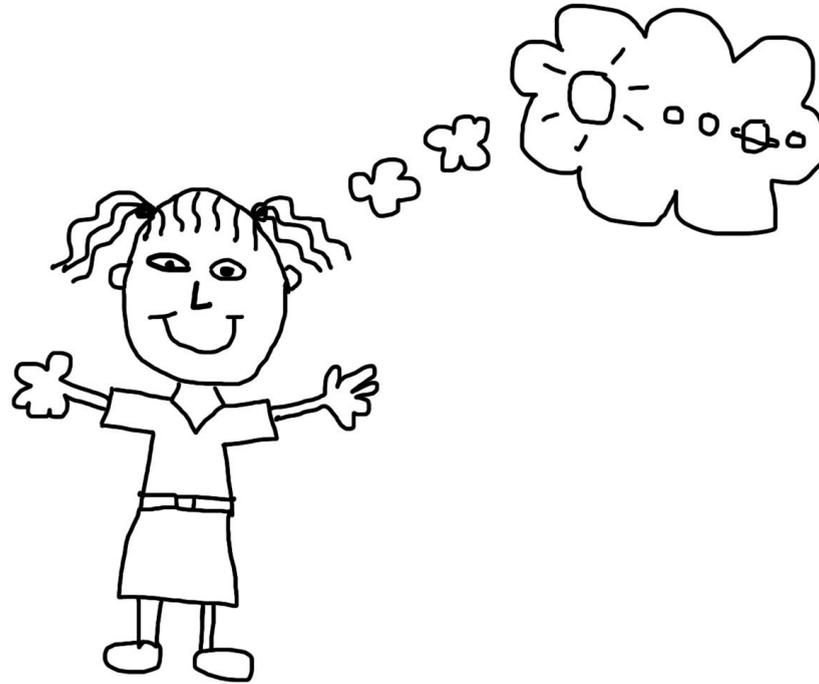
#### ORAL INSTRUCTIONS

- 1 Ask learners: What do you want to learn this year?
- 2 Instruct learners to **think before they write**.
- 3 Remind how we **turn and talk**:
  - a Learners must turn to the person next to them.
  - b They must take turns telling their partner the answer to the question.
  - c When their partner is talking, they must listen carefully!
- 4 Instruct learners to **turn and talk** and discuss their ideas with a partner.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 2–3 learners to tell you one thing they would like to learn this year.
- 7 They must say: This year, I want to learn...
- 8 Explain that learners will now draw and write their own ideas!

#### WRITING

- 1 Show learners the chart for class monitors. Explain who the book monitors will be for the week.

- 2 Call on book monitors to hand out exercise books.
- 3 As learners are writing, walk around the room and complete **mini conferences**.
- 4 Ask learners to tell you about their writing.
- 5 Help learners use to add a label.
- 6 Encourage learners.
- 7 Call on book monitors to collect exercise books.



This year I want to learn about  
Space.



## Group Guided Reading

30 minutes

- 1 Show learners the chart for class monitors. Remind learners who the book monitors will be for the week.
- 2 Remind learners that the book monitors hand out exercise books and reading worksheets.
- 3 Explain that another monitor job is the quiet monitor.
- 4 Explain that the quiet monitors must remind other learners to keep quiet during independent reading.
- 5 Show learners what the quiet monitors must do.

- 6 Explain who the quiet monitors will be for the week.
- 7 Call on the book monitors to hand out the reading worksheets.
- 8 Instruct all learners to look at the worksheets.
- 9 Explain the icons on the reading worksheet to learners:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 10 Go through the instructions for the Monday week 3 activity one with learners.
- 11 Then, explain learners must do this **independently** (*skip the pair reading for today!*)
- 12 Remind learners that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 13 Remind learners that they will need to complete the activity quietly and independently.
- 14 Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using rubric (below).
- 15 After 15 minutes, give learners a short break. Quickly play the game: Teacher says.
- 16 Go through the instructions for the Monday week 3 activity two with learners.
- 17 Remind learners that they will need to complete the activity quietly and independently.
- 18 Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using rubric (below).
- 19 At the end of the 30 minutes, call on the book monitors of the day to practice collecting the reading worksheets.

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 letter-sound relationships.	This learner knows just a few common words. This learner does not seem to recognise letter-sound relationships OR this learners needs a lot of help to read previously unseen words.	This learner knows some common words. This learner needs help to decode previously unseen words.	This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.	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.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

- 1 Explain that in our classroom this year, it is important to always follow our class rules that we made together.
- 2 Read through the final version of the rules with the learners.
- 3 Discuss the rules. Show learners how we follow each of the rules.
- 4 Ask learners to demonstrate how we follow the rules.
- 5 Discuss examples of breaking the rules and inappropriate behaviour in the classroom.
- 6 Discuss what the consequences will be in the classroom for breaking the classroom rules.

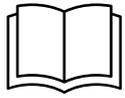


## Handwriting:

15 minutes

### Write new letter(s)/words/sentences

- 1 Remind learners that book monitors will be responsible for handing out exercise books and reading worksheets.
- 2 Remind learners where the exercise books will be kept and how they are separated (groups, rows, etc.)
- 3 Remind learners how to pick up a pile of exercise books for their group, row, etc.
- 4 Remind them how to hand out the books gently, carefully, and quickly (they should not throw the books!)
- 5 Instruct the book monitors to practice handing out the books.
- 6 Once each learner has their book, instruct all the learners to open to their first clean page.
- 7 Instruct learners to quickly copy the date from the board. Explain that learners will only have one minutes to do this. (It is important to train learners to do this quickly!)
- 8 Instruct learners to copy their favourite class rule neatly and quickly underneath the date. Explain that they will have 5 minutes to do this.
- 9 Instruct learners who have extra time to copy a second rule into their books (or as many times as possible in the 5 minutes).
- 10 When the time is finished, instruct learners to close their books.
- 11 Remind learners that the book monitors will also be responsible for collecting books.
- 12 Remind learners how they must collect the books for their row, group, etc.
- 13 Remind learners where they must put the books.
- 14 Call on the book monitors of the day to practice collecting the books.



## Shared Reading:

15 minutes

---

### First Read

- 1 Remind learners that this year, we will have shared reading.
- 2 Remind learners that shared reading will happen on the **carpet**, in the front of the classroom
- 3 Explain that we will need to get onto the **carpet** quickly and quietly.
- 4 Remind learners how to move to the **carpet**. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Remind learners of the system to move to the carpet, like: **Row by row**.
- 6 Remind learners which row they are in, so they know whether they are in Row 1, Row 2, Row 3, etc.
- 7 Explain that learners must **remember** their **row**.
- 8 Call learners **row by row** to move to the carpet.
- 9 Remind learners how to sit on the carpet for shared reading, like:
  - a We sit crossed legged or knees up, so that there is enough room for everyone.
  - b We keep our hands in our laps or on our own bodies.
  - c We listen quietly while the story is being read.
  - d We raise our hand to speak.
- 10 Explain that during Shared Reading, learners must listen to stories very carefully.
- 11 Read the story on page 10 of the DBE workbook out loud to learners.
- 12 Ask learners the following questions. Remind learners they must raise their hand if they want to answer:
  - a Who is the new boy at school?
  - b Who sees the new boy at school?
  - c What do they ask the new boy at school?
- 13 Use your **attention-getter** to get learners attention.
- 14 Remind learners that we also need to move back to our seats quickly and quietly.
- 15 Show learners how to move back to their seats. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 16 Call learners row by row to move back to their seats.



## Group Guided Reading

30 minutes

---

- 1 Show learners the chart for class monitors. Remind learners who the book monitors will be for the week.
- 2 Remind learners that the book monitors hand out exercise books and reading worksheets.
- 3 Remind learners that the quiet monitors must remind other learners to keep quiet during independent reading.
- 4 Remind learners who the quiet monitors will be for the week.

- 5 Show learners the classroom bathroom pass.
- 6 Explain that during Group Guided Reading, learners must not interrupt you. If they need to use the bathroom, they must use the bathroom pass.
- 7 Explain how the learners use the bathroom pass, and the bathroom pass rules, like:
  - a Only one learner may go to the bathroom at a time.
  - b Learners must go quickly and quietly. The pass gives them 5 minutes outside the classroom.
  - c Learners must not use the pass more than once per week.
  - d If you notice learners misusing the bathroom pass, they will not be allowed to leave on their own during Group Guided Reading.
- 8 Call on the book monitors to hand out the reading worksheets.
- 9 Instruct all learners to look at the worksheets.
- 10 Explain the icons on the reading worksheet to learners:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Go through the instructions for the Tuesday week 3 activity one with learners.
- 12 Remind learners that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 13 Explain that today we will also do pair reading.
- 14 Explain that when we do **pair reading**, we must:
  - a Quietly read to the person next to us.
  - b We must take a turn to read quietly.
  - c We must take a turn to listen to our partner read. We must follow along while our partner reads, and try to help them if they don't know a word or a sound.
- 15 Remind learners that they will need to complete the activity, following all the icons on the worksheet.
- 16 Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using rubric (below).
- 17 After 15 minutes, give learners a short break. Quickly play the game: Teacher says.
- 18 Go through the instructions for the Tuesday week 3 activity two with learners.
- 19 Remind learners that they will need to complete the activity quietly and independently.
- 20 Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using rubric (below).
- 21 At the end of the 30 minutes, call on the book monitors of the day to practice collecting the reading worksheets.

<b>I think this learner reads at: Level 1</b>	<b>I think this learner reads at: Level 2</b>	<b>I think this learner reads at: Level 3</b>	<b>I think this learner reads at: Level 4</b>	<b>I think this learner reads at: Level 5</b>
<p>This learner knows no or very few words. This learner does not seem to recognise letter-sound relationships.</p>	<p>This learner knows just a few common words. This learner does not seem to recognise letter-sound relationships OR this learners needs a lot of help to read previously unseen words.</p>	<p>This learner knows some common words. This learner needs help to decode previously unseen words.</p>	<p>This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p>	<p>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.</p>

# Wednesday



## Oral Activities

15 minutes

WEEK 2

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - a fewer
    - Instruct THREE learners to come stand on one side of you.
    - Instruct ONE learner to come stand on the other side of you.
    - Ask learners: which group of learners has FEWER learners in it?
    - Repeat with different numbers of learners.

### CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

- 1 Remind that this year, we will work in small groups for creative storytelling. We will need to move into small groups quickly!
- 2 Remind learners how they must make small groups.
- 3 Ask learners if they remember who was in their small group last week? Explain that their small group will stay the same – they will be with the same people!
- 4 Play a game to help learners learn how to quickly and quietly form their small groups.
- 5 Explain that when you say the word ‘go’ learners will have 30 seconds to get into their small group.
- 6 Any learner who isn’t in their group by the end of the 30 seconds is out, along with their entire group! They must then come stand at the front of the room.
- 7 Play this game until you have one group left. (If necessary, shorten the time to 20 seconds, 10 seconds).





## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

- 1 Remind learners that in our classroom this year, it is important to always follow our class rules that we made together.
- 2 Ask learners to read through each of the rules.
- 3 Discuss the rules. Show learners how we follow each of the rules.
- 4 Ask learners to demonstrate how we follow the rules.
- 5 Discuss examples of breaking the rules and inappropriate behaviour in the classroom.
- 6 Remind learners what the consequences will be in the classroom for breaking the classroom rules.



## Handwriting:

15 minutes

### Write new letter(s)/words/sentences

- 1 Remind learners that book monitors will be responsible for handing out exercise books and reading worksheets.
- 2 Remind learners where the exercise books will be kept and how they are separated (groups, rows, etc.)
- 3 Remind learners how to pick up a pile of exercise books for their group, row, etc.
- 4 Remind them how to hand out the books gently, carefully, and quickly (they should not throw the books!)
- 5 Instruct the book monitors to practice handing out the books.
- 6 Once each learner has their book, instruct all the learners to open to their first clean page.
- 7 Instruct learners to quickly copy the date from the board. Explain that learners will only have one minutes to do this. (It is important to train learners to do this quickly!)
- 8 Instruct learners to copy as many of the rules as they can neatly and quickly underneath the date. Explain that they will have 10 minutes to do this.
- 9 When the time is finished, instruct learners to close their books.
- 10 Remind learners that the book monitors will also be responsible for collecting books.
- 11 Remind learners how they must collect the books for their row, group, etc.
- 12 Remind learners where they must put the books.
- 13 Call on the book monitors of the day to practice collecting the books.



## Writing:

30 minutes

### Plan and Draft

#### WRITING FRAME:

This year, I want to learn \_\_\_\_\_

This year I want to get better at \_\_\_\_\_

WEEK 2

#### MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Today they will think about one thing they want to get better at this year!
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Explain some ideas you have for filling in the writing frame, like: I want to improve my exercise routine. I want to walk and run more often.
- 6 Use **modelling** to add to your drawing, like: Yourself running.
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use **modelling** to complete the writing frame, like: **This year I want to get better at exercising!**
- 9 **Say words slowly like a tortoise and write the sounds you know.**
- 10 Use **resources** (sight words, theme vocabulary word) to add labels to your drawing.
- 11 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

#### ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about something we want to learn about this year.
- 2 Today we will add a sentence to our writing.
- 3 Ask learners: What is one thing you want to get better at?
- 4 Instruct learners to **think before they write**.
- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 Explain how we **turn and talk**:
  - a Learners must turn to the person next to them.
  - b They must take turns telling their partner the answer to the question.
  - c When their partner is talking, they must listen carefully!
- 7 Instruct learners to **turn and talk** with a partner about something they want to get better at this year.

- 8 **Walk around and help make sure every learner has a partner to talk to. Make sure learners are talking to their partner about the question you have asked.**
- 9 Call on 3–4 learners to tell you what their partner wants to get better at..
- 10 They must say: My partner wants to get better at...
- 11 Explain that learners will now use the writing frame to draw and write their own ideas!

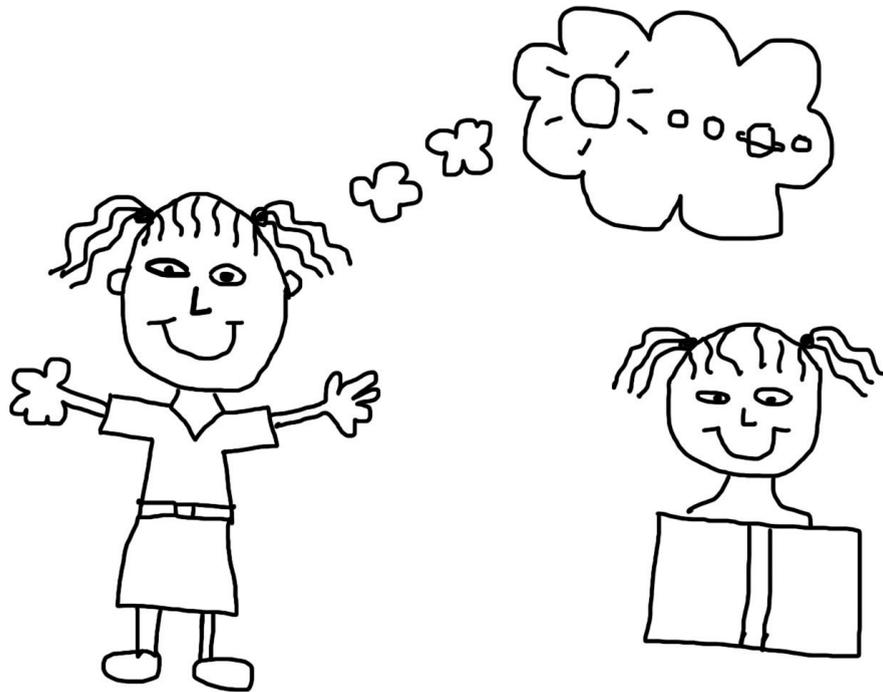
### WRITING

- 1 **Call on same book monitors to hand out exercise books.**
- 2 Instruct learners to find their writing from Monday. They will **add** to this!
- 3 As learners are writing, walk around the room and complete **mini conferences**.
- 4 Ask learners to **read their writing**.
- 5 Help learners complete the writing frame.
- 6 Help learners **say words slowly like a tortoise** and **use resources**.
- 7 **Encourage learners**.

### TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Remind learners that when we **turn and talk**, we turn to our partner and discuss!
- 3 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.*



This year I want to learn about  
space.

This year I want to get better  
at reading.



## Group Guided Reading

30 minutes

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

- 1 Show learners the chart for class monitors. Remind learners who the book monitors will be for the week.
- 2 Remind learners that the book monitors hand out exercise books and reading worksheets.
- 3 Remind learners that the quiet monitors must remind other learners to keep quiet during independent reading.
- 4 Remind learners who the quiet monitors will be for the week.
- 5 Show learners the classroom bathroom pass.

- 6 Remind learners that during Group Guided Reading, they must not interrupt you. If they need to use the bathroom, they must use the bathroom pass.
- 7 Remind learners how the learners of bathroom pass rules, like:
  - a Only one learner may go to the bathroom at a time.
  - b Learners must go quickly and quietly. The pass gives them 5 minutes outside the classroom.
  - c Learners must not use the pass more than once per week.
  - d If you notice learners misusing the bathroom pass, they will not be allowed to leave on their own during Group Guided Reading.
- 8 Call on the book monitors to hand out the reading worksheets.
- 9 Instruct all learners to look at the worksheets.
- 10 Explain the icons on the reading worksheet to learners:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Go through the instructions for the Wednesday week 3 activity one with learners.
- 12 Remind learners that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 13 Explain that today we will also do pair reading.
- 14 Explain that when we do **pair reading**, we must:
  - a Quietly read to the person next to us.
  - b We must take a turn to read quietly.
  - c We must take a turn to listen to our partner read. We must follow along while our partner reads, and try to help them if they don't know a word or a sound.
- 15 Remind learners that they will need to complete the activity, following all the icons on the worksheet.
- 16 Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using rubric (below).
- 17 After 15 minutes, give learners a short break. Quickly play the game: Teacher says.
- 18 Go through the instructions for the Wednesday week 3 activity two with learners.
- 19 Remind learners that they will need to complete the activity quietly and independently.
- 20 Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using rubric (below).
- 21 At the end of the 30 minutes, call on the book monitors of the day to practice collecting the reading worksheets.

<b>I think this learner reads at: Level 1</b>	<b>I think this learner reads at: Level 2</b>	<b>I think this learner reads at: Level 3</b>	<b>I think this learner reads at: Level 4</b>	<b>I think this learner reads at: Level 5</b>
<p>This learner knows no or very few words. This learner does not seem to recognise letter-sound relationships.</p>	<p>This learner knows just a few common words. This learner does not seem to recognise letter-sound relationships OR this learners needs a lot of help to read previously unseen words.</p>	<p>This learner knows some common words. This learner needs help to decode previously unseen words.</p>	<p>This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p>	<p>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.</p>

WEEK 2

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

- 1 Remind learners that in our classroom this year, it is important to always follow our class rules that we made together.
- 2 Ask learners to read through each of the rules.
- 3 Go through each rule. Ask learners: Why is this rule important?
- 4 Discuss why each of the rules is important for creating a safe and happy learning space.
- 5 Remind learners what the consequences will be in the classroom for breaking the classroom rules.



## Shared Reading:

15 minutes

### Second Read

- 1 Remind learners that this year, we will have shared reading.
- 2 Remind learners that shared reading will happen on the **carpet**, in the front of the classroom
- 3 Explain that we will need to get onto the **carpet** quickly and quietly.
- 4 Show learners how to move to the **carpet**. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Choose a system to move to the carpet that works for your classroom and learners, like: **Row by row.**
- 6 Tell learners which row they are in, so they know whether they are in Row 1, Row 2, Row 3, etc.
- 7 Explain that learners must **remember** their **row**.
- 8 Call learners **row by row** to move to the carpet.
- 9 Remind learners how to sit on the carpet for shared reading, like:
  - a We sit crossed legged or knees up, so that there is enough room for everyone.
  - b We keep our hands in our laps or on our own bodies.
  - c We listen quietly while the story is being read.
  - d We raise our hand to speak.
- 10 Instruct all the learners to practice how we sit for shared reading for a few seconds.
- 11 Explain that during Shared Reading, learners must listen to stories very carefully.
- 12 Read the story on page 10 of the DBE workbook out loud to learners.
- 13 Ask learner the following questions. Remind learners they must raise their hand if they want to answer:
  - a What is Ben?
  - b How does Jim feel in the end?

- c Why does he feel this way?
- 14 Remind learners that we also need to move back to our seats quickly and quietly.
  - 15 Show learners how to move back to their seats. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
  - 16 Call learners row by row to move back to their seats.



## Group Guided Reading

30 minutes

**Note:** To prepare for this activity, you need to:

- *Have already assessed all learners*
  - *Have grouped learners into same ability groups*
  - *Named the same ability groups. These names should not indicate ability. Some examples are: different animals, fruits, soccer teams, etc.*
  - *Made a group guided reading chart, so learners can easily see which group they are in*
- 1 Today, you will need to assign learners into their group guided reading groups.
  - 2 Show learners the group guided chart. Read out the names of each group. Read all the learners names who are in the group and ask them to stand up. Instruct learners to look at all the other learners who are standing: these are their group members!
  - 3 Play a game with the learners to help them to remember their groups.
  - 4 Call different groups to STAND UP and then SIT DOWN.
  - 5 Call different groups to WALK QUIETLY to the front of the room, and QUIETLY back to their seats.
  - 6 Instruct the learners to MEMORISE the names of the other learners in their group.
  - 7 Call on learners to try to name all the other learners in their group.
  - 8 Play these games until all learners know their group guided reading groups.

# Friday



## Oral Activities

15 minutes

---

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - a More
  - b Fewer
    - Draw a line down the middle of the chalkboard.
    - Draw **four** circles on one side.
    - Draw **two** circles on the other side.
    - Ask learners which side has **more**.
    - Ask learners which side has **fewer**.
    - Repeat with different numbers of circles.

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - a I am good at...
  - b I really like to...
- 2 Explain that this year, we will work in small groups to discuss our shared reading texts. We will need to move into small groups quickly!
- 3 When we get into groups, we will use the sentence starters on the board to have a discussion.
- 4 Read the discussion frame to learners.
- 5 Explain that once we get into our groups, each learner in the group must have a turn to answer each question.
- 6 Introduce the 'talking stick/stone/item'.
- 7 Explain that the learners must pass around the talking stick. When they have the talking stick, it is their turn to talk. When someone else in their group has the stick they must listen.
- 8 Call three learners up to the front of the room and model how to pass the stick and answer the questions:
  - a Learner 1 must answer Question 1
  - b Learner 2 must answer Question 1
  - c Learner 3 must answer Question 1
  - d Learner 4 must answer Question 1
  - e Learner 1 must answer Question 2
  - f Learner 2 must answer Question 2
  - g Learner 3 must answer Question 2

- h Learner 4 must answer Question 2
- 9 Remind learners how they must make small groups. Remind learners who will be in each group. This should be the same as the groups from Wednesday!
- 10 Make sure all the learners remember who is in their group and how they must get into their group.
- 11 Explain that when you say the word 'go' learners will have 30 seconds to get into their small group.
- 12 Then, pass out a talking stick to each group. They must take turns answering the questions as you have modelled.



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

- 1 Remind learners that in our classroom this year, it is important to always follow our class rules that we made together.
- 2 Ask learners to read through each of the rules.
- 3 Go through each rule.
- 4 Ask learners: What questions do you have about the rules?
- 5 Discuss the rules. Make sure learners have an understanding about:
  - a What the rules are
  - b Why the rules are important
  - c What it looks like to follow a rule
  - d What it looks like to break a rule
  - e The consequences for breaking a rule



## Shared Reading:

15 minutes

### Post-Read

- 1 Explain that every week in shared reading, we will do a post-reading activity.
- 2 Explain that learners will talk about something they liked in the story from the DBE Workbook.
- 3 Use **modelling** to show learners how to give a 1–2 sentence summary of the story: **I remember that Jim was the new boy at school.**
- 4 Reread the story from page 10 of the DBE workbook.
- 5 Instruct learners to think about **their summaries**.
- 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 Remind learners how we **turn and talk**:
  - a Learners must turn to the person next to them.

- b They must take turns telling their partner the answer to the question.
  - c When their partner is talking, they must listen carefully!
- 9 Instruct learners to **turn and talk** and share their **own** recount with a partner.



## Group Guided Reading

30 minutes

- 1 Remind learners that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Remind learners that the book monitors will also hand out the reading worksheets to the class.
- 3 Remind learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Remind learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Remind them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the books!)
- 6 Call the book monitors to come hand out the reading worksheets.
- 7 Then, explain you will practice what happens during group guided reading.
- 8 Explain that you will call up one small group. The group must come to the carpet and sit in a quiet circle.
- 9 All of the other learners must use their reading worksheets to do **independent reading**, just like we have practiced.
- 10 Call up your first group. When they are sitting in the circle, instruct each learner to go around and say their name, and one story they like.
- 11 As you speak with the small group, all the other learners should be working independently. It is important to correct any behaviour that is not independent reading during this time.
- 12 Instruct the first group to quietly walk back to their seats.
- 13 Repeat this with all groups.

The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, thematic background.

**Grade 2**

**TERM 1**

**Week**

**3**

**THEME:**

**Celebrating birthdays**



## 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: a picture of a birthday cake; some balloons; a birthday card; etc.
- 5 Do some research on the internet to prepare for the theme. For example: research how different cultures celebrate significant birthdays, etc.
- 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

---

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 how you feel when it is your birthday!

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Mandla's big birthday party in the Big Book story: A forgotten birthday
- 2 Tell learners that we are starting a new theme called: Celebrating birthdays
- 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:
- 7 What is a birthday?
- 8 What do people in our community normally do for someone's birthday?
- 9 When have you been to a celebration of someone's birthday?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - celebrate
  - celebration
  - surprise

Rhyme or song	Actions
You're seven, you're seven,	<i>Hold up seven fingers</i>
Four years from eleven!	<i>Hold up four fingers</i>
You're eight, you're eight,	<i>Hold up eight fingers</i>
I'm so glad you're my mate!	<i>Give a thumbs up</i>
You're nine, you're nine,	<i>Hold up nine fingers</i>
I hope you feel fine!	<i>Shake hands with a partner</i>
Let's celebrate, let's celebrate	<i>Skip or dance on the spot</i>
'Cause birthdays are great!	<i>Jump up in the air and throw your arms up</i>



## Handwriting

15 minutes

---

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a cat
  - b dog
  - c bag
  - d man
  - e tin
  - f pot
- 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.

### ALTERNATE HANDWRITING PROGRAMME

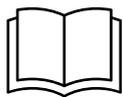
Sound/s: \_\_\_\_\_

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: A forgotten birthday
- 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:** Write a list of gifts you would like to receive for your birthday.

**TASK:** Draw a picture and write a list

**WRITING FRAME:**

My birthday present wishlist:

1 \_\_\_\_\_

2 \_\_\_\_\_

WEEK 3

### MODELLING

- 1 Explain that today, learners will write about **some gifts they would like to receive for their birthday.**
- 2 Read the writing frame to learners.
- 3 Point out the **heading** (*My birthday present wishlist*). Explain that a heading tells us what the list will be about.
- 4 Explain that today we will make a **list**. This means we will choose two gifts we would like to receive and write each gift next to a number.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Tell learners some ideas you have for filling in the writing frame, like: I always like getting new books for my birthday. I think I would like a new book. I also need new shoes!
- 7 Use **modelling** to draw a picture of yourself, thinking about the gifts you would like to receive.
- 8 Explain which words you will write. **Draw a line for each word.**
- 9 Use **modelling** to complete the first item on the list: **1.** I would like to receive a new book.
- 10 Use **modelling** to complete the second item on the list: **2.** I would like to receive new shoes.
- 11 **Say words slowly like a tortoise and write the sounds you know.**
- 12 Use **resources**, like sight words and theme vocabulary words.
- 13 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

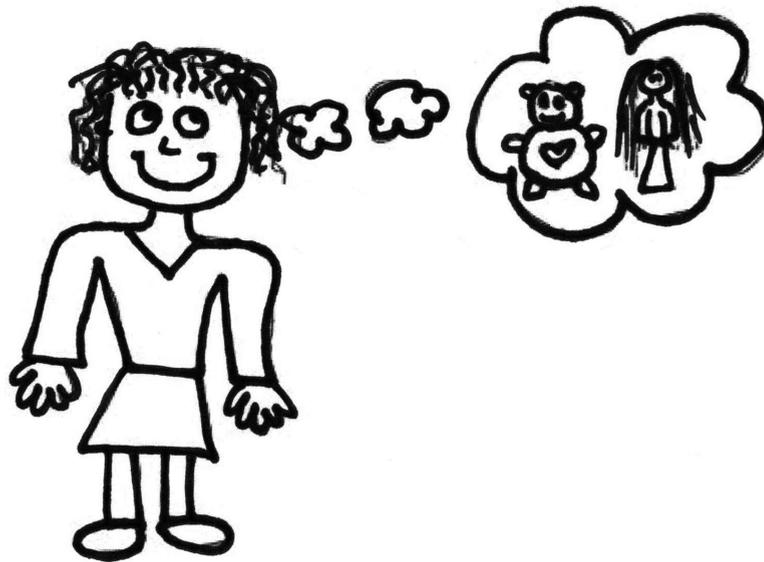
### ORAL INSTRUCTIONS

- 1 Ask learners: What gifts would you like to receive for your birthday?
- 2 Instruct learners to **think before they write**.

- 3 Call on 2–3 learners to tell you a gift they would like to receive.
- 4 They must say: I would like to receive ...
- 5 Explain that learners will now draw and write a their own wishlists!

### WRITING

- 1 Hand out **learners' books**.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 Encourage learners.



- My birthday present wishlist:
1. I would like to get a teddy bear.
  2. I would like to get a barbie.



## Group Guided Reading

30 minutes

**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

---

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**pr**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /p/ and a /r/ together, we say it as one sound: /pr/ Ask learners: Can you think of words that begin with /**pr**/?
- 4 Brainstorm words with learners, like: **pray, price, prince**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **pray, prick, preen, press, prank, proud**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

---



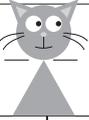
## Handwriting:

15 minutes

---

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **PR pr**
- 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.

 PR PR pr pr

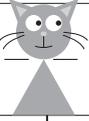
 pray pray

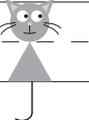
 prick prick

 preen preen

 press press

 prank prank

 proud proud

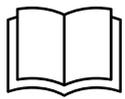
 I am proud that I pray.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

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



**Shared Reading:**

15 Minutes

**First Read**

**COMPREHENSION STRATEGIES: I WONDER / MAKE CONNECTIONS**

Text	First Read (Think Aloud)
<p><u>A forgotten birthday</u></p> <p>It was Mandla's 8<sup>th</sup> birthday. Usually everyone said 'Happy birthday!' But not today.</p> <p>His family was busy outside. His father was busy carrying wood. His sister was busy riding her bicycle. His mother was busy watering the garden.</p> <p>No one said 'Happy birthday!' to him.</p> <p>'This is the worst birthday ever,' thought Mandla.</p>	<p><b>I wonder</b> why no one said 'Happy birthday' to Mandla? <b>If I were</b> Mandla, <b>I would</b> think everyone had forgotten my birthday.</p>
<p>Then Mandla saw his grandmother and grandfather at the gate. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi everyone!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>	<p>Mandla thinks that this is the worst birthday ever. It must be because no one has said 'Happy birthday' to him. If no one wished me happy birthday, <b>I would</b> be feeling very sad!</p>
<p>Then Mandla saw his Uncle Tom, Aunt Mapula and his cousins, Thabo and Nomsa. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'How is everyone today?'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>	<p>Shame, poor Mandla! <b>If I were</b> Mandla, <b>I would</b> probably be crying.</p>

Text	First Read (Think Aloud)
<p>Then Mandla saw his best friend, Steve and his little sister. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi Mandla!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>	<p>If my best friend forgot my birthday, <b>I would</b> think my friend didn't care about me! <b>I would</b> feel so sad.</p>
<p>Mandla went up to his room. 'No one remembers my birthday!' he thought, sadly, 'poor me!'</p> <p>He heard his parents and his grandparents talking in the backyard. 'They don't even care that I'm not there!' he thought.</p>	<p>Mandla must think 'poor me' because he is feeling so sad for himself. He must be thinking that his friends and family forgot his special day. If everyone forgot my birthday, <b>I would</b> feel so sad.</p>
<p>Then Mandla's mother called him. He walked to the back of the house.</p>	<p>--</p>
<p>'Surprise! Surprise! Happy birthday Mandla!' his friends and family shouted.</p>	
<p>'I thought you forgot my birthday!' shouted Mandla.</p> <p>'We really surprised you!' said Mandla's father.</p> <p>'Let's eat some cake,' said grandfather.</p>	<p>Oh! Mandla must be feeling better. <b>If I were</b> Mandla, <b>I would</b> feel so special that my friends and family worked hard to surprise me.</p>
<p>'Open your presents,' said Steve. Mandla unwrapped his presents. He shouted, 'I always wanted a spaceship!' 'Wow! Look at this dinosaur!' 'I have been wanting to read this book!'</p> <p>'This is the best birthday ever,' thought Mandla.</p>	<p>Wow! What great presents! <b>That reminds me</b> of when my family and friends gave me birthday presents! I felt so special.</p>
Follow up questions	Possible responses
<p>Whose birthday is it?</p>	<p>It is Mandla's birthday.</p>
<p>Who surprised Mandla for his surprise party?</p>	<p>His mom, dad, sister, grandmother, grandfather, Uncle Tom, Aunt Mapula, his cousins, his friend Steve and Steve's sister.</p>
Why question	Possible responses
<p>Why does Mandla think 'poor me' when he is alone in his room?</p>	<ul style="list-style-type: none"> <li>• Mandla is feeling sad.</li> <li>• Mandla is feeling sad because he thinks everyone forgot his birthday.</li> <li>• Mandla thinks that no one remembered his birthday.</li> <li>• Mandla does not know about the party because it is a surprise party.</li> <li>• Maybe Mandla thinks no one cares about him.</li> <li>• Maybe Mandla thinks no one loves him.</li> </ul>



## 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.
  - remember
  - forget
  - forgotten

Rhyme or song	Actions
You're seven, you're seven,	<i>Hold up seven fingers</i>
Four years from eleven!	<i>Hold up four fingers</i>
You're eight, you're eight,	<i>Hold up eight fingers</i>
I'm so glad you're my mate!	<i>Give a thumbs up</i>
You're nine, you're nine,	<i>Hold up nine fingers</i>
I hope you feel fine!	<i>Shake hands with a partner</i>
Let's celebrate, let's celebrate	<i>Skip or dance on the spot</i>
'Cause birthdays are great!	<i>Jump up in the air and throw your arms up</i>

WEEK 3

### 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

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: **/igh/**
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /i/, /g/ and a /h/ together, we say it as one sound: /igh/ (long I sound)
- 4 Ask learners: Can you think of words that have the sound /igh/?
- 5 Brainstorm words with learners, like: **light, sight, bright**
- 6 Ask learners: Can you think of words that end with/igh/?
- 7 Brainstorm words with learners, like: **thigh, high, sigh**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **light, high, fight, tight, night, right**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

---



## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **IGH igh**
- 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.

I G H I G H igh igh

light light

high high

fight fight

tight tight

night night

right right

I will not fight in the light.

### ALTERNATE HANDWRITING PROGRAMME

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

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

---

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

---



### Writing:

30 minutes

---

### Plan and Draft

**TOPIC:** Write a list of gifts you would like to receive for your birthday.

**TASK:** Draw a picture and write a list using commas

**WRITING FRAME:**

My birthday present wishlist:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

I would like \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

### MODELLING

- 1 Explain that today, learners will add to their writing from Monday.
- 2 Today they will add one item to their list of presents they began on Monday.
- 3 Then, they will write the list in a sentence using commas.
- 4 Read the new writing frame to learners.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Explain some ideas you have for filling in the new parts of writing frame, like: I would like to receive a new jersey. I always love cool jerseys.
- 7 Use **modelling** to add to your drawing, like: yourself, thinking about a new jersey.
- 8 Explain which words you will write. **Draw a line for each word.**
- 9 Use **modelling** to complete the third item on the list: **3**. I would like a new jersey.
- 10 Use **modelling** to fill in the last sentence of the writing frame. Explain that this last sentence is a different kind of list. We must choose the three gifts we chose and fill them into this list. Explain that a comma or the word 'and' separates the items on this list, like: I would like a book, shoes and a jersey.
- 11 **Say words slowly like a tortoise and write the sounds you know.**

- 12 Use **resources** (sight words, theme vocabulary word) to help you write words you struggle with.
- 13 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas**.

### ORAL INSTRUCTIONS

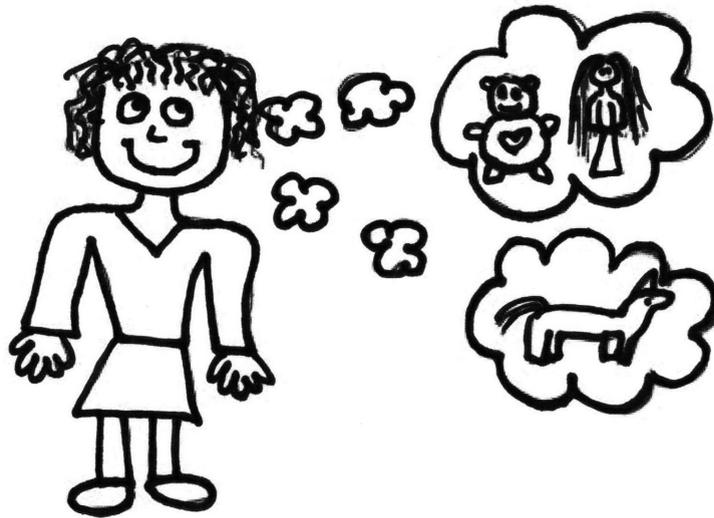
- 1 Remind learners that on Monday, we thought about a gifts we would like to receive for our birthdays.
- 2 Today we will add to our lists.
- 3 Ask learners: What other gift would you like to receive?
- 4 Instruct learners to **think before they write**.
- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 Instruct learners to **turn and talk** with a partner about the gifts on their list.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what three gifts they have chosen.
- 9 They must say: *I would like ..., ... and ...*
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

### WRITING

- 1 **Hand out learner books**. Instruct learners to find their writing from Monday. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 **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.
- 3 *Hang up learners' writing at **learner eye-level** around the room. This helps learners have conversations about the theme.*



My birthday present wishlist:

1. I would like to get a teddy bear.
2. I would like to get a barbie.
3. I would like to get a unicorn toy.

I would like a teddy bear, a barbie and a unicorn toy.



## 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

### Segmenting and Blending

#### I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **pray**
- 3 Segment the word into the individual sounds: /**pr**/ - /**ay**/
- 4 Say the beginning sound of the word: /**pr**/
- 5 Say the end sound of the word: /**ay**/
- 6 Write the word on the chalkboard: **pray**
- 7 Model pointing and blending the sounds to make a word: /**pr**/ - /**ay**/ = **pray**
- 8 Repeat this with a word from the Wednesday lesson: **light**

#### WE DO...

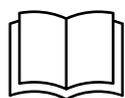
- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **prank**
- 3 Ask learners: What is the first sound in the word? / **pr**/
- 4 Ask learners: What is the middle sound in the word? / **a**/
- 5 Ask learners: What is the last sound in the word? / **nk**/
- 6 Ask learners to segment the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

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: I WONDER / MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p><u>A forgotten birthday</u></p> <p>It was Mandla's 8<sup>th</sup> birthday. Usually everyone said 'Happy birthday!' But not today.</p> <p>His family was busy outside. His father was busy carrying wood. His sister was busy riding her bicycle. His mother was busy watering the garden.</p>	<p>Oh no! Mandla feels like everyone is too busy for him. <b>That reminds me</b> of when my mom has so much work to do, that she doesn't have time for me. It makes me feel sad.</p>
<p>No one said 'Happy birthday!' to him.</p> <p>'This is the worst birthday ever,' thought Mandla.</p>	
<p>Then Mandla saw his grandmother and grandfather at the gate. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi everyone!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>	<p><b>If I were</b> Mandla, <b>I would</b> feel really sad. My grandparents always remember my birthday!</p>
<p>Then Mandla saw his Uncle Tom, Aunt Mapula and his cousins, Thabo and Nomsa. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'How is everyone today?'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>	<p>No one is wishing Mandla happy birthday. <b>If I were</b> Mandla, <b>I would</b> feel like I wasn't very important or special. <b>I would</b> feel very sad.</p>
<p>Then Mandla saw his best friend, Steve and his little sister. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi Mandla!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>	<p><b>This reminds me</b> of once, when my best friend forgot my birthday. I felt so sad.</p>
<p>Mandla went up to his room. 'No one remembers my birthday!' he thought, sadly, 'poor me!'</p> <p>He heard his parents and his grandparents talking in the backyard. 'They don't even care that I'm not there!' he thought.</p>	<p>Mandla can hear everyone talking and having fun in the backyard. <b>If that were me</b>, I would think that everyone was having fun without me. <b>I would</b> think they didn't care about me.</p>

Text	Second Read (Think Aloud)
<p>Then Mandla's mother called him. He walked to the back of the house.</p> <p>'Surprise! Surprise! Happy birthday Mandla!' his friends and family shouted.</p>	<p>Oh! Everyone only pretended to forget Mandla's birthday. Then, Mandla was surprised! <b>That reminds me</b> of when my dad turned 60 years old. My mom planned a big surprise party for him. No one said happy birthday to him. When he came back from work, we all jumped out and said 'surprise!' He thought we forgot his birthday, but we just wanted him to be surprised.</p>
<p>'I thought you forgot my birthday!' shouted Mandla.</p> <p>'We really surprised you!' said Mandla's father.</p> <p>'Let's eat some cake,' said grandfather.</p>	<p>Mandla can see that everyone worked so hard to surprise him. <b>If I were</b> Mandla, <b>I would</b> be feeling so special that everyone worked so hard to plan a special party for me.</p>
<p>'Open your presents,' said Steve. Mandla unwrapped his presents. He shouted, 'I always wanted a spaceship!' 'Wow! Look at this dinosaur!' 'I have been wanting to read this book!'</p> <p>'This is the best birthday ever,' thought Mandla.</p>	<p>Mandla looks so happy. <b>If I were</b> Mandla, <b>I would</b> feel so special that my family and friends got me presents that I really wanted.</p>
Follow up questions	Responses
<p>How would you feel if your family had forgotten your birthday?</p>	<p>(Listen to learner responses)</p>
<p>Did Mandla's family really forget his birthday?</p>	<p>No, Mandla's family pretended to forget his birthday so he would be surprised.</p>
Why question	Possible response
<p>Why is Mandla happy at the end of the story?</p>	<p>Mandla is happy because there is a party for him.</p> <p>Mandla is happy because he gets presents.</p> <p>Mandla is happy because there is a cake for him.</p> <p>Mandla realised that no one forgot his birthday.</p> <p>Mandla realised that everyone was really coming for his party.</p> <p>Mandla knows that his friends and family care about him and love him.</p>



## 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.
  - gift
  - grateful
  - relieved

Rhyme or song	Actions
You're seven, you're seven,	<i>Hold up seven fingers</i>
Four years from eleven!	<i>Hold up four fingers</i>
You're eight, you're eight,	<i>Hold up eight fingers</i>
I'm so glad you're my mate!	<i>Give a thumbs up</i>
You're nine, you're nine,	<i>Hold up nine fingers</i>
I hope you feel fine!	<i>Shake hands with a partner</i>
Let's celebrate, let's celebrate	<i>Skip or dance on the spot</i>
'Cause birthdays are great!	<i>Jump up in the air and throw your arms up</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - In this story...
  - If I were Mandla, I would think...
  - In the end, I think Mandla must feel...
- 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>pr</b>	<b>igh</b>	<b>t</b>
<b>a</b>	<b>l</b>	<b>nk</b>
<b>n</b>	<b>ee</b>	<b>s</b>

#### MODEL

- 1 Remind learners of the sounds of the week: /**pr**/ and /**igh**/
- 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: / **s**/ – /**igh**/
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**pr**/ or /**igh**/
- 6 Show learners how to make another word, like: /**s**/ – /**a**/ – /**t**/
- 7 Remind learners they can make any words using the target sounds, like **sigh**,, or words without the target sound, like sat.

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **pr, igh**
- 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):
- 5 prank, preen, preens, pranks, tight, light, sigh, night, sat, seen, sank, tank, lank

#### ALTERNATE PHONICS PROGRAMME

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

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



## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE

#### ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they liked in the story: **A forgotten birthday.**
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of something they **connect to** in the story, like: **When Mandla** feels surprised at his party, **that reminds me of when** my mom surprised my dad.
- 3 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 4 Instruct learners to think about **a connection** they can make with the story.
- 5 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 6 Explain and correct any common problems to learners.
- 7 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!*)



## 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.

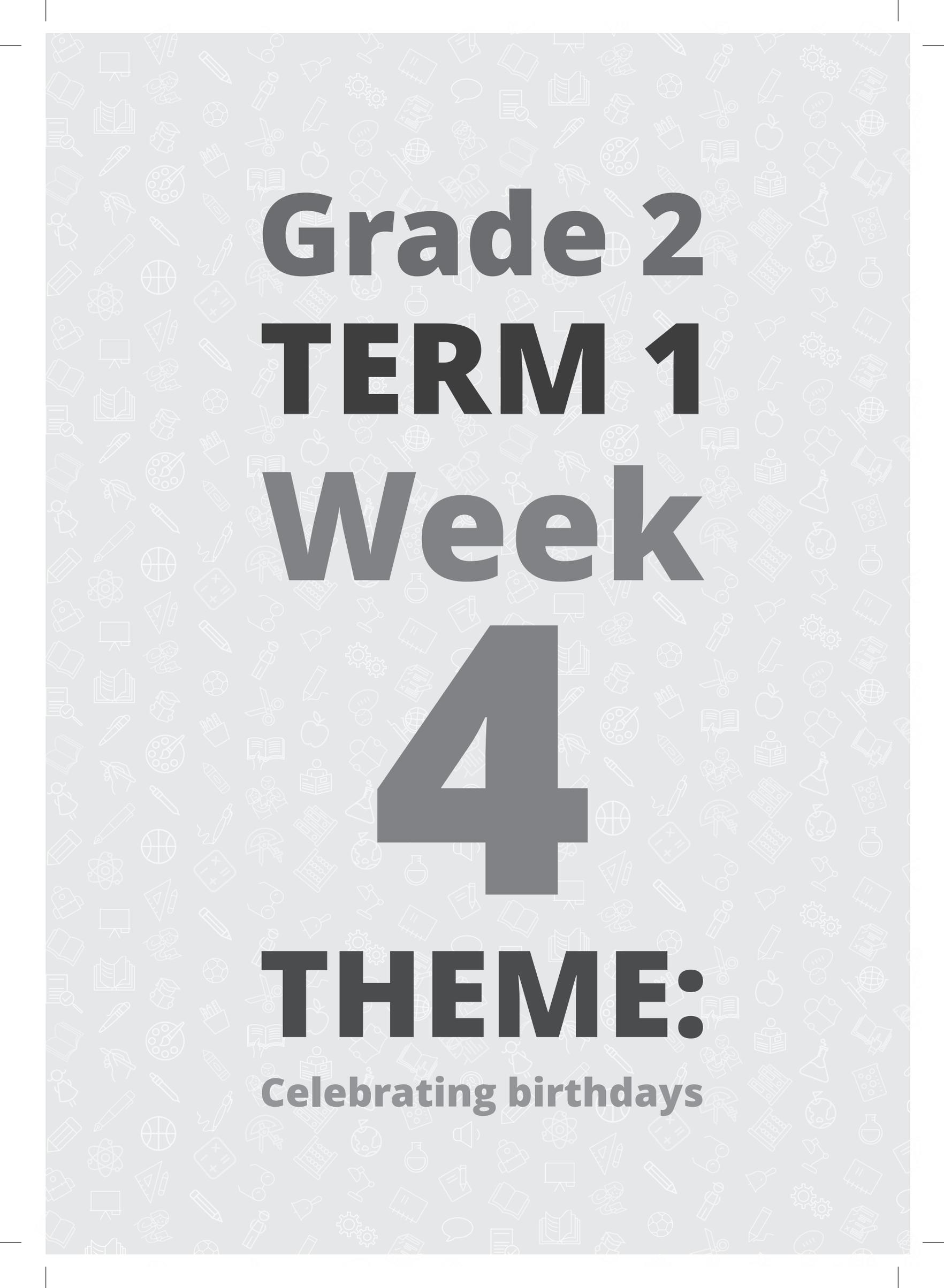


## End of week language learning review

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

The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, educational atmosphere.

**Grade 2**

**TERM 1**

**Week**

**4**

**THEME:**

**Celebrating birthdays**



## 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 Add items for your theme wall and table that will be of interest to learners, for instance: pictures of ritual birthdays like a Jewish Batmizvah or Barmitzvah, or a Spanish Quinceanera; a newspaper article about someone who turned 100; etc.
- 5 Do some research on the internet to prepare for the theme. For example: research on the oldest living people in the world.
- 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

---

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 your favourite food to eat on your birthday!

# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture that shows Zanele writing the invitations for her birthday party in the Big Book: Zanele's birthday party
- 2 Tell learners that we are continuing our theme: Celebrating birthdays
- 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:
- 7 What are some different things that happen in a birthday party?
- 8 Who comes to a birthday party?
- 9 How might people feel at a birthday party?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - invite
  - invitation
  - envelope

Rhyme or song	Actions
You're seven, you're seven,	<i>Hold up seven fingers</i>
Four years from eleven!	<i>Hold up four fingers</i>
You're eight, you're eight,	<i>Hold up eight fingers</i>
I'm so glad you're my mate!	<i>Give a thumbs up</i>
You're nine, you're nine,	<i>Hold up nine fingers</i>
I hope you feel fine!	<i>Shake hands with a partner</i>
Let's celebrate, let's celebrate	<i>Skip or dance on the spot</i>
'Cause birthdays are great!	<i>Jump up in the air and throw your arms up</i>



## Handwriting

15 minutes

---

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a pray
  - b press
  - c prank
  - d light
  - e tight
  - f right
- 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.

### ALTERNATE HANDWRITING PROGRAMME

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

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

\_\_\_\_\_

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

\_\_\_\_\_



## Shared Reading:

15 minutes

---

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICTION

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Zanele's birthday party
- 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:** Write about your dream birthday celebration.

**TASK:** Draw a picture and write two sentences. This will be part of a class book for the reading corner.

**WRITING FRAME:**

My dream birthday celebration would be...

I would invite...

### MODELLING

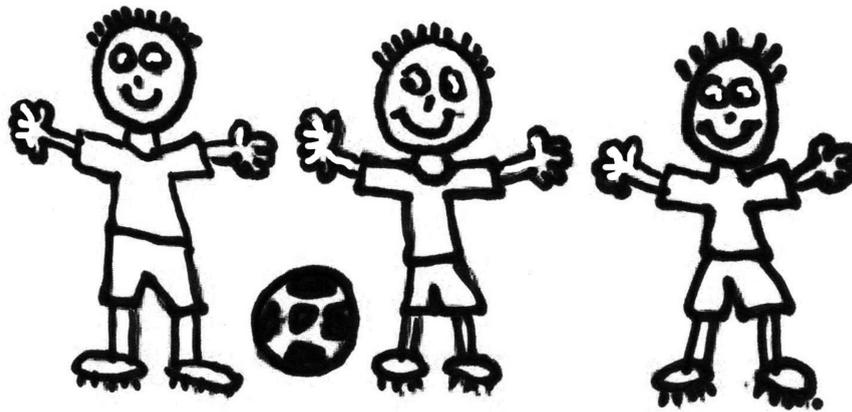
- 1 Explain that today, learners will write about their dream birthday celebration.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for filling in the writing frame, like: My dream birthday celebration is a party at home with my friends. There would be lots of pizza and a big chocolate cake!
- 4 Use **modelling** to draw a picture of yourself at home with all your friends.
- 5 Explain which words you will write. **Draw a line for each word**.
- 6 Use **modelling** to complete the writing frame: My dream birthday celebration would be at my house. I would invite all my best friends.
- 7 **Say words slowly like a tortoise and write the sounds you know**.
- 8 **Use resources**, like sight words and theme vocabulary words.
- 9 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Ask learners: What is your dream birthday celebration?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Instruct learners to **turn and talk** with a partner about what they will write about.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you who they will write about.
- 7 They must say: My dream birthday celebration would be...
- 8 Explain that learners will now use the writing frame to draw and write their own ideas!

## WRITING

- 1 Hand out **learners' books**.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 Encourage learners.



My dream birthday celebration would  
be a soccer party. I would invite all  
my friends and family.



## Group Guided Reading

30 minutes

---

**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

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /sw/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /s/ and a /w/ together, we say it as one sound: /sw/
- 4 Ask learners: Can you think of words that begin with /sw/?
- 5 Brainstorm words with learners, like: **swing, swish, swim**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **swing, swim, swop, sway, swam**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



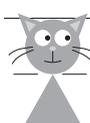
## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): SW sw
- 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.

 S W SW s w sw

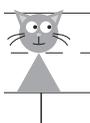
 swing swing

 swim swim

 swop swop

 sway sway

 sway sway

 I will sway when I swim.

**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>Zanele's birthday party</u></p> <p>Zanele's eighth birthday was coming up. Zanele's mother told her she could have any kind of party she wanted. Zanele couldn't decide what to do. She had so many ideas!</p> <p>First, Zanele thought about having a mystery party. She thought everyone could wear a mask as a disguise. But Zanele didn't have a mask.</p>	<p>Zanele gets to choose her own type of party. <b>I wonder</b> what type of party she will choose? I don't think she will choose a mystery party, because she doesn't have a good disguise!</p>
<p>Next, Zanele thought she could have a fancy tea party. She thought everyone could wear fancy outfits and drink tea out of teacups. But Zanele didn't have a beautiful, fancy dress. And she didn't really like the taste of tea.</p>	<p><b>I wonder</b> what type of party Zanele will choose? I don't think she will choose a fancy tea party, because she doesn't have a fancy outfit!</p>
<p>Then, Zanele thought she could have a silly hat party. She thought everyone could wear a crazy hat and look silly. But Zanele didn't have a crazy, silly hat.</p>	<p><b>I wonder</b> what type of party Zanele will choose? I don't think she will choose a silly hat party without a special, silly hat!</p>
<p>The next day, Zanele received a package in the mail from her auntie all the way in London.</p> <p>'Can I open it? Please! Please!' Zanele begged her mother.</p> <p>She tore open the brown package to find a new, blue swimming costume. It had a yellow ruffle around the bottom. Zanele immediately knew what kind of party she would have. 'Mum,' she said, 'I want to have a beach party!'</p>	<p>Oh! I can <b>infer</b> that Zanele decided on a beach party because she has the right kind of outfit! She must want to have a swimming party so she can wear her new swimming costume!</p>
<p>Zanele spent the next day thoughtfully writing 23 invitations – one for each of her classmates. She carefully wrote the name of each classmate on one of the blue envelopes.</p>	<p>--</p>
<p>The next morning, Zanele woke up late. She ran into her room and picked up the big pile of invitations from her desk.</p>	<p>I can <b>infer</b> that Zanele is in a big hurry, so she didn't pick up the invitations carefully. Look – she accidentally knocked one behind her desk!</p>

WEEK 4

Text	First Read (Think Aloud)
<p>When Zanele got to school, she took the pile of invitations from her bag, and showed her teacher, 'Look Mr. Thapelo! I am having my birthday party this weekend! I have invitations for everyone!'</p> <p>'I will help you hand them out. Let's put them on everyone's desk!' Mr Thapelo said.</p> <p>Zanele gave him half of the big stack. They put one on each learner's desk.</p> <p>But neither of them realised that there was no envelope for Rachel.</p>	<p>Oh no! I think that, because they are sharing the work, they don't notice the missing invitation! I <b>wonder</b> how Rachel will feel when she doesn't receive one?</p>
<p>After school, Patience, Boitumelo, Michael, and Rachel were standing outside with Zanele. Patience held up her invitation, 'I can't wait for your party!' she said, waving it all around.</p> <p>'Yes! I love to swim in the waves!' Michael said.</p> <p>'I have the perfect swimming costume to wear!' Boitumelo added.</p> <p>But then, Rachel rolled her eyes. 'Swimming parties are boring. Your party isn't going to be any fun!' she said. Then, she walked away. Zanele's smile faded. Rachel was Zanele's best friend! How could she say something so horrible?</p>	<p>I <b>wonder</b> why Rachel said that? I <b>infer</b> that it's because she didn't get an invitation to the party but all of the other children did!</p>
<p>When Zanele walked into her bedroom later, she noticed something blue on the floor. She reached behind her desk and found the envelope with Rachel's name on it.</p> <p>'Oh no!' Zanele said, thinking about Rachel's unkind words. 'She must have been angry because she thinks she isn't invited.' She put the envelope in her school bag, so she wouldn't forget it in the morning.</p>	<p>I <b>wonder</b> what Rachel will say when Zanele gives her the invitation?</p>
<p>The next morning, Zanele searched for Rachel. Zanele held up the blue envelope for Rachel to see. 'I didn't see this fall behind my desk!'</p> <p>Rachel took the envelope, smiling.</p> <p>'Do you really think swimming parties are stupid?' Zanele asked.</p> <p>Rachel's cheeks turned red. 'I'm sorry I said that. I thought you didn't want me to come to your party!' Rachel said.</p> <p>'I'm sorry,' said Zanele, 'you're my best friend. My party wouldn't be any fun without you!'</p>	<p>I can <b>infer</b> that Zanele wants Rachel to know it was just a mistake! She really wants Rachel to come to her party.</p>

Follow up questions	Possible responses
Who did Zanele write invitations for?	She wrote out invitations for all the learners in her class.
Who didn't receive an invitation?	Rachel didn't receive an invitation.
Why question	Possible responses
Why didn't Rachel receive an invitation?	<ul style="list-style-type: none"> <li>• The invitation fell behind Zanele's desk.</li> <li>• Zanele didn't see that the invitation fell behind the desk.</li> <li>• Mr. Thapelo and Zanele put the invitations on the learners' desks, but they didn't realise there wasn't one for Rachel.</li> <li>• It was just a mistake.</li> </ul>



## Group Guided Reading

30 minutes

WEEK 4

**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.
  - give
  - receive
  - confused

Rhyme or song	Actions
You're seven, you're seven,	<i>Hold up seven fingers</i>
Four years from eleven!	<i>Hold up four fingers</i>
You're eight, you're eight,	<i>Hold up eight fingers</i>
I'm so glad you're my mate!	<i>Give a thumbs up</i>
You're nine, you're nine,	<i>Hold up nine fingers</i>
I hope you feel fine!	<i>Shake hands with a partner</i>
Let's celebrate, let's celebrate	<i>Skip or dance on the spot</i>
'Cause birthdays are great!	<i>Jump up in the air and throw your arms up</i>

### 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

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /i – e/ (**long I sound**)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /i/ followed by a consonant and an /e/ at the end of the word, we say it as one sound: /i – e/ (long I sound)
- 4 Ask learners: Can you think of words that **have the /i – e/ sound**?
- 5 Brainstorm words with learners, like: **kite, bite, hike**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **kite, bite, hike, bike, slime, crime**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

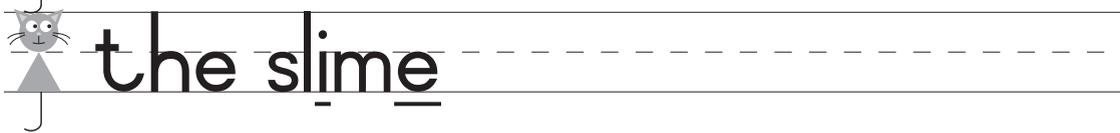
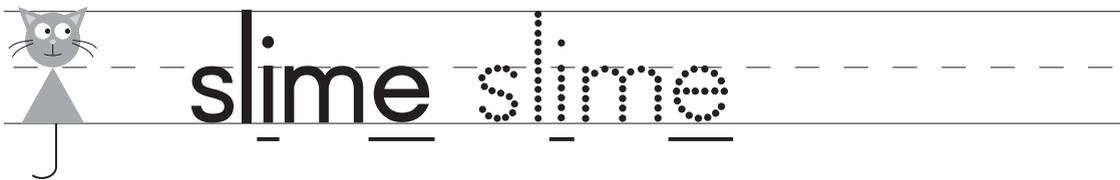
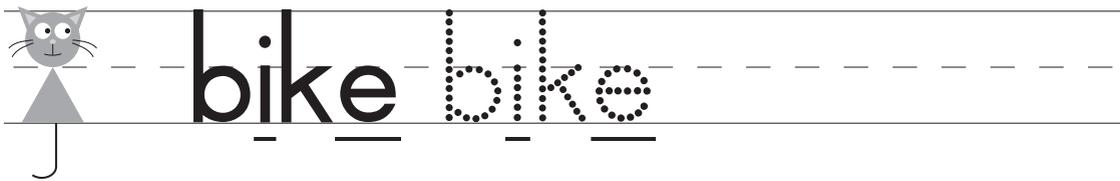
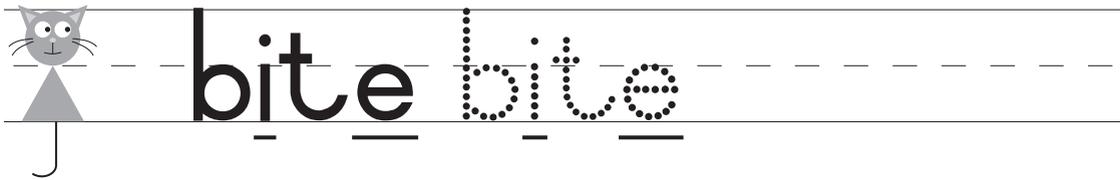
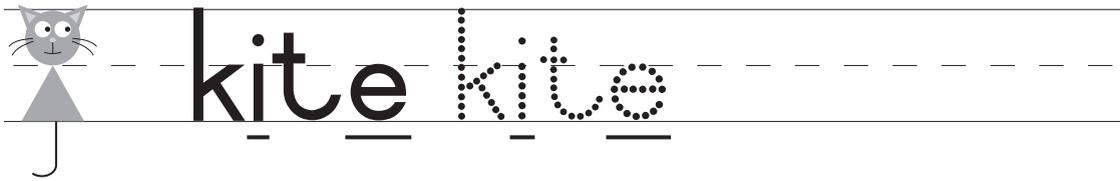
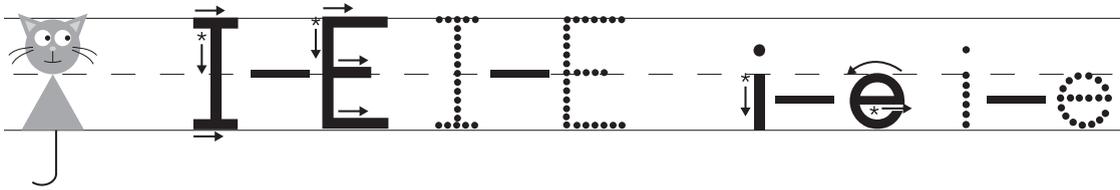


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **I – E i-e**
- 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.



**ALTERNATE HANDWRITING PROGRAMME**

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

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

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

**Writing:**

30 minutes

**Plan and Draft**

**TOPIC:** Write about your dream birthday celebration.

**TASK:** Draw a picture and write two sentences. This will be part of a class book for the reading corner.

**WRITING FRAME:**

My dream birthday celebration would be...

I would invite...

We would eat...

We would...

**MODELLING**

- 1 Explain that today, learners will add two sentences to their writing from Monday.
- 2 Today they will think about what they would want to eat and play at the celebration they wrote about on Monday.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Explain some ideas you have for filling in the writing frame, like: I would want to eat chocolate cake and pizza. I would like everyone to play fun games together.
- 6 Use **modelling** to add to your drawing, like: Yourself sitting behind a big chocolate cake.
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use **modelling** to complete the writing frame, like: **We would eat** pizza and chocolate cake! **We would** have so much fun playing games.
- 9 **Say words slowly like a tortoise and write the sounds you know.**
- 10 Use **resources** (sight words, theme vocabulary word) to help you write words you struggle with.
- 11 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

### ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about a our dream birthday celebration.
- 2 Today we will add sentences to our writing.
- 3 Ask learners: What would like to eat at your dream birthday celebration? What would you like to do?
- 4 Instruct learners to **think before they write**.
- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 Instruct learners to **turn and talk** with a partner about their dream birthday celebrations.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what they would eat, and what they would like to do.
- 9 They must say: We would eat... We would...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

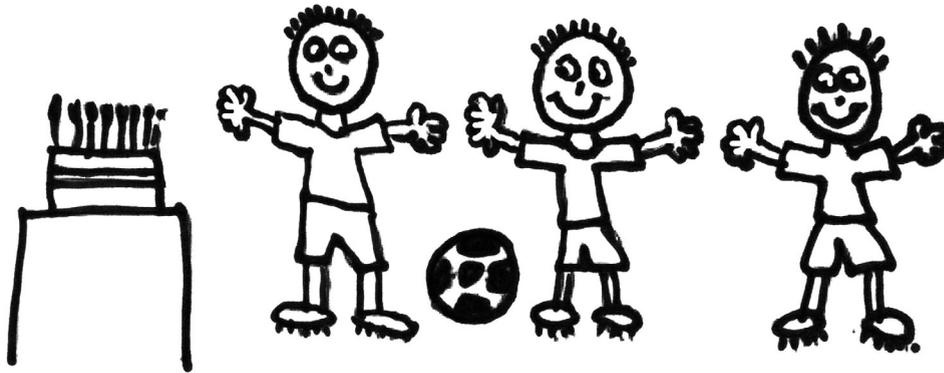
### WRITING

- 1 **Hand out learner books.** Instruct learners to find their writing from Monday. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 **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.

*Compile all of the learners work from this week into a book. Put it into the reading corner for the learners to read in their independent reading time.*



My dream birthday celebration would  
be a soccer party. I would invite all  
my friends and family. We would  
eat cake! We would play soccer  
all day



## Group Guided Reading

30 minutes

**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

### Segmenting and Blending

#### I DO...

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

#### WE DO...

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

#### 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>Zanele's birthday party</u></p> <p>Zanele's eighth birthday was coming up. Zanele's mother told her she could have any kind of party she wanted. Zanele couldn't decide what to do. She had so many ideas!</p>	Zanele must feel special because she gets to choose any type of party she wants!
<p>First, Zanele thought about having a mystery party. She thought everyone could wear a mask as a disguise. But Zanele didn't have a mask.</p>	
<p>Next, Zanele thought she could have a fancy tea party. She thought everyone could wear fancy outfits and drink tea out of teacups. But Zanele didn't have a beautiful, fancy dress. And she didn't really like the taste of tea.</p>	--
<p>Then, Zanele thought she could have a silly hat party. She thought everyone could wear a crazy hat and look silly. But Zanele didn't have a crazy, silly hat.</p>	--
<p>The next day, Zanele received a package in the mail from her auntie all the way in London.</p> <p>'Can I open it? Please! Please!' Zanele begged her mother.</p> <p>She tore open the brown package to find a new, blue swimming costume. It had a yellow ruffle around the bottom. Zanele immediately knew what kind of party she would have. 'Mum,' she said, 'I want to have a beach party!'</p>	I can <b>infer</b> that Zanele's auntie sent her a package for her birthday! I can <b>infer</b> that Zanele is very excited – she doesn't even want to wait to open the package!
<p>Zanele spent the next day thoughtfully writing 23 invitations – one for each of her classmates. She carefully wrote the name of each classmate on one of the blue envelopes.</p>	I can <b>infer</b> that Zanele is excited about her party, because she writes all the invitations so beautifully – and in just one night!
<p>The next morning, Zanele woke up late. She ran into her room and picked up the big pile of invitations from her desk.</p>	I can <b>infer</b> that Zanele didn't notice that Rachel's invitation fell! Oh no! I remember that this causes Rachel to feel very upset later in the story!

Text	Second Read (Think Aloud)
<p>When Zanele got to school, she took the pile of invitations from her bag, and showed her teacher, 'Look Mr. Thapelo! I am having my birthday party this weekend! I have invitations for everyone!'</p> <p>'I will help you hand them out. Let's put them on everyone's desk!' Mr Thapelo said.</p> <p>Zanele gave him half of the big stack. They put one on each learner's desk.</p> <p>But neither of them realised that there was no envelope for Rachel.</p>	<p>--</p>
<p>After school, Patience, Boitumelo, Michael, and Rachel were standing outside with Zanele. Patience held up her invitation, 'I can't wait for your party!' she said, waving it all around.</p> <p>'Yes! I love to swim in the waves!' Michael said.</p>	<p>Everyone is talking about how fun Zanele's party will be! But Rachel thinks she isn't invited. I can <b>infer</b> that Rachel said that because she was angry that she did not receive an invitation!</p>
<p>'I have the perfect swimming costume to wear!' Boitumelo added.</p> <p>But then, Rachel rolled her eyes. 'Swimming parties are boring. Your party isn't going to be any fun!' she said. Then, she walked away. Zanele's smile faded. Rachel was Zanele's best friend! How could she say something so horrible?</p>	
<p>When Zanele walked into her bedroom later, she noticed something blue on the floor. She reached behind her desk and found the envelope with Rachel's name on it.</p> <p>'Oh no!' Zanele said, thinking about Rachel's unkind words. 'She must have been angry because she thinks she isn't invited.' She put the envelope in her school bag, so she wouldn't forget it in the morning.</p>	<p>Zanele only realises now that Rachel didn't get an invitation like everyone else! She <b>infers</b> that Rachel said something mean because she was feeling hurt and left out!</p>
<p>The next morning, Zanele searched for Rachel. Zanele held up the blue envelope for Rachel to see. 'I didn't see this fall behind my desk!'</p> <p>Rachel took the envelope, smiling.</p> <p>'Do you really think swimming parties are stupid?' Zanele asked.</p> <p>Rachel's cheeks turned red. 'I'm sorry I said that. I thought you didn't want me to come to your party!' Rachel said.</p> <p>'I'm sorry,' said Zanele, 'you're my best friend. My party wouldn't be any fun without you!'</p>	<p>Oh! Rachel only said unkind things about Zanele's party because she was upset. She never really thought that. But, sometimes when we are angry or upset, we say things we don't really mean.</p>

Follow up questions	Responses
What kind of party did Zanele decide to have?	She decided to have a beach / swimming party.
What was the unkind thing that Rachel said?	She said that swimming parties are boring, and that Zanele's party isn't going to be any fun.
Why question	Possible response
Why did Rachel say that swimming parties are stupid?	<ul style="list-style-type: none"> <li>• She thought that she wasn't invited to the party.</li> <li>• She did not get an invitation</li> <li>• She was upset because she did not receive an invitation.</li> <li>• Everyone else got an invitation but she did not.</li> <li>• She said something mean because she was angry.</li> <li>• She only said it because she was upset.</li> <li>• Sometimes when we're angry we say things that aren't true.</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.
  - apologise
  - accidental
  - mistake

Rhyme or song	Actions
You're seven, you're seven,	<i>Hold up seven fingers</i>
Four years from eleven!	<i>Hold up four fingers</i>
You're eight, you're eight,	<i>Hold up eight fingers</i>
I'm so glad you're my mate!	<i>Give a thumbs up</i>
You're nine, you're nine,	<i>Hold up nine fingers</i>
I hope you feel fine!	<i>Shake hands with a partner</i>
Let's celebrate, let's celebrate	<i>Skip or dance on the spot</i>
'Cause birthdays are great!	<i>Jump up in the air and throw your arms up</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
In this story...  
I think (Rachel / Zanele) was wrong, because...  
I think this story teaches us...
- 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>sw</b>	<b>i-e</b>	<b>t</b>
<b>i</b>	<b>m</b>	<b>a</b>
<b>k</b>	<b>b</b>	<b>sl</b>

**MODEL**

- 1 Remind learners of the sounds of the week: /sw/ and /i-e/
- 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: /b/ - /i-e/ - /k/ = **bike**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /sw/ or /i-e/
- 6 Show learners how to make another word, like: /b/ - /a/ - /t/
- 7 Remind learners they can make any words using the target sounds, like **bike**, or words without the target sound, like bat.

**LEARNERS DO**

- 1 Tell learners to open their exercise books and write the heading: **sw, i-e**
- 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): **swim, swam, swat, time, mite, kite, bike, slime, mat, slim, bat, mit**

**ALTERNATE PHONICS PROGRAMME**

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

---

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

#### WRITTEN COMPREHENSION

- 1 Before the lesson begins, write the following heading, questions and sentence starters on the board.
- 2 Read through the questions with learners, and explain them if necessary.
- 3 Tell learners to turn and talk and discuss these questions with a partner.
- 4 Then, learners must open their exercise books, write the date and heading, and write the answers to the questions.
- 5 In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work.

#### Zanele's birthday party

- 1 What kind of birthday party did Zanele choose to have?  
*Zanele chose to have...*
- 2 How did Zanele **infer** that Rachel was angry?  
*Zanele inferred Rachel was angry because...*
- 3 What did Zanele find behind her desk?  
*Zanele found...behind her desk.*

#### Zanele's birthday party

- 1 What kind of birthday party did Zanele choose to have?  
*Zanele chose to have a beach party.*
- 2 How did Zanele **infer** that Rachel was angry?  
*Zanele inferred Rachel was angry because she said unkind things about her birthday party.*
- 3 What did Zanele find behind her desk?  
*Zanele found Rachel's invitation behind her desk.*



## 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.

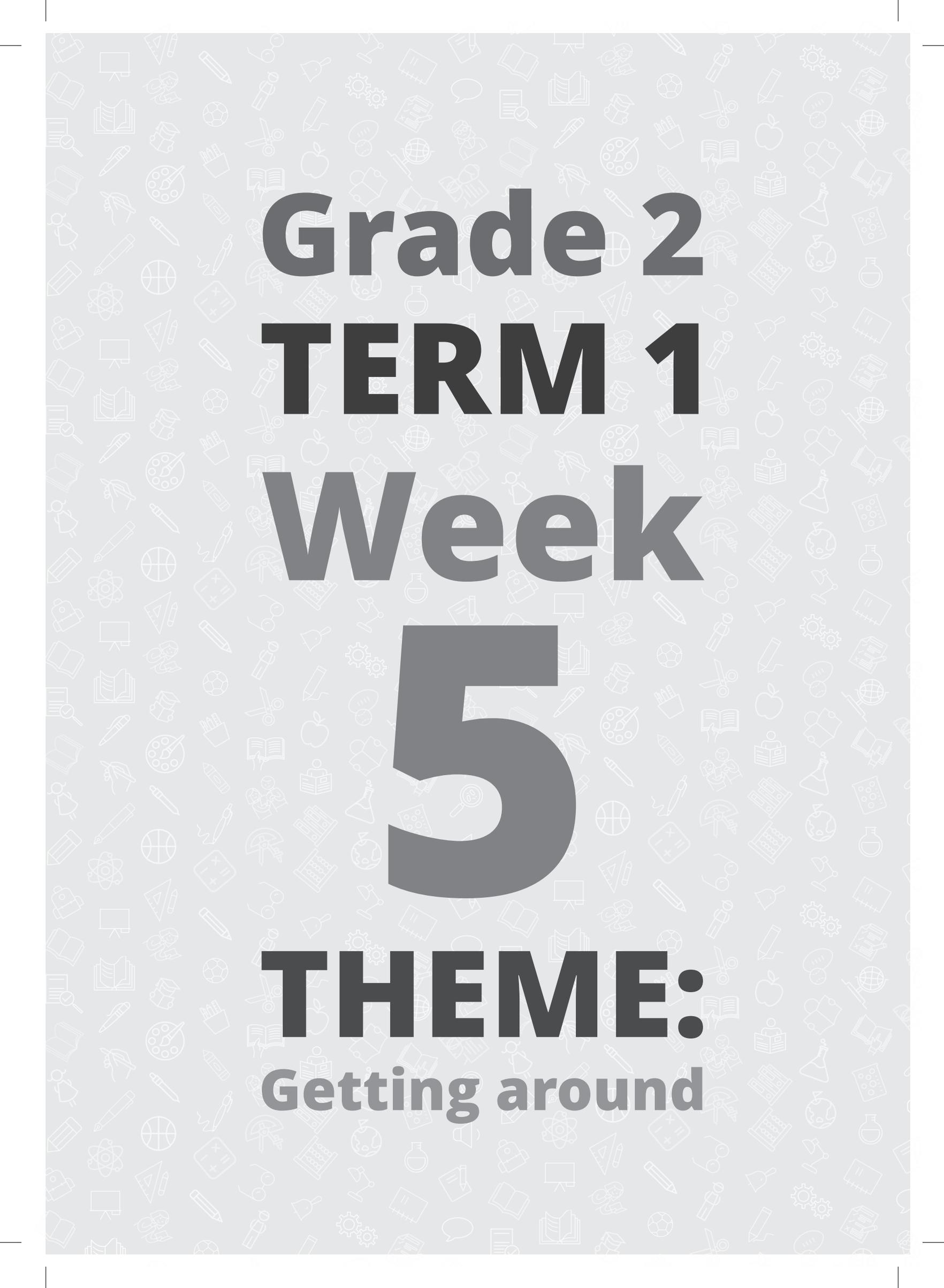


## End of week language learning review

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



The background of the entire page is a repeating pattern of small, white, line-art icons on a light gray background. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment.

**Grade 2**

**TERM 1**

**Week**

**5**

**THEME:**

**Getting around**



## 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: pictures of aeroplanes, ships, cars, trucks and bicycles; toy trucks and cars; an old bus, train or aeroplane ticket; etc.
- 5 Do some research on the internet to prepare for the theme. For example: find out about the different speeds that trains travel; or see how much a flight from your closest city to New York or Shanghai costs; etc.
- 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

---

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 7, Let's write

**Activity 2:** DBE Workbook 1: Page 8, Let's do

**Activity 3:** DBE Workbook 1: Page 9, Let's write

**Activity 4:** Draw a picture of the kind of transport you most commonly use.

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Mandla's big birthday party in the Big Book story: Chuck the truck
- 2 Tell learners that we are starting a new theme called: Getting around
- 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:
- 7 What kinds of transport do we know?
- 8 What kinds of transport are common in our community?
- 9 When do you use different forms of transport?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - transportation
  - common
  - rare

Rhyme or song	Actions
Stop says the red light	<i>Hold your hand up to signal stop</i>
Go says the green	<i>Wave your arm from one side to the other</i>
Be careful says the yellow light	<i>Turn your head from side to side</i>
Twinkling in between!	<i>Flick your fingers to show the twinkling</i>



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a swim
  - b bite
  - c sway
  - d hike
  - e slime

**f** swing

- 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.

### ALTERNATE HANDWRITING PROGRAMME

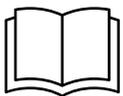
Sound/s: \_\_\_\_\_

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: Chuck the truck
- 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:** Write a list of your favourite kinds of transport.

**TASK:** Draw a picture and write a list

**WRITING FRAME:**

My favourite kinds of transport:

1 \_\_\_\_\_

2 \_\_\_\_\_

**MODELLING**

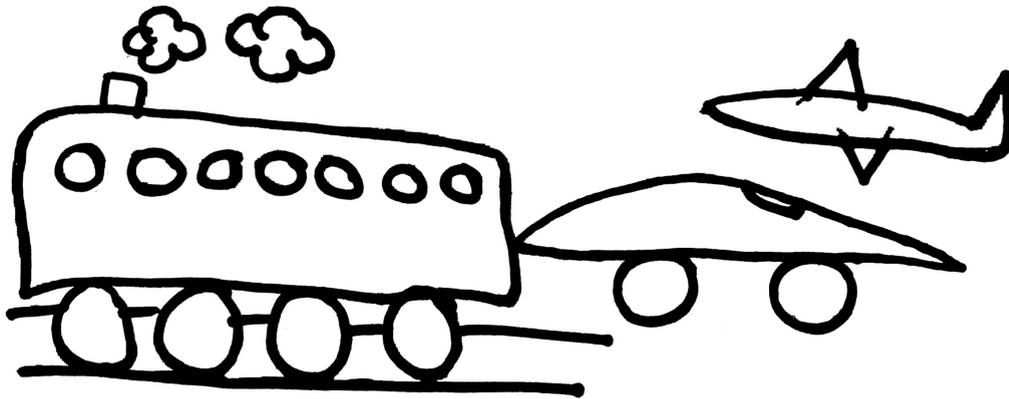
- 1 Explain that today, learners will write about **their favourite kinds of transport.**
- 2 Explain that this can be transport the learners have used before, or the kinds of transport they would most like to use (but never have!)
- 3 Read the writing frame to learners.
- 4 Point out the **heading** (*My favourite kinds of transport*). Explain that a heading tells us what the list will be about.
- 5 Explain that today we will make a **list**. This means we will choose two of our favourite kinds of transport and write each one next to a number.
- 6 Use **modelling** to show learners that you **think before you write**.
- 7 Tell learners some ideas you have for filling in the writing frame, like: I love aeroplanes because I always see them in the sky and I also love taxis because they take me to lots of places to visit family.
- 8 Use **modelling** to draw a small picture of each item you will add to your list. .
- 9 Explain which words you will write. **Draw a line for each word.**
- 10 Use **modelling** to complete the first item on the list: **1.** I like aeroplanes because they are in the sky.
- 11 Use **modelling** to complete the second item on the list: **2.** I love taxis because they bring me to my family.
- 12 **Say words slowly like a tortoise and write the sounds you know.**
- 13 **Use resources**, like sight words and theme vocabulary words to help you write words you struggle with.
- 14 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**ORAL INSTRUCTIONS**

- 1 Ask learners: What are your favourite kinds of transport?
- 2 Instruct learners to **think before they write**.
- 3 Call on 2–3 learners to tell you one of their favourite kinds of transport.
- 4 They must say: I like...because...
- 5 Explain that learners will now draw and write a list of their own favourite kind of transport!

**WRITING**

- 1 Hand out **learners' books**.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 Encourage learners.



My favourite kinds of transport:

1. I like trains because they are cool.
2. I like sports cars because they are fast.



## Group Guided Reading

30 minutes

---

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

- 1 Settle the whole class with **Reading Worksheet 5**.
- 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

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**str**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /s/, /t/ and /r/ together, we say it as one sound: /str/
- 4 Ask learners: Can you think of words that begin with /str/?
- 5 Brainstorm words with learners, like: **string, stretch, strong**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **string, strain, strong, stray, stripe**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **STR str**
- 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.

 STR STR str str

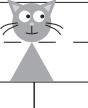
 string string

 strain strain

 strong strong

 stray stray

 stripe stripe

 The string is strong.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

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



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p><u>Chuck the truck</u></p> <p>Chuck was a little yellow tipper truck. One day, with a big load full of stones, Chuck drove out onto the big road.</p>	--
<p>Chuck looked at a fast blue train that was speeding past. 'I wish I was as fast as a train,' thought Chuck.</p> <p>Chuck looked at a big orange bus driving by. 'I wish I was as big as a bus,' thought Chuck.</p>	<p>Chuck is envious of how fast the train can go. The reminds me of how on Sports Day, I wanted to run fast like my friend Busi.</p>
<p>Chuck saw a big shiny white plane flying high in the sky. 'I wish I was shiny like a plane,' thought Chuck.</p> <p>Chuck saw a beautiful red lorry on the road. 'Oh, I wish I was as beautiful as that red lorry,' thought Chuck.</p>	<p>Chuck wants to be shiny, like the plane. He feels envious. That reminds me of how I wanted new shiny shoes at the beginning of the school year, when all the other learners had new shoes. I felt sad about having to wear my sister's old used shoes.</p>
<p>Chuck saw a bright green boat speeding down the river. 'I wish I was as bright as that green boat,' thought Chuck.</p>	<p>Chuck wants to be bright and beautiful, like the boat and the lorry. That reminds me of how I felt envious of my sister's new bright and beautiful jacket. I wanted one like her's – I didn't want my old one anymore!</p>
<p>Chuck saw a cool, new red racing car. 'I wish I was as cool as that new racing car,' thought Chuck.</p>	--
<p>Chuck sat by the river, feeling sad. 'Everyone else is faster or bigger or cooler than me!' thought Chuck sadly. 'I am so small. I am so slow. I am not good at anything!' he thought.</p>	<p>Chuck is feeling envious of what other people have – he isn't realising all of the good things about him! That reminds me of how sometimes, when I see people with brand new clothes or shoes, I wish I had those things too. It makes me not like the things that already belong to me.</p>

Text	First Read (Think Aloud)
<p>Suddenly, Chuck saw a little boy fall into the river.</p> <p>'Help! Help!' shouted the boy. 'Someone please help me! Who can help me?'</p> <p>'I can't,' said the train. 'I am too fast to stop.'</p> <p>'I can't,' said the bus. 'I can only stop at bus stops.'</p> <p>'We can't,' said the lorry and the racing car. 'We can't go into the water.'</p> <p>'I can't,' said the plane. 'I am too high.'</p> <p>'I can't,' said the boat. 'The wind is too strong to turn.'</p>	<p>Chuck hears everyone else say 'I can't!' I <b>wonder</b> if we will be just like them, and say 'I can't' too?</p>
<p>Help!</p>	<p>--</p>
<p>Chuck couldn't go in the water. But Chuck was so smart. He had an idea!</p> <p>'I will help you!' said little Chuck. He tipped out the stones he was carrying and dropped his tipper into the water so that the boy could climb out of the water. 'Thank you!' shouted the little boy. 'I am safe!'</p>	<p>--</p>
<p>'Thank you brave yellow truck!' said the boy.</p> <p>Chuck drove home after saving the little boy. 'I might not be big or fast or beautiful,' thought Chuck, but I am important too! I like myself just the way I am.'</p>	<p>Oh! Now Chuck isn't feeling envious – he is able to appreciate all the things he loves about himself!</p>
Follow up questions	Possible responses
<p>What is Chuck?</p>	<p>Chuck is a little yellow tipper truck.</p>
<p>What does Chuck want to be?</p>	<ul style="list-style-type: none"> <li>• a fast train</li> <li>• a big bus</li> <li>• a shiny airplane</li> <li>• a beautiful lorry</li> <li>• a bright boat</li> <li>• a new, cool racing car</li> </ul>
Why question	Possible responses
<p>Why did Chuck sit by the river feeling sad?</p>	<ul style="list-style-type: none"> <li>• Because he wished he was big.</li> <li>• Because he wished he was fast.</li> <li>• Because he wished he was shiny.</li> <li>• Because he wished he was bright.</li> <li>• Because he wished he could fly.</li> <li>• Because he wished he could go in the water.</li> <li>• Because he wished he was like the other transport that he sees.</li> </ul>



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 5**.
- 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

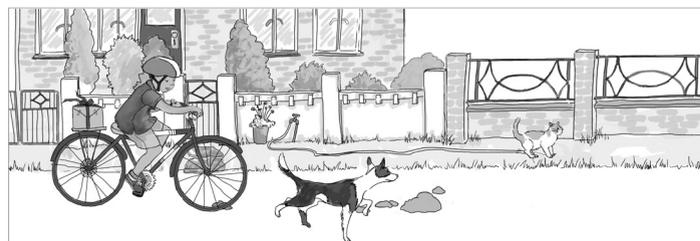
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - insecure
  - envious
  - appreciate

Rhyme or song	Actions
Stop says the red light	<i>Hold your hand up to signal stop</i>
Go says the green	<i>Wave your arm from one side to the other</i>
Be careful says the yellow light	<i>Turn your head from side to side</i>
Twinkling in between!	<i>Flick your fingers to show the twinkling</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

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /i/ (**long I sound**)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, a sound can look the same but sound different. We have learnt the short /i/ sound as in /tin/ now we will learn the long /i/ sound.
- 4 Ask learners: Can you think of words that have a long /i/ sound?
- 5 Brainstorm words with learners, like: **hi, kind, find**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **tiger, blind, kind, find**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Handwriting:

15 minutes

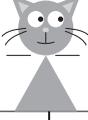
### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Ii**
- 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.

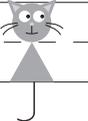
 I I i i

 tiger tiger

 blind blind

 kind kind

 find find

 The kind tiger is blind.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

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



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Write a list of your favourite kinds of transport.

**TASK:** Draw a picture and write a list using commas

**WRITING FRAME:**

My favourite kinds of transport:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

I like \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

### MODELLING

- 1 Explain that today, learners will add to their writing from Monday.
- 2 Today they will add one item to their list of favourite transport they began on Monday.
- 3 Then, they will write the list in a sentence using commas.
- 4 Read the new writing frame to learners.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Explain some ideas you have for filling in the new parts of writing frame, like: I also like to walk and run. I am going to add that as my other favourite transport!
- 7 Use **modelling** to add to your drawing, like: a picture of yourself running.
- 8 Explain which words you will write. **Draw a line for each word.**
- 9 Use **modelling** to complete the third item on the list: **3. I like walking because I can do it anytime, all by myself.**
- 10 Use **modelling** to fill in the last sentence of the writing frame. Explain that this last sentence is a different kind of list. We must use the three kinds of transport we chose and fill them into this list. Explain that a comma and the word 'and' separate the items on this list, like: I like aeroplanes, taxis and running.
- 11 **Say words slowly like a tortoise and write the sounds you know.**
- 12 Use **resources** to help you write words that you struggle with.
- 13 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

### ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about our favourite forms of transportation.
- 2 Today we will add to our lists.

- 3 Ask learners: What other form of transportation do you like?
- 4 Instruct learners to **think before they write**.
- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 Instruct learners to **turn and talk** with a partner about the kinds of transportation on their lists.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what three kinds of transport they have chosen.
- 9 They must say: I like ..., ... and ...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

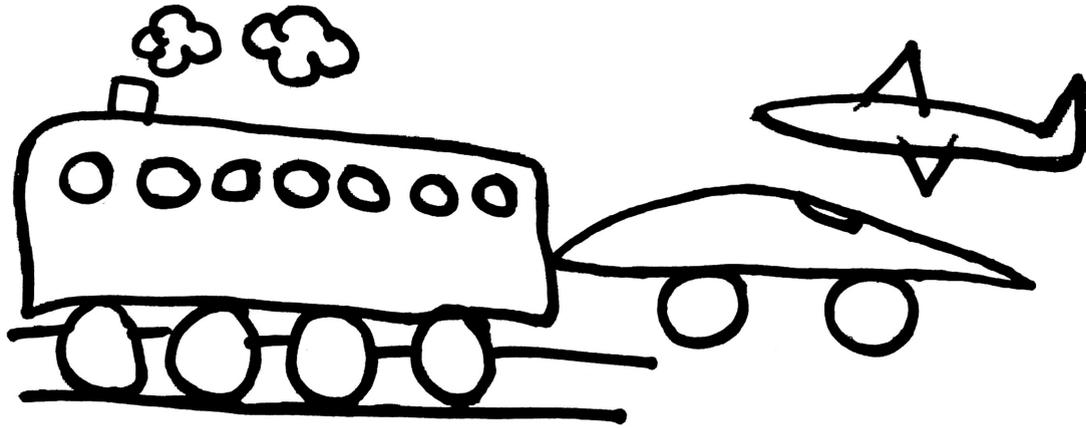
### WRITING

- 1 **Hand out learner books.** Instruct learners to find their writing from Monday. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 **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 favourite kinds of transport:

1. I like trains because they are cool.
  2. I like sports cars because they are fast.
  3. I like planes because they fly in the sky.
- I like trains, sports cars and planes.



## Group Guided Reading

---

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 5**.
- 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

### Segmenting and Blending

#### I DO...

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

#### WE DO...

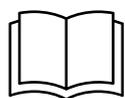
- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **stray**
- 3 Ask learners: What is the first sound in the word? /str/
- 4 Ask learners: What is the last sound in the word? /ay/
- 5 Ask learners to segment the word into each individual sound: /str/ - /ay/
- 6 Write the word: **stray**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

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p><u>Chuck the truck</u></p> <p>Chuck was a little yellow tipper truck. One day, with a big load full of stones, Chuck drove out onto the big road.</p>	
<p>Chuck looked at a fast blue train that was speeding past. 'I wish I was as fast as a train,' thought Chuck.</p> <p>Chuck looked at a big orange bus driving by. 'I wish I was as big as a bus,' thought Chuck.</p>	<p>Chuck is feeling insecure! That reminds me of how I feel when someone reads better than me. It makes me feel insecure, like I am not good enough!</p>
<p>Chuck saw a big shiny white plane flying high in the sky. 'I wish I was shiny like a plane,' thought Chuck.</p> <p>Chuck saw a beautiful red lorry on the road. 'Oh, I wish I was as beautiful as that red lorry,' thought Chuck.</p>	--
<p>Chuck saw a bright green boat speeding down the river. 'I wish I was as bright as that green boat,' thought Chuck.</p>	--
<p>Chuck saw a cool, new red racing car. 'I wish I was as cool as that new racing car,' thought Chuck.</p>	<p>Chuck is feeling insecure – like everyone else is better than him. That makes me think of one time, when I lost the athletics race. I was the last one. I felt so slow. I wished that I could be someone else. I felt so bad about myself.</p>
<p>Chuck sat by the river, feeling sad. 'Everyone else is faster or bigger or cooler than me!' thought Chuck sadly. 'I am so small. I am so slow. I am not good at anything!' he thought.</p>	--
<p>Suddenly, Chuck saw a little boy fall into the river.</p> <p>'Help! Help!' shouted the boy. 'Someone please help me! Who can help me?'</p> <p>'I can't,' said the train. 'I am too fast to stop.'</p> <p>'I can't,' said the bus. 'I can only stop at bus stops.'</p> <p>'We can't,' said the lorry and the racing car. 'We can't go into the water.'</p> <p>'I can't,' said the plane. 'I am too high.'</p> <p>'I can't,' said the boat. 'The wind is too strong to turn.'</p>	--

Text	Second Read (Think Aloud)
Help!	--
<p>Chuck couldn't go in the water. But Chuck was so smart. He had an idea!</p> <p>'I will help you!' said little Chuck. He tipped out the stones he was carrying and dropped his tipper into the water so that the boy could climb out of the water. 'Thank you!' shouted the little boy. 'I am safe!'</p>	<p>Oh! Chuck has a smart idea. Chuck did something that no one else could do. If I were Chuck, that might make me feel less insecure!</p>
<p>'Thank you brave yellow truck!' said the boy.</p> <p>Chuck drove home after saving the little boy. 'I might not be big or fast or beautiful,' thought Chuck, but I am important too! I like myself just the way I am.'</p>	<p>Chuck realizes that he is special and important in his own way. That reminds me of how I felt after I won the spelling contest at school. I felt so good about myself! When I felt good and smart, I didn't want to be anyone but me!</p>
Follow up questions	Responses
Who did Chuck save?	He saved the little boy who fell in the river.
What did the little boy say to Chuck after he saved him?	He said 'thank you' and he called Chuck brave.
Why question	Possible response
Why does Chuck decide he is important at the end of the story?	<ul style="list-style-type: none"> <li>• Because he has a smart idea.</li> <li>• Because he can do something no one else can do.</li> <li>• Because he is the only one who can save the little boy.</li> <li>• Because he feels good about what he did.</li> <li>• Because he realizes he is special in his own way.</li> </ul>



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 5**.
- 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.
  - lorry
  - speed
  - shiny

Rhyme or song	Actions
Stop says the red light	<i>Hold your hand up to signal stop</i>
Go says the green	<i>Wave your arm from one side to the other</i>
Be careful says the yellow light	<i>Turn your head from side to side</i>
Twinkling in between!	<i>Flick your fingers to show the twinkling</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
Chuck the truck is all about...  
I like when...  
This story teaches me that...
- 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>str</b>	<b>i</b>	<b>ay</b>
<b>k</b>	<b>nd</b>	<b>o</b>
<b>ng</b>	<b>f</b>	<b>bl</b>

**MODEL**

- 1 Remind learners of the sounds of the week: **/str/** and **/i/ (long I)**
- 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: **/k/ – /i/ – /nd/**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/str/ or /i/ (long sound)**
- 6 Show learners how to make another word, like: **/f/ – /o/ – /nd/**
- 7 Remind learners they can make any words using the target sounds, like **kind**, or words without the target sound, like **fond**.

**LEARNERS DO**

- 1 Tell learners to open their exercise books and write the heading: **str, i**
- 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): **string, strong, stray, kind, find, blind, king, fond, blond**

**ALTERNATE PHONICS PROGRAMME**

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

---

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / MAKE CONNECTIONS

#### ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they liked in the story: **Chuck the truck**
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of something they **connect to** in the story, like: **When Chuck** feels envious of the shiny aeroplane, **that reminds me of when** I felt envious of my sister's new shoes.
- 3 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 4 Instruct learners to think about **a connection** they can make with the story.
- 5 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 6 Explain and correct any common problems to learners.
- 7 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!*)



## Group Guided Reading

30 minutes

---

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

- 1 Settle the whole class with **Reading Worksheet 5**.
- 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.

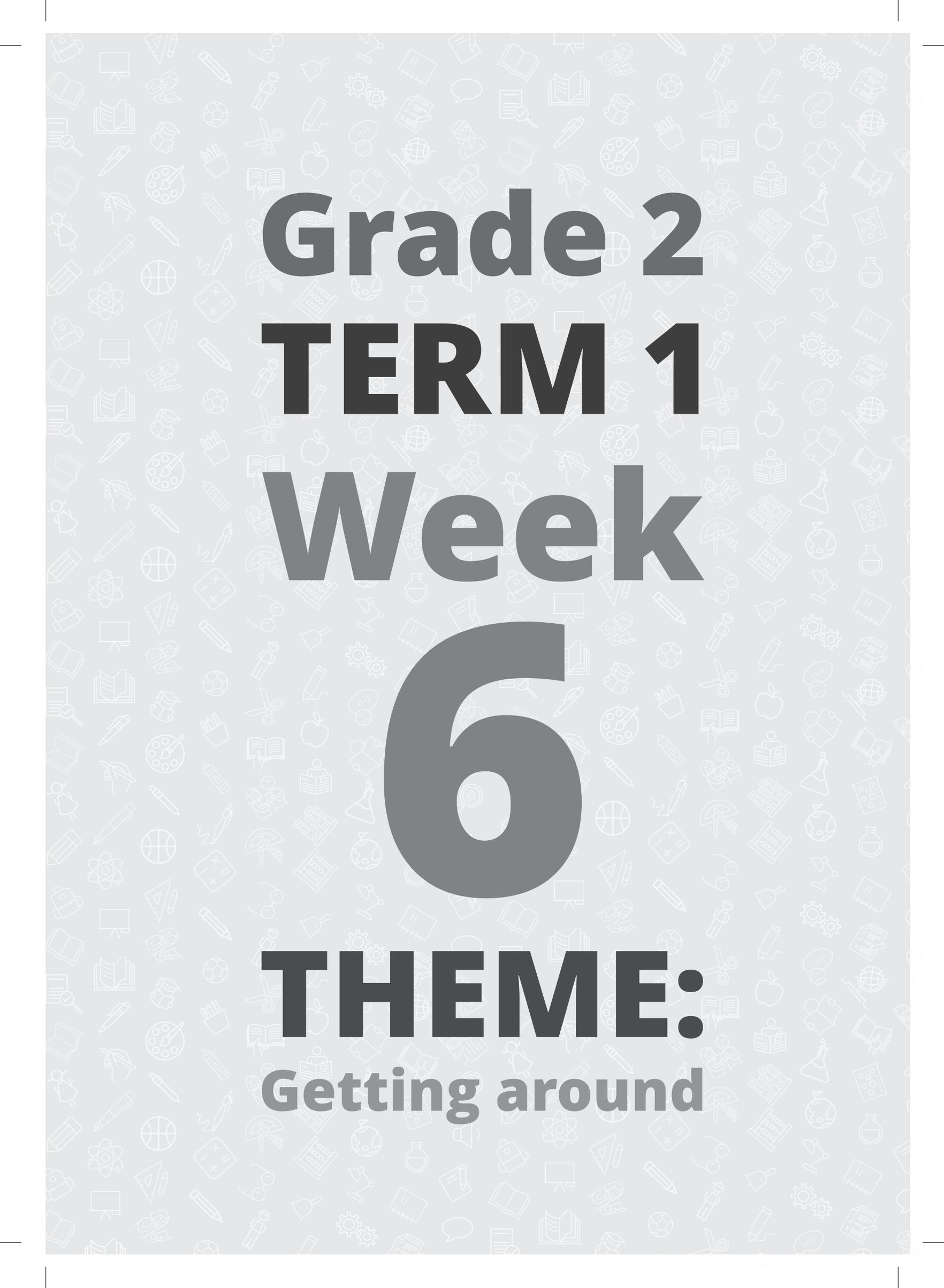


## End of week language learning review

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



The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

**Grade 2**

**TERM 1**

**Week**

**6**

**THEME:**

**Getting around**



## 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 Add items for your theme wall and table that will be of interest to learners, for instance: a picture or newspaper article about a long-distance runner; some pictures of transport throughout history, for example: trams; hot air balloons; etc.
- 5 Do some research on the internet to prepare for the theme. For example: watch a video on Haile Gebreselassie <https://www.youtube.com/watch?v=Jcep4XI7lvM>.
- 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

---

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 10, Let's read

**Activity 2:** DBE Workbook 1: Page 11, Let's write

**Activity 3:** DBE Workbook 1: Page 12, Let's do

**Activity 4:** Draw a picture of a time you felt insecure, like Chuck the truck.

# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners a picture of Haile running in the Big Book: Haile Gebrselassie – a running superstar!
- 2 Tell learners that we are continuing our theme: Getting around
- 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:
- 7 What are some words we can use to describe different forms of transportation?
- 8 Which kinds of transportation are rare in our community?
- 9 What are the functions of different kinds of transportation?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - transport
  - route
  - bumpy
  - steep

Rhyme or song	Actions
Stop says the red light	<i>Hold your hand up to signal stop</i>
Go says the green	<i>Wave your arm from one side to the other</i>
Be careful says the yellow light	<i>Turn your head from side to side</i>
Twinkling in between!	<i>Flick your fingers to show the twinkling</i>



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a string
  - b stong
  - c stray
  - d blind

**e** find

**f** kind

- 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.

### ALTERNATE HANDWRITING PROGRAMME

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

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

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



## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICTION

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Haile Gebrselassie: A running superstar!
- 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:** Write about the transport you use to get to and from school.

**TASK:** Draw a picture and write two sentences. This will be part of a class book for the reading corner.

**WRITING FRAME:**

I get to school by...

My route is...

**MODELLING**

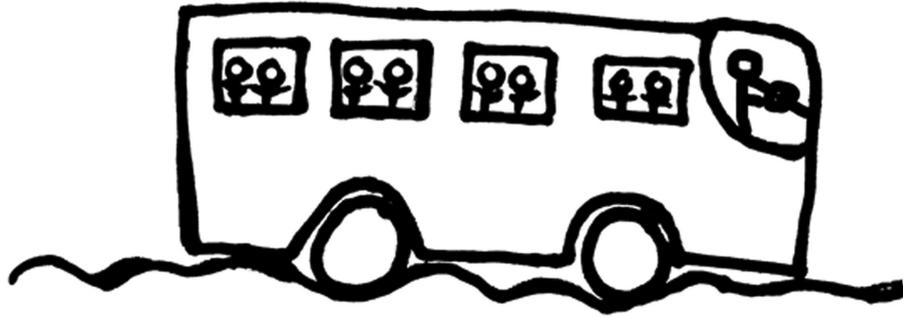
- 1 Explain that today, learners will write about how they get to school.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for filling in the writing frame, like: I get to school by car. I drive myself. My route is long, and the road is busy! There is lots of traffic.
- 4 Use **modelling** to draw a picture of yourself driving a car, sitting in traffic.
- 5 Explain which words you will write. **Draw a line for each word**.
- 6 Use **modelling** to complete the writing frame: I get to school by car. My route is busy and filled with traffic!
- 7 **Say words slowly like a tortoise and write the sounds you know**.
- 8 **Use resources**, like sight words and theme vocabulary words.
- 9 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**ORAL INSTRUCTIONS**

- 1 Ask learners: What kind of transport do you take to school? What is your route to school like?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Instruct learners to **turn and talk** with a partner about what they will write about.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you who they will write about.
- 7 They must say: I get to school by...My route is...
- 8 Explain that learners will now use the writing frame to draw and write their own ideas!

**WRITING**

- 1 Hand out **learners' books**.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 Encourage learners.



I get to school by a big bus.  
My route is long and bumpy.

---

### Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 6**.
- 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

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /ea/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /e/ and a /a/ together, we say it as one sound: /ea/ (long E sound) Ask learners: Can you think of words that begin with /ea/?
- 4 Brainstorm words with learners, like: **eat, each, ear**
- 5 Ask learners: Can you think of words that have /ea/ in the word?
- 6 Brainstorm words with learners, like: **beach, meat, reach**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **eat, seat, meat, meal, steal, real**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



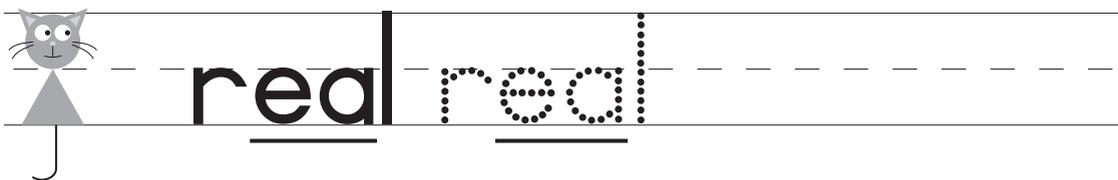
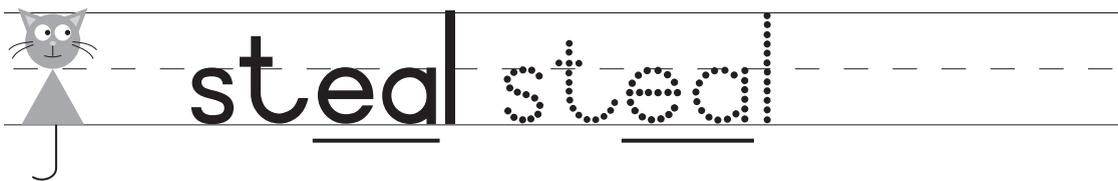
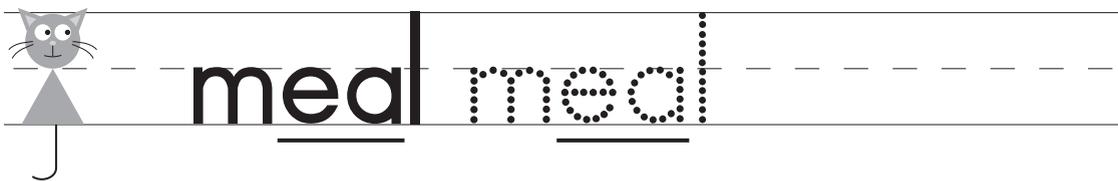
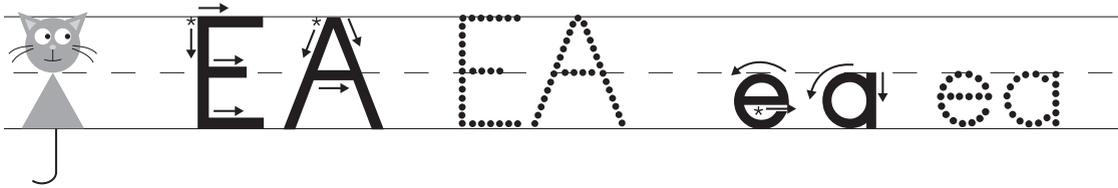
## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **EA ea**
- 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.



**ALTERNATE HANDWRITING PROGRAMME**

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

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

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



**Shared Reading:**

15 Minutes

**First Read**

**COMPREHENSION STRATEGIES: VISUALISE**

Text	First Read (Think Aloud)
<p><u>Haile Gebrselassie – a running superstar!</u></p> <p>Haile Gebrselassie is one of the greatest long-distance runners of all time. Ethiopia is a country with many famous and amazing runners. But, even among so many stars, Haile stands out!</p>	<p>--</p>
<p>Haile was brought up on a farm in a rural part of Ethiopia called the Oromia Region. Haile first used running as his transport to school. He used to run the 10 kilometres to school barefoot, carrying all of his schoolbooks under his arm. He ran the same kilometres back every evening. For the rest of his running career, Haile ran with his left arm crooked, as if he was still holding his schoolbooks!</p>	<p>I can <b>visualise</b> little Haile running in the hot sun, holding his big stack of books.</p>
<p>In 1980, when Haile was just seven years old, he heard the people in his village talking about the Olympic games – and an impressive runner named Miruts Yifter. Haile decided he had to hear what all the fuss was about! Haile stole his father's radio and took it out into the field. He listened to the radio commentary of every race that Miruts Yifter ran in the Olympics. Finally, he heard the commentary of the race when Miruts won the gold medal!</p>	<p>I <b>visualise</b> little Haile cheering when Miruts Yifter passed the finish line, and hearing other people cheering from their own fields too!</p>
<p>It was only after Miruts Yifter's big win that Haile realised his running idol was Ethiopian, just like him! He learned that Miruts Yifter had won not just one, but two, Olympic gold medals. Haile saw how everyone celebrated and loved Miruts Yifter. He decided he wanted to become great runner, just like him.</p>	<p>I <b>visualise</b> little Haile pretending to be Miruts Yifter on his school runs, and imagining everyone cheering him on.</p>

WEEK 6

Text	First Read (Think Aloud)
<p>When Haile told his father about his dream to become a great runner, his father discouraged him. His father didn't think it was a worthwhile dream. 'Don't do this kind of job. This is just wasting time!' his father told him. But Haile decided to keep running. He practiced and practiced. He was determined to reach his dream of an Olympic gold medal, just like Miruts Yifter!</p>	<p>I <b>visualise</b> Haile practicing and practicing every day, running with his stack of heavy school books, but his father watching and shaking his head.</p>
<p>In 1993, when Haile was just 20 years old, he won the 10,000 metre race at the World Championships in Germany. His prize for winning the race was a brand-new car. No one in Haile's family had ever owned a car before. When he brought the car home, his father was astounded. 'A car? From running?' his father asked. From that day on, he told Haile to keep it up.</p>	<p>I <b>visualise</b> Haile's dad admiring the car. I can <b>visualise</b> him telling his friends that his son is fast enough to win a whole car!</p>
<p>Haile finally qualified to run the 10,000 metres at the 1996 Olympics in the United States. Haile was the favourite to win. At the start of the race, everyone else looked nervous and tense – but Haile looked happy and calm. He stood at the starting line with a big smile on his face.</p>	<p>I <b>visualise</b> Haile's big smile next to so many nervous faces. He really stands out!</p>
<p>Haile's quick feet carried him 25 laps all the way to a gold medal. When he stood on the winner's podium, his eyes filled with tears. It was his dream to win that medal since he was seven years old, listening to his father's radio in the field. He had finally done it!</p>	<p>I <b>visualise</b> Haile running his hardest. He is at the Olympics but he is still running with his crooked left arm – as if he is still holding all of his school books!</p>
<p>Haile went on to win a second gold medal at the 2000 Olympics in Australia. Haile was far behind in the race, but he caught up and managed to outrun his rival. This showed that Haile never gave up! He had become a two-time gold medal winner, just like his idol Miruts Yifter.</p>	<p>I <b>visualise</b> Haile looking at his gold medal, and thinking about all the years he practiced and practiced running to and from school.</p>
<p>Throughout his career, Haile set 27 world records in all different distances. He won many medals. But people say that Haile was the greatest not just because of his amazing running, but because of his determined and open personality.</p>	<p>--</p>

Follow up questions	Possible responses
How did Haile Gebrselassie get to school every day?	He ran to school every day.
Where did Haile Gebrselassie grow up?	He grew up in the Oromia region of Ethiopia.
Why question	Possible responses
Why did Haile Gebrselassie always run with his left arm crooked?	<ul style="list-style-type: none"> <li>• Because he ran as if he was holding his school books.</li> <li>• Because he began running to get to and from school.</li> <li>• Because he got used to running when he had to carry his books.</li> </ul>



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 6**.
- 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

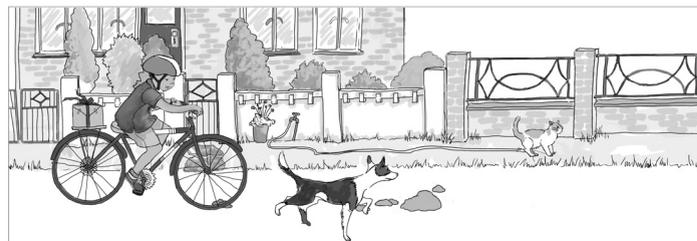
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - Ethiopia
  - Olympics
  - International
  - determined

Rhyme or song	Actions
Stop says the red light	Hold your hand up to signal stop
Go says the green	Wave your arm from one side to the other
Be careful says the yellow light	Turn your head from side to side
Twinkling in between!	Flick your fingers to show the twinkling

### 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

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**scr**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /s/, /c/ and /r/ together, we say it as one sound: /scr/Ask learners: Can you think of words that begin with /scr/?
- 4 Brainstorm words with learners, like: **scrape, scrap, scratch**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **scrap, scream, screen, scrape, scam**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **SCR scr**
- 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.

 SCR SCR scr scr

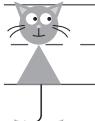
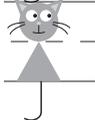
 scrap scrap

 scream scream

 screen screen

 scrape scrape

 scram scram

 I scream when I scrape  
 my leg.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

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



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Write about the transport you use to get to and from school.

**TASK:** Draw a picture and write two sentences. This will be part of a class book for the reading corner.

**WRITING FRAME:**

I get to school by...

My route is...

It takes me...

I see ..., ... and ...

### MODELLING

- 1 Explain that today, learners will add two sentences to their writing from Monday.
- 2 Today they will think about how long their route takes, and what they see along the way.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Explain some ideas you have for filling in the writing frame, like: my route to school takes me 45 minutes one way. I see lots of other cars, the Nelson Mandela Bridge, and the tall buildings of Johannesburg.
- 6 Use **modelling** to add to your drawing, like: the Nelson Mandela Bridge, and tall buildings in the background.
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use **modelling** to complete the writing frame, like: **It takes me** 45 minutes to get to school and 45 minutes to get back home! **I see** cars, Nelson Mandela bridge, **and** lots of buildings.
- 9 Point out that the last sentence is a list, and each item is separated by a comma or the word 'and'. Remind learners we did this kind of list last week too!
- 10 **Say words slowly like a tortoise and write the sounds you know.**
- 11 Use **resources** (sight words, theme vocabulary word) to help you write words that you struggle with.
- 12 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

### ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about the route we use to get to and from school.
- 2 Today we will add sentences to our writing, including a list with commas.

- 3 Ask learners: How long does your route take one way? What do you see along your route?
- 4 Instruct learners to **think before they write**.
- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 Instruct learners to **turn and talk** with a partner about their route to school.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what they see along their route.
- 9 They must say: It takes me... / I see..., ... and ...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

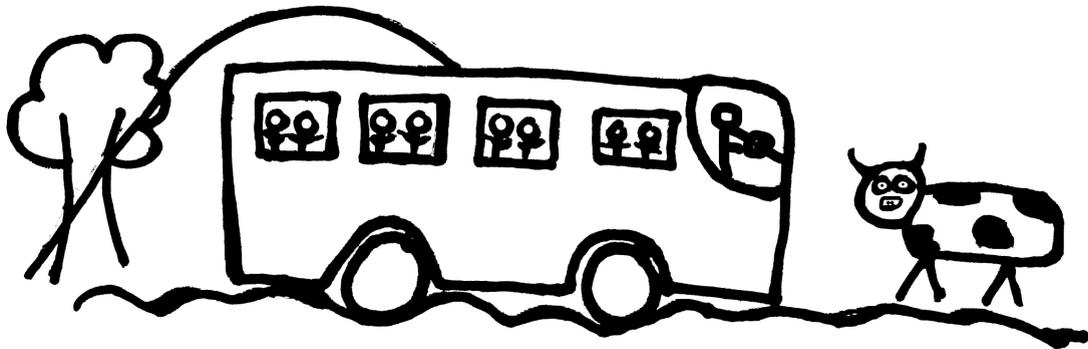
### WRITING

- 1 **Hand out learner books.** Instruct learners to find their writing from Monday. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 **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.

*Compile all of the learners work from this week into a book. Put it into the reading corner for the learners to read in their independent reading time.*



I get to school by a big bus.  
My route is long and bumpy. It  
takes me a long time to get to  
school. I see hills, cows and trees.



## Group Guided Reading

30 minutes

WEEK 6

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

- 1 Settle the whole class with **Reading Worksheet 6**.
- 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

### Segmenting and Blending

#### I DO...

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

#### WE DO...

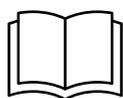
- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **seat**
- 3 Ask learners: What is the first sound in the word? /s/
- 4 Ask learners: What is the middle sound in the word? /ea/
- 5 Ask learners: What is the last sound in the word? /t/
- 6 Ask learners to segment the word into each individual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

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: SEARCH THE TEXT

Text	Second Read (Think Aloud)
Haile Gebrselassie is one of the greatest long-distance runners of all time. Ethiopia is a country with many famous and amazing runners. But, even among so many stars, Haile stands out!	I <b>remember</b> that this story is all about what made Haile Gebrselassie a great runner!
Haile was brought up on a farm in a rural part of Ethiopia called the Oromia Region. Haile first used running as his transport to school. He used to run the 10 kilometres to school barefoot, carrying all of his schoolbooks under his arm. He ran the same kilometres back every evening. For the rest of his running career, Haile ran with his left arm crooked, as if he was still holding his schoolbooks!	I <b>visualise</b> adult Haile running with his crooked left arm. His crooked arm is left over from all of his years of running so far to school!
In 1980, when Haile was just seven years old, he heard the people in his village talking about the Olympic games – and an impressive runner named Miruts Yifter. Haile decided he had to hear what all the fuss was about! Haile stole his father's radio and took it out into the field. He listened to the radio commentary of every race that Miruts Yifter ran in the Olympics. Finally, he heard the commentary of the race when Miruts won the gold medal!	I <b>visualise</b> Haile listening to the people in his village talking with love and awe for this amazing runner. I can <b>visualise</b> how curious he must have felt as he turned on his father's radio!
It was only after Miruts Yifter's big win that Haile realised his running idol was Ethiopian, just like him! He learned that Miruts Yifter had won not just one, but two, Olympic gold medals. Haile saw how everyone celebrated and loved Miruts Yifter. He decided he wanted to become great runner, just like him.	I <b>visualise</b> Haile's amazed face when he realizes that Miruts Yifter grew up in Ethiopia just like him.
When Haile told his father about his dream to become a great runner, his father discouraged him. His father didn't think it was a worthwhile dream. 'Don't do this kind of job. This is just wasting time!' his father told him. But Haile decided to keep running. He practiced and practiced. He was determined to reach his dream of an Olympic gold medal, just like Miruts Yifter!	I <b>visualise</b> Haile running in his village, and imagining all the people he sees are cheering for him, just like they did for Miruts Yifter!

Text	Second Read (Think Aloud)
<p>In 1993, when Haile was just 20 years old, he won the 10,000 metre race at the World Championships in Germany. His prize for winning the race was a brand-new car. No one in Haile's family had ever owned a car before. When he brought the car home, his father was astounded. 'A car? From running?' his father asked. From that day on, he told Haile to keep it up.</p>	<p>I <b>visualise</b> Haile's proud face when his father encourages him for the first time. I think Haile must want to win even more, because his dad has finally praised him!</p>
<p>Haile finally qualified to run the 10,000 metres at the 1996 Olympics in the United States. Haile was the favourite to win. At the start of the race, everyone else looked nervous and tense – but Haile looked happy and calm. He stood at the starting line with a big smile on his face.</p>	<p>I <b>visualise</b> Haile looking around, listening to all of the cheering fans in the audience! I think he is feeling so happy to finally be at the Olympics!</p>
<p>Haile's quick feet carried him 25 laps all the way to a gold medal. When he stood on the winner's podium, his eyes filled with tears. It was his dream to win that medal since he was seven years old, listening to his father's radio in the field. He had finally done it!</p>	<p>I <b>visualise</b> Haile's eyes filling with tears, as he thinks about all of his hard work to finally achieve a gold medal!</p>
<p>Haile went on to win a second gold medal at the 2000 Olympics in Australia. Haile was far behind in the race, but he caught up and managed to outrun his rival. This showed that Haile never gave up! He had become a two-time gold medal winner, just like his idol Miruts Yifter.</p>	<p>I <b>visualise</b> Haile standing proudly, as the whole crowd cheers for him! He is loved and celebrated, just like his idol!</p>
<p>Throughout his career, Haile set 27 world records in all different distances. He won many medals. But people say that Haile was the greatest not just because of his amazing running, but because of his determined and open personality.</p>	<p>In the end, I think that Haile Gebrselassie became an even greater runner than his idol Miruts Yifter!</p>

Follow up questions	Responses
How old was Haile Gebrselassie when he decided to be a runner?	He was seven years old.
Who is Miruts Yifter?	<ul style="list-style-type: none"> <li>• He was a famous Ethiopian runner.</li> <li>• He was Haile Gebrselassie's role model.</li> <li>• He was the runner who little Haile Gebrselassie heard everyone talking about.</li> </ul>
Why question	Possible response
Why did Haile Gebrselassie decide he wanted to be a runner?	<ul style="list-style-type: none"> <li>• Because he heard Miruts Yifter win the Olympic gold medal on the radio.</li> <li>• Because he realised Miruts Yifter was Ethiopian, just like him.</li> <li>• Because he wanted to be just like Miruts Yifter.</li> <li>• Because he saw the way people loved and celebrated Miruts Yifter and he wanted to be loved and celebrated too.</li> <li>• Because he was determined to be famous, like Miruts Yifter.</li> </ul>



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 6**.
- 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.
  - medal
  - proud
  - praise

Rhyme or song	Actions
Stop says the red light	<i>Hold your hand up to signal stop</i>
Go says the green	<i>Wave your arm from one side to the other</i>
Be careful says the yellow light	<i>Turn your head from side to side</i>
Twinkling in between!	<i>Flick your fingers to show the twinkling</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
Haile Gebreselassie is...  
I learned that...  
When I visualise Haile Gebresalassie, I see...
- 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>ea</b>	<b>scr</b>	<b>m</b>
<b>t</b>	<b>s</b>	<b>a</b>
<b>p</b>	<b>l</b>	<b>e</b>

**MODEL**

- 1 Remind learners of the sounds of the week: /**ea**/ and /**scr**/
- 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: /**ea**/ – /**t**/
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**ea**/ or /**scr**/
- 6 Show learners how to make another word, like: /**m**/ – /**a**/ – /**t**/
- 7 Remind learners they can make any words using the target sounds, like **eat**, or words without the target sound, like **mat**.

**LEARNERS DO**

- 1 Tell learners to open their exercise books and write the heading: **ea, scr**
- 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): **eat, meat, seat, peat, meal, steal, peal, seal, scream, scam, scrap, scrape, mat, sat, pat, pet, let**

**ALTERNATE PHONICS PROGRAMME**

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### 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 Write the following on the chalkboard:
- 3 I visualise \_\_\_\_\_
- 4 It looks / smells / feels \_\_\_\_\_
- 5 Tell learners that they are going to visualise something from the text.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes, and draw what they have visualised from the text.
- 8 Tell learners to add 1–2 labels to their drawings.
- 9 Tell learners to complete the sentences in their books.
- 10 Finally, allow learners to turn and talk, and to share their visualisations with a partner.



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 6**.
- 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.

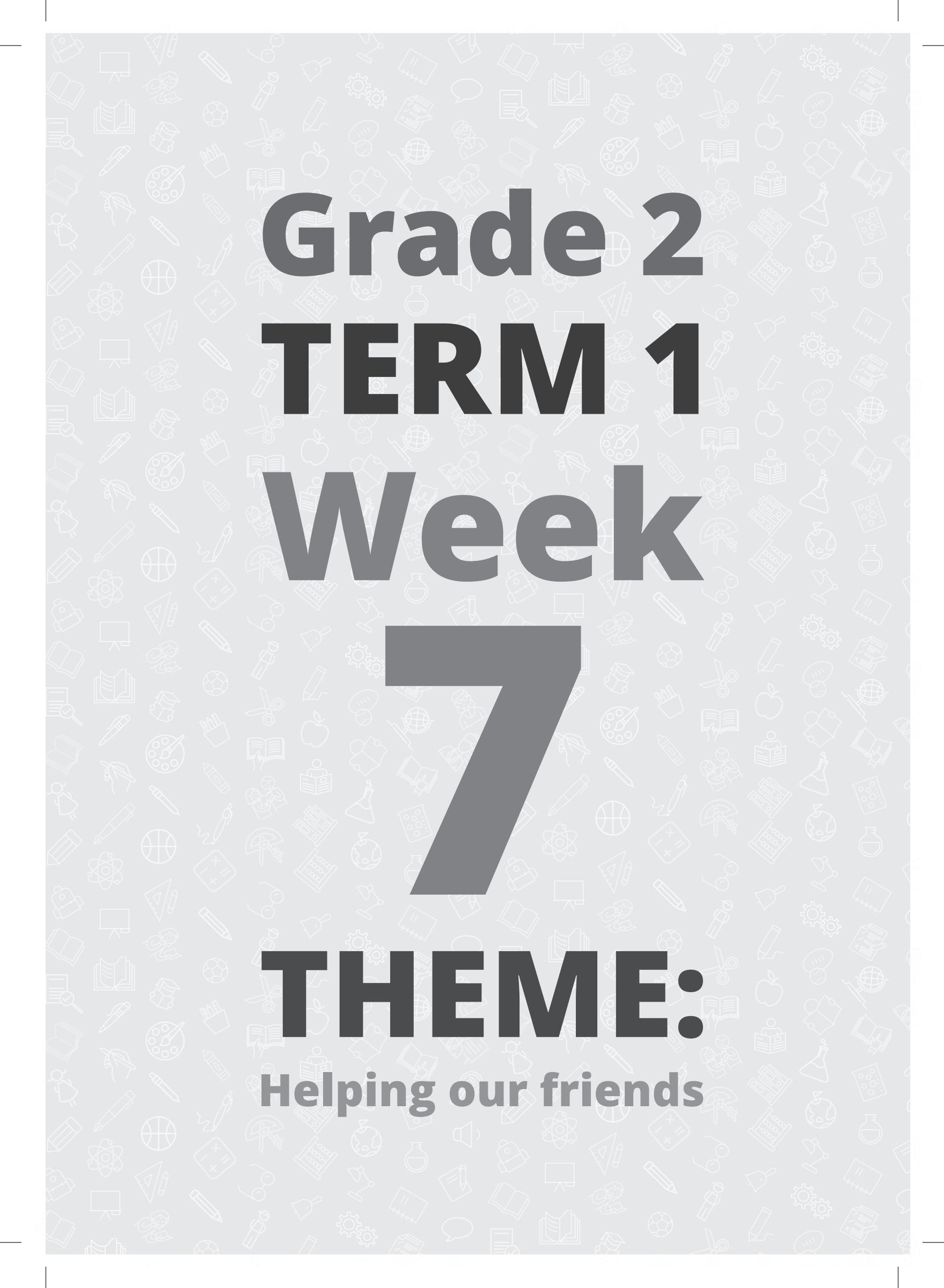


## End of week language learning review

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



The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

**Grade 2**

**TERM 1**

**Week**

**7**

**THEME:**

**Helping our friends**



## 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: pictures of different groups of friends; a thank you card; a friendship bracelet; etc.
- 5 Do some research on the internet to prepare for the theme. For example: research what shy people can do to make 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.



## 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 13, Let's write

**Activity 2:** DBE Workbook 1: Page 14, Let's read

**Activity 3:** DBE Workbook 1: Page 15, Let's write

**Activity 4:** Draw a picture of your best friend or best friends.

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Mandla's big birthday party in the Big Book story: Jane's flat tyre
- 2 Tell learners that we are starting a new theme called: Helping our friends
- 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:
- 7 How do you help your friends?
- 8 How do your friends help you?
- 9 How do you feel when someone helps you?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - help
  - helpful
  - kind

Rhyme or song	Actions
A circle is round it has no end	<i>Made a circle with your hands</i>
That's how long I want to be your friend	<i>Point at a friend</i>
Make new friends but keep the old	<i>Shake hands with different people</i>
Some are silver and some are gold!	<i>Hold up your right hand then your left hand</i>

WEEK 7



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a eat
  - b meat
  - c seat
  - d scrap
  - e scream

**f** scam

- 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.

### 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: Jane's flat tyre
- 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:** Write your own news to share with a friend.

**TASK:** Draw a picture and write two sentences of news.

**WRITING FRAME:**

My news is...

I am...because...

**MODELLING**

- 1 Explain that today, learners will write about **their own news to share with a friend.**
- 2 Explain that news is something exciting or interesting that is happening in our own lives.
- 3 Read the writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write.**
- 5 Tell learners some ideas you have for filling in the writing frame, like: I want to tell my friend about a trip my family is planning for the holidays. We are going to the beach! It is something new and exciting.
- 6 Use **modelling** to draw a picture of yourself thinking about the beach.
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use **modelling** to complete the writing frame: **My news is** that I am going on a trip! **I am** excited **because** I have never been to the beach!
- 9 **Say words slowly like a tortoise and write the sounds you know.**
- 10 Use **resources**, like sight words and theme vocabulary words to help you write words that you struggle with.
- 11 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**ORAL INSTRUCTIONS**

- 1 Ask learners: What is your news?
- 2 Instruct learners to **think before they write.**
- 3 Call on 2–3 learners to tell you their own news.
- 4 They must say: My news is...
- 5 Explain that learners will now draw and write a caption about their own news!

**WRITING**

- 1 Hand out **learners' books.**
- 2 As learners are writing, walk around the room and complete **mini conferences.**
- 3 Ask learners to **read their writing.**
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources.**
- 6 Encourage learners.



My news is that I am the class leader!  
I am excited because I have never been  
the class leader!



## Group Guided Reading

30 minutes

**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.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**tch**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /t/, /c/ and /h/ together, we say it as one sound: /tch/ Ask learners: Can you think of words that end with /**tch**/?
- 4 Brainstorm words with learners, like: **watch, snatch, catch**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **catch, hatch, match, fetch, stretch, switch**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_

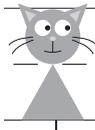


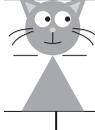
## Handwriting:

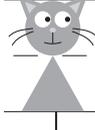
15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **TCH tch**
- 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.

 TCH TCH tch tch

 catch catch

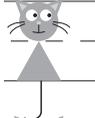
 hatch hatch

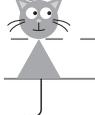
 match match

 fetch fetch

 stretch stretch

 switch switch

 I will fetch my match in

 the hatch.

**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>Jane's flat tyre</u></p> <p>Jane and Mandu loved to ride their bikes together. One day, they were riding their bikes far away from home – all the way down by the river. Jane was riding very fast. As she sped down the hill, she went faster and faster.</p>	<p>Where are Jane and Mandu? Oh! They are riding by the river, far away from home.</p>
<p>Then, Jane's tyre hit a rock! She fell off of her bike! Mandu stopped to make sure Jane wasn't hurt.</p> <p>'Are you okay?' Mandu asked.</p> <p>'I'm okay,' Jane said. She stood up and inspected her bicycle.</p> <p>'But look! My tyre has a puncture! It is too flat to ride! How will I get home?'</p>	<p>What did Jane's tyre hit? Jane's tyre hit a rock! She cannot ride her bike now. I wonder how she will get home?</p>
<p>Oh no! My tyre!</p> <p>I'm glad you're not hurt!</p>	<p>--</p>
<p>'I have an idea!' Mandu said. 'I will ride home and fetch my pump. Then I will come back. We can pump up your tyre so you can ride home!'</p> <p>Jane didn't really want to stay by the river all by herself, but there wasn't any choice. 'Okay,' Jane said, 'that's a smart idea.'</p> <p>Mandu got on her bike and rode back home.</p>	<p>What is Mandu's idea? Oh! Mandu will go home to get a pump to fix Jane's tyre.</p>

WEEK 7

Text	First Read (Think Aloud)
<p>Jane waited and waited. It felt like forever. The sun began to set.</p> <p>'What if Mandu got a flat tyre and couldn't get home, just like me?' Jane worried. Jane's stomach began to make noise. It was almost supper time. She was getting hungry and thirsty. 'What if I miss supper?' Jane worried.</p> <p>Jane saw the moon in the sky. 'What if Mandu can't find me? What if I am here all night alone?' Jane worried.</p>	<p>What is Jane worried about? Oh! She is worried that maybe Mandu got a flat tyre. She is worried she will miss supper. She is worried that she will be stuck by the river all night alone! Oh no! I wonder where Mandu is?</p>
<p>I wonder where Mandu is?</p>	<p>--</p>
<p>But then, Jane saw Mandu and her brother Dumisani riding towards her. Jane was so happy to see her friend, she jumped up and shouted.</p>	<p>Why did it take Mandu so long? Oh! Because she had to find her brother so he could come and help them.</p>
<p>'Sorry it took so long!' Mandu said. 'I had to find Dumisani so he could help us! And it's a long ride!'</p> <p>'You must be hungry!' Mandu said. She gave Jane a muffin and some orange juice from her backpack.</p>	
<p>Dumisani helped Jane and Mandu to mend the small puncture. Then, they pumped it up, full of air.</p> <p>'Just like new!' said Jane.</p> <p>'Let's go home before it gets too dark!' said Dumisani.</p>	<p>Who fixed the tyre? Oh, Mandu and Dumisani helped Jane to fix the tyre.</p>
<p>They rode back home in the moonlight. This time, Jane watched carefully for rocks in the path. This time, Jane rode slowly. She didn't want another flat tyre! It was a long ride home.</p>	<p>How did Jane ride home? Oh, Jane rode home slowly!</p>
<p>When they finally got home, Jane hugged Mandu.</p> <p>'Thanks for helping me Mandu!' she said. 'You are a caring friend!'</p> <p>'That's what friends are for!' Mandu said.</p>	<p>What did Jane do when they got home? Oh! She said thanks and gave her friend a big hug.</p>
<p>Jane and Mandu loved to ride their bikes together. One day, they were riding their bikes far away from home – all the way down by the river. Jane was riding very fast. As she sped down the hill, she went faster and faster.</p>	<p>Where are Jane and Mandu? Oh! They are riding by the river, far away from home.</p>

Follow up questions	Possible responses
Who got a flat tyre?	Jane got a flat tyre.
Where did Mandu go?	She went home to get a pump.
Why question	Possible responses
Why did Mandu leave Jane all alone?	<ul style="list-style-type: none"> <li>• Jane had a flat tyre.</li> <li>• Jane could not ride her bike.</li> <li>• They did not have a pump.</li> <li>• They are far away from home.</li> <li>• Mandu went home to get a pump.</li> <li>• Mandu went home to get help for Jane.</li> <li>• Mandu found her brother Dumisani to help them.</li> </ul>



## Group Guided Reading

30 minutes

**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.

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - tyre
  - flat tyre
  - puncture
  - pump
  - bicycle

Rhyme or song	Actions
A circle is round it has no end	<i>Made a circle with your hands</i>
That's how long I want to be your friend	<i>Point at a friend</i>
Make new friends but keep the old	<i>Shake hands with different people</i>
Some are silver and some are gold!	<i>Hold up your right hand then your left hand</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

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /y/ (**long E sound**)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, a sound can look the same but sound different. We have learnt the short /y/ sound as in /yell/ now we will learn the /y/ that has a long E sound.
- 4 Ask learners: Can you think of words that end with /y/ (**long E sound**)?
- 5 Brainstorm words with learners, like: **pony, hairy, funny**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **fishy, meaty, smelly, tricky, greedy**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

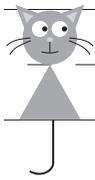


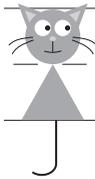
## Handwriting:

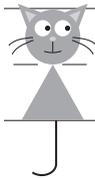
15 minutes

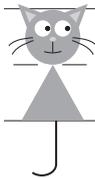
### Write new letter(s) / words / sentences

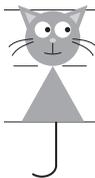
- 1 Teach learners to correctly form the upper and lower case letter(s): **Yy**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell 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.

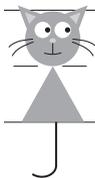
 Y Y y y

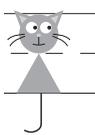
 fishy fishy

 meaty meaty

 smelly smelly

 tricky tricky

 greedy greedy

 The greedy fish is smelly.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

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



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Write your own news to share with a friend.

**TASK:** Draw a picture and write two sentences of news.

**WRITING FRAME:**

My news is...

I am...because...

One important fact about my news is...

Another is...

### MODELLING

- 1 Explain that today, learners will add to their writing from Monday.
- 2 Today they will add sentences about their news.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Explain some ideas you have for filling in the new parts of writing frame, like: Some important facts about my news are that we are going to the beach in Mozambique! Also, my whole family will come.
- 6 Use **modelling** to add to your drawing, like: yourself, thinking of your family at the beach.
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use **modelling** to complete the writing frame, like: **One important fact about my news is** that we are going to Mozambique – a whole new country! **Another is** that my whole family will come.
- 9 **Say words slowly like a tortoise and write the sounds you know.**
- 10 Use **resources** (sight words, theme vocabulary word) to add labels to your drawing, like: beach, family, me
- 11 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

### ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about some news we would like to share with a friend.
- 2 Today we will add to our news.
- 3 Ask learners: What are some important facts about your news?
- 4 Instruct learners to **think before they write**.

- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 Instruct learners to **turn and talk** with a partner about their news.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you one fact about their news.
- 9 They must say: One important fact about my news is...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

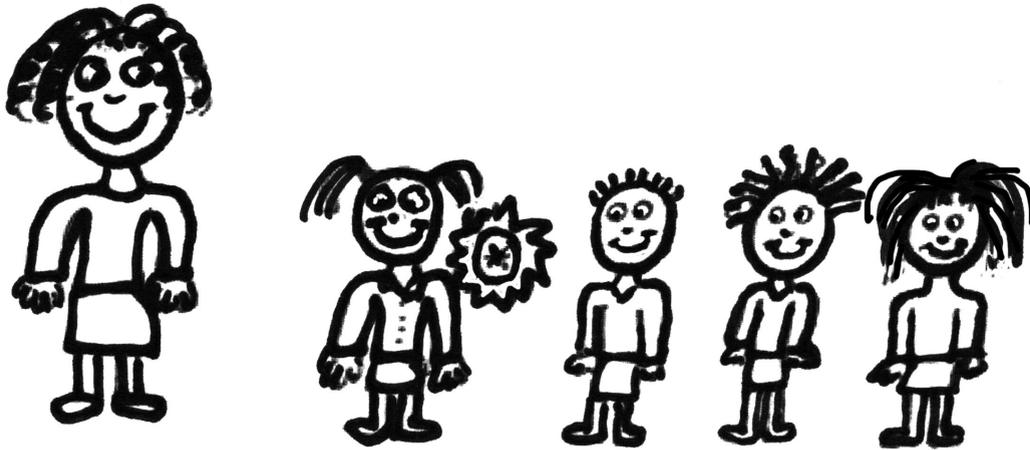
### WRITING

- 1 **Hand out learner books.** Instruct learners to find their writing from Monday. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 **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 news is that I am the class leader!  
I am excited because I have never been  
the class leader! One important fact about  
my news is that I get to help my teacher!  
Another is I always get to stand in the  
front when we line up.



## Group Guided Reading

30 minutes

**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.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

#### I DO...

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

#### WE DO...

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

#### ALTERNATE PHONICS PROGRAMME

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

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

---



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p><u>Jane's flat tyre</u></p> <p>Jane and Mandu loved to ride their bikes together. One day, they were riding their bikes far away from home – all the way down by the river. Jane was riding very fast. As she sped down the hill, she went faster and faster.</p>	<p>What do Jane and Mandu love to do? Oh, they love to ride their bikes!</p>
<p>Then, Jane's tyre hit a rock! She fell off of her bike! Mandu stopped to make sure Jane wasn't hurt.</p> <p>'Are you okay?' Mandu asked.</p> <p>'I'm okay,' Jane said. She stood up and inspected her bicycle.</p> <p>'But look! My tyre has a puncture! It is too flat to ride! How will I get home?'</p>	<p>Why did Jane get a flat tyre? Oh! Because she was going fast and her tyre hit a rock.</p>
<p>Oh no! My tyre!</p> <p>I'm glad you're not hurt!</p>	--
<p>'I have an idea!' Mandu said. 'I will ride home and fetch my pump. Then I will come back. We can pump up your tyre so you can ride home!'</p> <p>Jane didn't really want to stay by the river all by herself, but there wasn't any choice. 'Okay,' Jane said, 'that's a smart idea.'</p> <p>Mandu got on her bike and rode back home.</p>	<p>Why does Mandu go all the way back home? Oh! She goes home to get a pump so that they can fix Jane's tyre, and then she can ride her bike back home.</p>
<p>Jane waited and waited. It felt like forever. The sun began to set.</p> <p>'What if Mandu got a flat tyre and couldn't get home, just like me?' Jane worried. Jane's stomach began to make noise. It was almost supper time. She was getting hungry and thirsty. 'What if I miss supper?' Jane worried.</p> <p>Jane saw the moon in the sky. 'What if Mandu can't find me? What if I am here all night alone?' Jane worried.</p>	<p>Why is Jane worried? She is worried because she is all alone. She can't get home without Mandu's help!</p>
<p>I wonder where Mandu is?</p>	--

Text	Second Read (Think Aloud)
<p>But then, Jane saw Mandu and her brother Dumisani riding towards her. Jane was so happy to see her friend, she jumped up and shouted.</p> <p>'Sorry it took so long!' Mandu said. 'I had to find Dumisani so he could help us! And it's a long ride!'</p> <p>'You must be hungry!' Mandu said. She gave Jane a muffin and some orange juice from her backpack.</p>	<p>Why did Mandu jump up and shout? Oh! Because she was so happy to see her friend.</p>
<p>Dumisani helped Jane and Mandu to mend the small puncture. Then, they pumped it up, full of air.</p> <p>'Just like new!' said Jane.</p> <p>'Let's go home before it gets too dark!' said Dumisani.</p>	<p>How did they fix the tyre? Oh! They used the pump Mandu brought to fill it with air.</p>
<p>They rode back home in the moonlight. This time, Jane watched carefully for rocks in the path. This time, Jane rode slowly. She didn't want another flat tyre! It was a long ride home.</p>	<p>Why did Jane ride slowly this time? Oh! Because she doesn't want to get another flat tyre!</p>
<p>When they finally got home, Jane hugged Mandu.</p> <p>'Thanks for helping me Mandu!' she said. 'You are a caring friend!'</p> <p>'That's what friends are for!' Mandu said.</p>	<p>Why did Jane thank Mandu? Oh because Mandu was so helpful to her!</p>
<p>Jane and Mandu loved to ride their bikes together. One day, they were riding their bikes far away from home – all the way down by the river. Jane was riding very fast. As she sped down the hill, she went faster and faster.</p>	<p>What do Jane and Mandu love to do? Oh, they love to ride their bikes!</p>
Follow up questions	Responses
<p>What does Mandu bring back?</p>	<ul style="list-style-type: none"> <li>• She brings back the pump.</li> <li>• She brings back her brother Dumisani.</li> <li>• She brings back a snack for Jane.</li> </ul>
<p>How do they fix the tyre?</p>	<p>They use Mandu's pump to fill it with air.</p>
Why question	Possible response
<p>Why does Jane tell Mandu that she is a good friend?</p>	<ul style="list-style-type: none"> <li>• Because Mandu brings help for Jane.</li> <li>• Because Mandu rode all the way home and all the way back to help Jane.</li> <li>• Because Mandu brings a snack for Jane.</li> <li>• Because Mandu rides home with Jane in the dark.</li> </ul>



## Group Guided Reading

30 minutes

**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.

# Friday



## Oral Activities

15 minutes

---

### THEME VOCABULARY

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

Rhyme or song	Actions
A circle is round it has no end	<i>Made a circle with your hands</i>
That's how long I want to be your friend	<i>Point at a friend</i>
Make new friends but keep the old	<i>Shake hands with different people</i>
Some are silver and some are gold!	<i>Hold up your right hand then your left hand</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
Jane and Mandu...  
My favourite part of the story was...  
My least favourite part of the story was...
- 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>y</b>	<b>tch</b>	<b>str</b>
<b>e</b>	<b>f</b>	<b>i</b>
<b>sh</b>	<b>a</b>	<b>m</b>

**MODEL**

- 1 Remind learners of the sounds of the week: /y/ and /tch/
- 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: /f/ - /e/ - /tch/
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /y/ or /tch/
- 6 Show learners how to make another word, like: /sh/ - /e/
- 7 Remind learners they can make any words using the target sounds, like **fetch**, or words without the target sound, like **she**.

**LEARNERS DO**

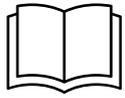
- 1 Tell learners to open their exercise books and write the heading: **y, tch**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **fishy, stretchy, stretch, fetch, match, she, shy, my, stray**

**ALTERNATE PHONICS PROGRAMME**

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

---

#### COMPREHENSION STRATEGY: SUMMARISE / SEARCH THE TEXT

#### WRITTEN COMPREHENSION

- 1 Before the lesson begins, write the following heading, questions and sentence starters on the board.
- 2 Read through the questions with learners, and explain them if necessary.
- 3 Tell learners to turn and talk and discuss these questions with a partner.
- 4 Then, learners must open their exercise books, write the date and heading, and write the answers to the questions.
- 5 In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work.

#### Jane's flat tyre

- 1 Who had a flat tyre?  
*...had a flat tyre.*
- 2 How did Jane get a flat tyre?  
*Jane got a flat tyre because...*
- 3 Who helped Jane?  
*...helped Jane.*

#### Jane's flat tyre

- 1 Who had a flat tyre?  
*Jane had a flat tyre.*
- 2 How did Jane get a flat tyre?  
*Jane got a flat tyre because she went too fast down the hill and then she hit a rock!*
- 3 Who helped Jane?  
*Mandu and her brother Dumisani helped Jane repair her tyre.*



## Group Guided Reading

30 minutes

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



The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

**Grade 2**

**TERM 1**

**Week**

**8**

**THEME:**

**Helping our friends**



## 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 Add items for your theme wall and table that will be of interest to learners, for instance: ask learners to bring a photo of themselves with a friend, and display these photos.
- 5 Do some research on the internet to prepare for the theme. For example: research conflict resolution for children – find out more about how to manage learners' behaviour towards each other.
- 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

---

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 17, Let's write

**Activity 3:** DBE Workbook 1: Page 18, Let's read

**Activity 4:** Draw a picture of one way you help your friends.

# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Ntsikelelo lifting Siviwe out of the drum in the Big Book: Hide and seek
- 2 Tell learners that we are continuing our theme: Helping our friends
- 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:
- 7 What is the best thing a friend has done for you?
- 8 How did this make you feel?
- 9 What can you do to let your friends know that you care for them?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - drum
  - crouch
  - scatter / scattered

Rhyme or song	Actions
A circle is round it has no end	<i>Made a circle with your hands</i>
That's how long I want to be your friend	<i>Point at a friend</i>
Make new friends but keep the old	<i>Shake hands with different people</i>
Some are silver and some are gold!	<i>Hold up your right hand then your left hand</i>



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a catch
  - b match
  - c hatch
  - d fishy
  - e meaty

**f** smelly

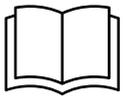
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

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

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

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



## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICTION

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Hide and seek
- 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:** Write about a time you helped a friend.

**TASK:** Draw a picture and write two sentences.

**WRITING FRAME:**

I helped my friend...

I felt...because...

**MODELLING**

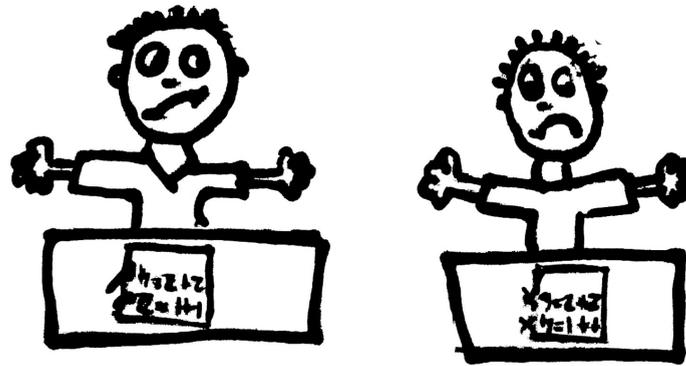
- 1 Explain that today, learners will write about a time they helped a friend. They will write about how they felt when they helped their friend.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for filling in the writing frame, like: I helped my friend when she fell down. I helped her up. I felt so sad that she was hurt!
- 4 Use **modelling** to draw a quick picture of your idea, like: You helping your friend up from the ground.
- 5 Explain which words you will write. **Draw a line for each word**.
- 6 Use **modelling** to complete the writing frame: I helped my friend get up when she fell down. I felt sad because she was hurt.
- 7 **Say words slowly like a tortoise and write the sounds you know**.
- 8 **Use resources**, like sight words and theme vocabulary words to help you write words that you struggle with.
- 9 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**ORAL INSTRUCTIONS**

- 1 Ask learners: How did you help your friend? How did you feel?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Instruct learners to **turn and talk** with a partner about what they will write about.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you how they helped their friend.
- 7 They must say: I helped my friend... I felt...
- 8 Explain that learners will now use the writing frame to draw and write their own ideas!

**WRITING**

- 1 Hand out **learners' books**.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 Encourage learners.



I helped my friend with his maths. I felt  
bad because he did not know how to do sums.



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 8**.
- 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

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /ey/ (**long E sound**)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /e/ and a /y/ together, we say it as one sound: /ey/ (long E sound) Ask learners: Can you think of words that end with /ey/?
- 4 Brainstorm words with learners, like: **monkey, donkey, key**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **key, donkey, turkey, valley**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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

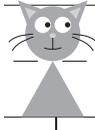


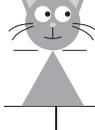
## Handwriting:

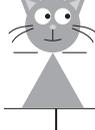
15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **EY ey**
- 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.

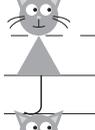
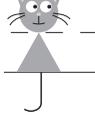
 EY EY ey ey

 key key

 donkey donkey

 turkey turkey

 valley valley

 The donkey will find the  
 key in the valley.

**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>Hide and seek</u></p> <p>One warm summer afternoon, the children of Tsomo decided to play hide and seek.</p> <p>'I'll count!' Lungi volunteered. She began counting loudly, '1-2-3-4-5...'</p> <p>All the other children scattered, running to find their best hiding spots.</p>	<p>I remember when I was little, we used to play hide and seek too! My best hiding spot was when I curled up inside of an old tyre. I <b>wonder</b> where they will hide?</p>
<p>Lumka ran to the bushes. She crawled underneath.</p> <p>Avela sprinted towards the grove of trees. She made her body as straight as she could, and stood behind the tallest one.</p>	--
<p>Ntsikelelo ran down the path and found a ditch on the side. He laid down and wriggled inside.</p> <p>Hlobisa ran towards a big boulder. He crouched down and hid behind it.</p>	--
<p>Gogo Nkomo helped Siviwe get into her drum. She lifted him in. 'You must never put the lid on the drum if you hide inside! It is very dangerous!' Gogo Nkomo laid the lid next to the drum and then she went inside.</p>	<p>I <b>infer</b> that Siviwe is too tiny to get into the drum by himself!</p>
<p>'Ready or not, here I come!' Lungi yelled.</p> <p>Lungi ran to the bushes. 'Found you!' she said, pointing to Lumka.</p> <p>Lungi and Lumka sprinted towards the grove of trees. 'Found you!' they said, calling to Avela.</p> <p>Lungi, Lumka, and Avela ran down the path, until they saw Ntsikelelo's red shirt in the ditch. 'Found you!' they said, calling to Ntsikelelo.</p> <p>Lungi, Lumka, Avela, and Ntsikelelo walked towards the big boulder. They heard Hlobisa cough. 'Found you!' they laughed, pointing to Hlobisa.</p> <p>Siviwe was still in the drum.</p>	<p>I can <b>infer</b> that the children hide in the same spots often – because they find each other easily. All the children except Siviwe!</p>
<p>'Let's play again!' Lumka said, forgetting all about little Siviwe.</p> <p>She began counting loudly, '1-2-3-4-5...'</p>	<p>I <b>wonder</b> when the children will find Siviwe?</p>

Text	First Read (Think Aloud)
<p>Avela, Ntsikelelo, Hlobisa, and Lungi scattered, running to find new hiding spots.</p>	
<p>'They didn't find me!' Siviwe thought, giggling inside the drum.</p>	<p>I can <b>infer</b> that Siviwe had the best spot, because no one has found him yet – and they are playing a second round!</p>
<p>Avela ran to the old, rusty car. She crawled underneath it. Ntsikelelo sprinted towards the nearest house. He stood close to the wall behind the house.</p>	<p>I can <b>infer</b> that Siviwe doesn't want to be found, because he crouches lower so no one can find him!</p>
<p>Hlobisa ran down the path and found pile of dirt. He laid down on the ground behind it. Lungi ran towards the gate. She crouched down low and hid behind it.</p>	<p>--</p>
<p>Siviwe crouched down lower inside the drum. 'Ready or not, here I come!' Lumka yelled. Lumka ran to the old, rusty car. 'Found you!' she said, squatting next to the car and sticking her head underneath. Lumka and Avela sprinted towards the nearest house. 'Found you!' they said, calling to Ntsikelelo. Lumka, Avela, and Ntsikelelo ran down the path, until they heard Hlobisa's cough. 'Found you!' they said, laughing together. Lumka, Avela, Ntsikelelo, and Hlobuisa, walked towards the grate. They saw Lungi's blue shoes. 'Found you!' they laughed, pointing to Lungi's feet. Siviwe was still in the drum, fast asleep!</p>	<p>I can <b>infer</b> that Siviwe has been in the drum for a long time now, because he fell asleep!</p>
<p>'Let's play one more round!' Avela said. 'I'll count!' Avela offered. They played round after round, counting and hiding until the sun began to set.</p>	<p>I can <b>infer</b> that Siviwe is sleeping, so he doesn't try to get out of the drum all day!</p>
<p>'Let's go home before it gets dark!' Ntsikelelo said. 'Let's go Siviwe,' he said, looking around for his little brother. Only then did he realise that Siviwe had been missing for most of the day! Lumka ran to the bushes. No Siviwe. Avela sprinted towards the grove of trees. No Siviwe. Ntsikelelo ran down the path and found the ditch. No Siviwe. Hlobisa ran towards the big boulder. No Siviwe.</p>	<p>I can <b>infer</b> that the drum isn't one of their usual hiding spots, because no one thinks to check for him there!</p>

Text	First Read (Think Aloud)
Lungi ran towards the gate. No Siviwe. They looked in all their usual hiding places, but he was nowhere to be found.	
The friends began shouting his name loudly. 'Siviwe! Where are you?' they shouted. Finally, their shouts reached Siviwe inside the drum. He stood up, but he was too small to reach the top. 'I'm here! I'm here!' Siviwe shouted.	I can <b>infer</b> that Siviwe has been asleep inside the drum all day!
The friends ran towards Siviwe's shouts. Ntsikelelo reached inside the drum and pulled his little brother out. 'I win!' Siviwe said. They all began to laugh.	--
Follow up questions	Possible responses
Where did Siviwe hide?	He hid inside the drum.
How did Siviwe get inside the drum?	Granny Nkomo helped him get inside. / She lifted him into the drum.
Why question	Possible responses
Why did Siviwe spend all day in the drum?	<ul style="list-style-type: none"> <li>• Because no one found him.</li> <li>• Because he had the best hiding spot.</li> <li>• Because no one came to find Siviwe inside the drum.</li> <li>• Because his friends were having so much fun, they didn't realise Siviwe wasn't there.</li> <li>• Because Siviwe fell asleep inside the drum.</li> </ul>



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 8**.
- 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.
  - behind
  - underneath
  - towards
  - away from

Rhyme or song	Actions
A circle is round it has no end	<i>Made a circle with your hands</i>
That's how long I want to be your friend	<i>Point at a friend</i>
Make new friends but keep the old	<i>Shake hands with different people</i>
Some are silver and some are gold!	<i>Hold up your right hand then your left hand</i>

### 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

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: **/age/**
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /a/, /g/ and /e/ together, we say it as one sound: /age/ Ask learners: Can you think of words that end with **/age/**?
- 4 Brainstorm words with learners, like: **cage, page, rage**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **cage, rage, page, sage, age**
- 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.

#### ALTERNATE PHONICS PROGRAMME

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

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



## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **AGE age**
- 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.

 AGE AGE age age

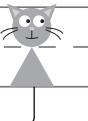
 cage cage

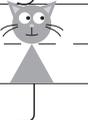
 rage rage

 page page

 sage sage

 age age

 I will be in a rage in.

 the cage

**ALTERNATE HANDWRITING PROGRAMME**

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

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

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



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Write about a time you helped a friend.

**TASK:** Draw a picture and write two sentences.

**WRITING FRAME:**

I helped my friend...

I felt...because...

I think my friend felt...because...

I think it is important for friends...

### MODELLING

- 1 Explain that today, learners will add two sentences to their writing from Monday.
- 2 Today they will think about how they think their friend felt. They will also think about something important friends do for each other!
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Explain some ideas you have for filling in the writing frame, like: My friend felt happy when I helped her because I was kind and patient with her.
- 6 Use **modelling** to add to your drawing, like: your friend smiling
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use **modelling** to complete the writing frame, like: **I think my friend felt** grateful **because** I was nice to her. **I think it is important for friends** to always be kind to each other.
- 9 **Say words slowly like a tortoise and write the sounds you know.**
- 10 Use **resources** (sight words, theme vocabulary word) to help you write words that you struggle with.
- 11 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

### ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about a time we helped a friend.
- 2 Today we will add sentences to our writing.
- 3 Ask learners: How do you think your friend felt when you helped them? What do you think is something important for friendship?
- 4 Instruct learners to **think before they write**.
- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!

- 6 Instruct learners to **turn and talk** with a partner about a time they were helpful to a friend.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you how their friend felt.
- 9 They must say: I think that my friend felt...because... / I think it is important for friends...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

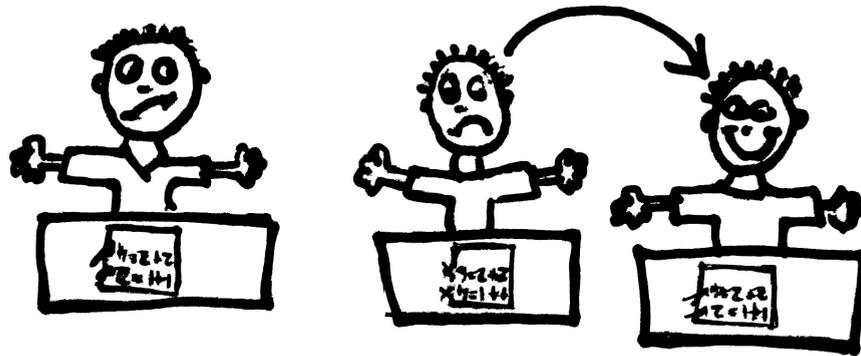
### WRITING

- 1 **Hand out learner books.** Instruct learners to find their writing from Monday. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 **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.*



I helped my friend with his maths. I felt  
bad because he did not know how to do sums.  
I think my friend felt happy because he  
could do the sums. I think it is important  
for friends to help each other.



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 8**.
- 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.



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

#### I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **turkey**
- 3 Segment the word into the individual sounds: /t/ - /ur/ - /k/ - /ey/
- 4 Say the beginning sound of the word: /t/
- 5 Say the second sound of the word: /ur/
- 6 Say the third sound of the word: /k/
- 7 Say the end sound of the word: /ey/
- 8 Write the word on the chalkboard: **turkey**
- 9 Model pointing and blending the sounds to make a word: /t/ - /ur/ - /k/ - /ey/ = **turkey**
- 10 Repeat this with a word from the Wednesday lesson: **cage**

#### WE DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **valley**
- 3 Ask learners: What is the first sound in the word? /v/
- 4 Ask learners: What is the second sound in the word? /a/
- 5 Ask learners: What is the third sound in the word? /ll/
- 6 Ask learners: What is the last sound in the word? /ey/
- 7 Ask learners to segment the word into each individual sound: /v/ - /a/ - /ll/ - /ey/
- 8 Write the word: **valley**
- 9 Instruct learners to blend the sounds in the word with you: /v/ - /a/ - /ll/ - /ey/ = **valley**
- 10 Repeat this with a word from the Wednesday lesson: **rage**

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_

# Thursday



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: I WONDER / MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Hide and seek</u></p> <p>One warm summer afternoon, the children of Tsomo decided to play hide and seek.</p> <p>'I'll count!' Lungi volunteered. She began counting loudly, '1-2-3-4-5...'</p> <p>All the other children scattered, running to find their best hiding spots.</p>	<p>I can <b>infer</b> that the children of Tsomo play hide and seek often, because they seem to know the rules, and to already have good hiding spots!</p>
<p>Lumka ran to the bushes. She crawled underneath.</p> <p>Avela sprinted towards the grove of trees. She made her body as straight as she could, and stood behind the tallest one.</p>	--
<p>Ntsikelelo ran down the path and found a ditch on the side. He laid down and wriggled inside.</p> <p>Hlobisa ran towards a big boulder. He crouched down and hid behind it.</p>	--
<p>Gogo Nkomo helped Siviwe get into her drum. She lifted him in. 'You must never put the lid on the drum if you hide inside! It is very dangerous!' Gogo Nkomo laid the lid next to the drum and then she went inside.</p>	--
<p>'Ready or not, here I come!' Lungi yelled.</p> <p>Lungi ran to the bushes. 'Found you!' she said, pointing to Lumka.</p> <p>Lungi and Lumka sprinted towards the grove of trees. 'Found you!' they said, calling to Avela.</p> <p>Lungi, Lumka, and Avela ran down the path, until they saw Ntsikelelo's red shirt in the ditch. 'Found you!' they said, calling to Ntsikelelo.</p> <p>Lungi, Lumka, Avela, and Ntsikelelo walked towards the big boulder. They heard Hlobisa cough. 'Found you!' they laughed, pointing to Hlobisa.</p> <p>Siviwe was still in the drum.</p>	<p>I can <b>infer</b> that Siviwe is the first friend to ever hide in the drum because no one thought to look for him there!</p>

Week 8 • Theme: Helping our friends

<p>'Let's play again!' Lumka said, forgetting all about little Siviwe.</p> <p>She began counting loudly, '1-2-3-4-5...'</p> <p>Avela, Ntsikelelo, Hlobisa, and Lungi scattered, running to find new hiding spots.</p>	<p>I can <b>infer</b> that the other children are so excited to play a second round of the game that they don't realise Siviwe is still missing!</p>
<p>'They didn't find me!' Siviwe thought, giggling inside the drum.</p>	<p>I can <b>infer</b> that Siviwe is having fun playing, because he laughed when his friends can't find him!</p>
<p>Avela ran to the old, rusty car. She crawled underneath it.</p> <p>Ntsikelelo sprinted towards the nearest house. He stood close to the wall behind the house.</p>	<p>I can <b>infer</b> that Siviwe is still having fun hiding – because he still doesn't want to be found!</p>
<p>Hlobisa ran down the path and found pile of dirt. He laid down on the ground behind it.</p> <p>Lungi ran towards the gate. She crouched down low and hid behind it.</p> <p>Siviwe crouched down lower inside the drum.</p>	
<p>'Ready or not, here I come!' Lumka yelled.</p> <p>Lumka ran to the old, rusty car. 'Found you!' she said, squatting next to the car and sticking her head underneath.</p> <p>Lumka and Avela sprinted towards the nearest house. 'Found you!' they said, calling to Ntsikelelo.</p> <p>Lumka, Avela, and Ntsikelelo ran down the path, until they heard Hlobisa's cough. 'Found you!' they said, laughing together.</p> <p>Lumka, Avela, Ntsikelelo, and Hlobuisa, walked towards the grate. They saw Lungi's blue shoes. 'Found you!' they laughed, pointing to Lungi's feet.</p> <p>Siviwe was still in the drum, fast asleep!</p>	<p>Siviwe's friends must have forgotten about him, because they are having so much fun and because they haven't seen him in such a long time!</p>
<p>'Let's play one more round!' Avela said.</p> <p>'I'll count!' Avela offered.</p> <p>They played round after round, counting and hiding until the sun began to set.</p>	<p>Siviwe's friends keep playing and playing. I can infer that they have forgotten about him!</p>
<p>'Let's go home before it gets dark!' Ntsikelelo said. 'Let's go Siviwe,' he said, looking around for his little brother. Only then did he realise that Siviwe had been missing for most of the day!</p> <p>Lumka ran to the bushes. No Siviwe.</p> <p>Avela sprinted towards the grove of trees. No Siviwe.</p> <p>Ntsikelelo ran down the path and found the ditch. No Siviwe.</p>	<p>I can <b>infer</b> that the children were having so much fun playing, because they don't stop playing until it is almost dark!</p>

Hlobisa ran towards the big boulder. No Siviwe. Lungi ran towards the gate. No Siviwe. They looked in all their usual hiding places, but he was nowhere to be found.	
The friends began shouting his name loudly. 'Siviwe! Where are you?' they shouted. Finally, their shouts reached Siviwe inside the drum. He stood up, but he was too small to reach the top. 'I'm here! I'm here!' Siviwe shouted.	--
The friends ran towards Siviwe's shouts. Ntsikelelo reached inside the drum and pulled his little brother out. 'I win!' Siviwe said. They all began to laugh.	I can <b>infer</b> that even Siviwe had fun, because he makes a silly joke when his friends finally find him!
<b>Follow up questions</b>	<b>Responses</b>
Who volunteered to count first?	Lungi volunteered to count first.
How do we know that Siviwe had the best hiding spot?	<ul style="list-style-type: none"> <li>• Because no one found him all day.</li> <li>• Because he won the game!</li> </ul>
<b>Why question</b>	<b>Possible response</b>
How can we infer that the children were having fun playing hide and seek?	<ul style="list-style-type: none"> <li>• Because they played round after round.</li> <li>• Because they played until it got dark.</li> <li>• Because they were so busy playing they didn't even notice one of their friends was missing.</li> </ul>



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 8**.
- 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.
  - volunteer
  - round (not the shape – like round of a game!)
  - search

Rhyme or song	Actions
A circle is round it has no end	<i>Made a circle with your hands</i>
That's how long I want to be your friend	<i>Point at a friend</i>
Make new friends but keep the old	<i>Shake hands with different people</i>
Some are silver and some are gold!	<i>Hold up your right hand then your left hand</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
In this story, we saw friendship when...  
My favourite part of this story was when...  
I would change...
- 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>ey</b>	<b>age</b>	<b>k</b>
<b>c</b>	<b>t</b>	<b>ur</b>
<b>r</b>	<b>p</b>	<b>i</b>

**MODEL**

- 1 Remind learners of the sounds of the week: /**ey**/ and /**age**/
- 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: /**c**/ – /**age**/
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**ey**/ or /**age**/
- 6 Show learners how to make another word, like: /**p**/ – /**i**/ – /**t**/
- 7 Remind learners they can make any words using the target sounds, like **cage**, or words without the target sound, like pit.

**LEARNERS DO**

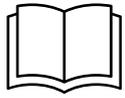
- 1 Tell learners to open their exercise books and write the heading: **ey, age**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **key, turkey, cage, rage, page, pit, tip, rip, crit**

**ALTERNATE PHONICS PROGRAMME**

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

---

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE, VISUALISE

#### ORAL SUMMARY OF THE STORY

- 1 Explain that today we will *think about the most important parts of the text*.
- 2 We will also *think about what we are supposed to learn from the text*.
- 3 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:  
**This story is about...**(2–3 sentences)  
**I liked...**  
**I infer the children in this story love hide and seek because...**
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 6 Model your own example for learners. Say: ***This story is about*** the children of Tsomo village, who love to play hide and seek. They play many rounds of the game. ***I liked*** when Siviwe fell asleep inside his excellent hiding spot. ***I infer that the children in this story love hide and seek because*** they play until the sun sets!
- 7 Give learners time to think about the most important parts of the text.
- 8 Tell learners to write their own summaries using the frame.
- 9 Call the class back together.
- 10 Ask 1–2 learners to share their summaries with the class.
- 11 Come up with a class summary, like: ***This story is about*** hide and seek. The children in the story love to play hide and seek all day. ***We liked*** when Siviwe fell asleep inside his excellent hiding spot. ***We infer that the children in this story love hide and seek because*** they play and play, forgetting all about their friend. They are having so much fun!



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 8**.
- 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.

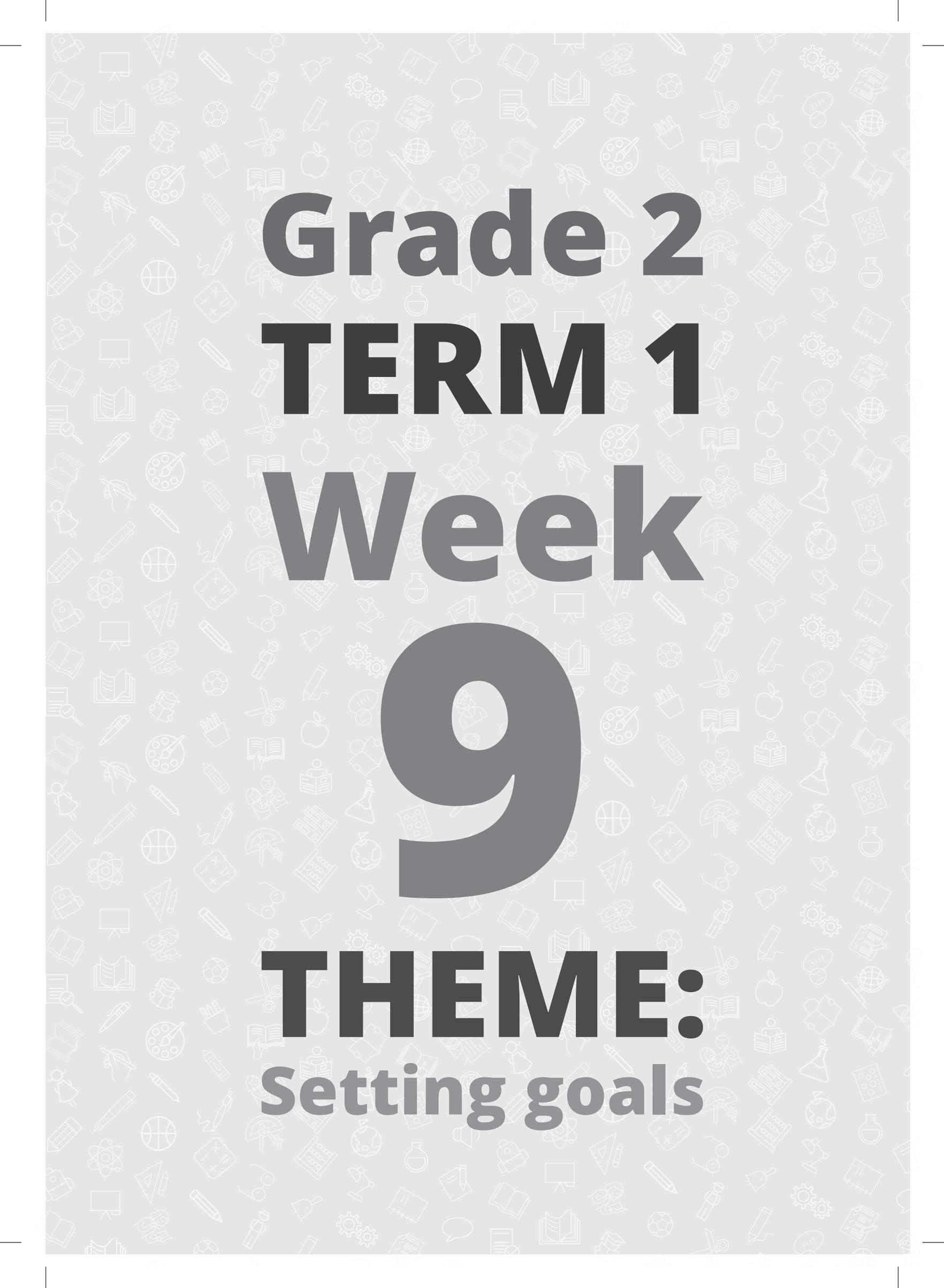


## End of week language learning review

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



The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, thematic background.

**Grade 2**

**TERM 1**

**Week**

**9**

**THEME:**

**Setting goals**



## 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: a trophy or medal; a piggy bank or bank card; a list of your own goals.
- 5 Do some research on the internet to prepare for the theme. For example: what kinds of goals should we encourage young children to set?
- 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

---

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 19, Let's write

**Activity 2:** DBE Workbook 1: Page 19, Word work

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

**Activity 4:** Draw a picture of how you feel when you are successful.

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Marie in the Big Book story: Marie saves up
- 2 Tell learners that we are starting a new theme called: Setting goals
- 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:
- 7 What is a goal?
- 8 Who do you think makes goals?
- 9 When do people normally set goals?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - goal
  - achieve
  - success
  - successful

Rhyme or song	Actions
Have a dream, set a goal	<i>Raise one arm into the air, pointing one finger up; then then do the same with the other arm/finger</i>
Believe it with your heart and soul	<i>Clasp your hands over your heart</i>
Make a plan, know what to do	<i>Tap your head</i>
So all your goals and dreams come true	<i>Raise both arms up, hands outstretched</i>



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a key
  - b turkey
  - c valley
  - d cage

e rage

f page

- 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.

### 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: Marie saves up
- 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:** Write a list of goals you would like to achieve.

**TASK:** Draw a picture and write a list. This will be part of a class book for the reading corner.

**WRITING FRAME:**

My goals:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

### MODELLING

Explain that today, learners will write about **some goals they have.**

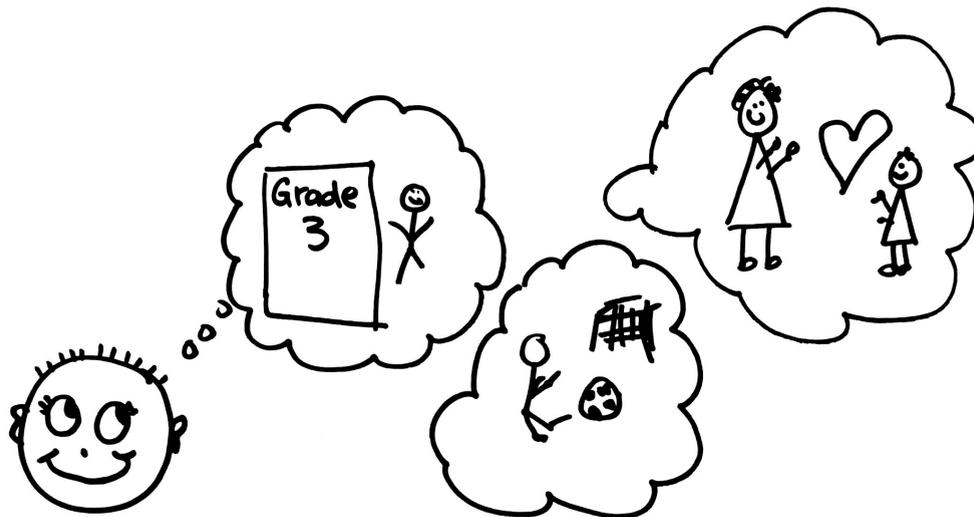
- 1 Read the writing frame to learners.
- 2 Point out the **heading** (*My goals*). Explain that a heading tells us what the list will be about.
- 3 Explain that today we will make a **list**. This means we will choose two goals we have and write each one next to a number.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners some ideas you have for filling in the writing frame, like: I have some many different goals. I really want to run a marathon. That is a goal I have. I also want to learn how to paint. That is a goal I have. I want to learn to speak Ndebele. I think it is important to speak as many languages as possible.
- 6 Use **modelling** to draw a picture of yourself thinking about two goals that you have, like: running and painting (use thought bubbles!)
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use **modelling** to complete the first item on the list: **1.** My goal is to learn how to paint.
- 9 Use **modelling** to complete the second item on the list: **2.** My goal is to speak Ndebele.
- 10 **Say words slowly like a tortoise and write the sounds you know.**
- 11 **Use resources**, like sight words and theme vocabulary words to help you write words that you struggle with.
- 12 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Ask learners: What are some things you would like to achieve? What are some goals you have?
- 2 Instruct learners to **think before they write**.
- 3 Call on 2–3 learners to tell you one of their goals.
- 4 They must say: My goal is to...
- 5 Explain that learners will now draw and write a list of their own goals!

### WRITING

- 1 Hand out **learners' books**.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 Encourage learners.



My goals:

1. My goal is to pass grade 2.
2. My goal is to make the soccer team.

---

## Group Guided Reading

30 minutes

---

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

- 1 Settle the whole class with **Reading Worksheet 9**.
- 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 and words

#### REVISE SOUNDS

- 1 Say the sound and hold up the flashcard for all sounds covered in the term: /pr/ /igh/ /sw/ /i-e/ /str/ /i/ (long I sound) /ea/ /scr/ /tch/ /y/ (long E sound) /ey/ /age/
- 2 Hold up the flashcards in different orders and ask individual learners to read the sounds.
- 3 Stick up the sound flashcards on the chalkboard.
- 4 Ask a few different learners to come and build words on the chalkboard.
- 5 Then, ask learners to build and write down as many words as they can in their books.

#### ALTERNATE PHONICS PROGRAMME

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

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



## Handwriting:

15 minutes

### Revise letter(s) / words / sentences

- 1 Show learners how to write short sentences on the chalkboard.
- 2 Point out that the sentence starts with a capital letter and ends with a full stop.
- 3 Learners must then copy the sentences into their books.

 The strong turkey will  
 fight the tiger.  
 I will fetch the page in  
 the night.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

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



**Shared Reading:**

15 Minutes

**First Read**

**COMPREHENSION STRATEGIES: VISUALISE**

Text	First Read (Think Aloud)
<p><u>Marie saves up</u></p> <p>Marie's friends Busi had the most beautiful pink bike. Every day Marie thought, 'I wish I had a bike like Busi! Then, we could ride bikes together.'</p>	
<p>One day when Marie was at the shop with her dad, she saw a yellow bike, just like Busi's pink one. 'Oh! I want to buy this bike!' Marie said. The bike cost R200. 'Please dad, please will you buy me this bike?'</p> <p>'I will pay for half of the bike,' Marie's dad said. 'But you must work and save up the rest of the money on your own!' Marie's dad gave her R100.</p> <p>When Marie got home, she put the money in her top drawer, where it would be safe. Then, she thought and thought, 'How will I earn the rest of the money to buy my beautiful yellow bike?'</p> <p>The next day, Busi came over on her beautiful pink bike. Marie told Busi all about what her dad said. 'If I can save up enough money, we will be able to ride bikes together!' Marie said. 'I have an idea!' said Busi. 'Maybe we can work in the garden, and your dad will pay us. Then you can use the money to buy your bike!' Busi and Marie went to Marie's dad. 'Daddy, will you pay us if we help in the garden?' Marie asked.</p> <p>'That is a smart idea!' dad said. 'I need lots of help in that big garden! I will pay you each R20 for each day that you help,' he said.</p>	<p>I can <b>visualise</b> Marie sitting on her bed and thinking hard about how she will earn money for her new bike. I bet she is thinking about riding on her new yellow bike!</p>

Text	First Read (Think Aloud)
<p>Busi and Marie worked all day. At the end of the day, Marie's dad gave them each R20. Busi gave hers to Marie. 'Having a bike will be lots more fun if you have one too,' she said. 'Wow, thanks Busi!' Marie said.</p> <p>Marie went back to her room. She put her new R40 with her R100. 'I have R140 now!' she thought. Just a couple more days of work and I will be able to buy my new bicycle.</p>	<p>I can <b>visualise</b> Marie and Busi working in the garden. As they are working, I think that Marie is thinking about riding on her new, yellow bicycle.</p>
<p>On Monday after school, Busi and Marie played together in the yard. Marie heard a strange noise. 'Listen!' she said. 'Do you hear that?' Busi looked down. She saw a cat caught in the fence.</p>	<p>I can <b>visualise</b> Marie hearing a strange noise and looking all around to see where the noise is coming from!</p>
<p>'Oh no!' Busi said. 'This cat is stuck!' Marie knelt down and helped free the kitten. 'Poor little kitty!' she said.</p>	
<p>Busi held the cat, and pet it to calm it down. 'What will we do?' Marie asked. 'I bet someone is looking everywhere for this little cat!'</p>	<p>I can <b>visualise</b> Busi stroking the cat to calm it down.</p>
<p>Just then, they saw a poster on stuck to a tree. It had a picture of the very cat they had found with the word 'LOST' in red. They wrote down the phone number. Then they ran to Busi's house. Busi's mom let them use her phone to call the number from the poster. Then, Brenda came to collect her cat. As Brenda was leaving, she took R100 out of her purse. 'Thank you for finding my cat,' she said, and gave the money to Busi.</p> <p>'Look!' Busi said, 'Now you have enough money for your bike, and we have some left over!'</p>	<p>I can <b>visualise</b> the girls running to Busi's house and telling Busi's mom about the lost cat! I can <b>visualise</b> Busi's mom getting out her phone for them!</p>
<p>LOST</p> <p>I have lost my cat.</p> <p>It is white and ginger and answers to the name of Ginger.</p> <p>If you find my cat please phone Brenda at 01234567.</p> <p>I will come and collect the cat.</p>	<p>--</p>
<p>The next Saturday Marie and her dad went to the shop to buy her beautiful, yellow bike. Then she and Busi rode their beautiful bikes together all day, until the sun set!</p>	<p>I can <b>visualise</b> Busi and Marie riding down the path together.</p>

Follow up questions	Possible responses
Who gave Marie money?	Her dad, Busi, Brenda (the cat owner)
How much money did Marie need for her new bike?	She needed R200.
Why question	Possible responses
Why did Marie want to save her money?	<ul style="list-style-type: none"> <li>• Because she wanted to buy a bike.</li> <li>• Because she wanted to buy a bike like her friend Busi.</li> <li>• Because she wanted to ride bikes with her best friend Busi.</li> <li>• Because her dad told her he would pay for half but that she had to save money for the other half.</li> </ul>



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 9**.
- 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

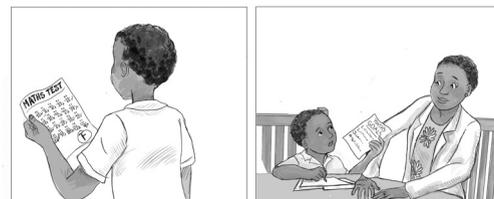
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - improve
  - plan
  - competition

Rhyme or song	Actions
Have a dream, set a goal	<i>Raise one arm into the air, pointing one finger up; then then do the same with the other arm/finger</i>
Believe it with your heart and soul	<i>Clasp your hands over your heart</i>
Make a plan, know what to do	<i>Tap your head</i>
So all your goals and dreams come true	<i>Raise both arms up, hands outstretched</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

### Revise words

#### REVISE WORDS

- 1 Have all the phonic words flashcards ready.
- 2 Hold up each word, and ask a different individual learners to read them.
- 3 If a learner cannot read a word, help the learner to sound out the word.

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Handwriting:

15 minutes

### Revise letter(s) / words / sentences

- 1 Show learners how to write short sentences on the chalkboard.
- 2 Point out that the sentence starts with a capital letter and ends with a full stop or question mark.
- 3 Learners must then copy the sentences into their books.
- 4 The smelly slime will stretch in the valley.
- 5 Is it kind to eat the smelly meat?

#### ALTERNATE HANDWRITING PROGRAMME

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

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

\_\_\_\_\_

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

\_\_\_\_\_



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Write a list of goals you would like to achieve.

**TASK:** Draw a picture and write a list using commas. This will be part of a class book for the reading corner.

**WRITING FRAME:**

My goals:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

My goals are to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

### MODELLING

- 1 Explain that today, learners will add to their writing from Monday.
- 2 Today they will add one item to their list of goals they began on Monday.
- 3 Then, they will write the list in a sentence using commas.
- 4 Read the new writing frame to learners.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Explain some ideas you have for filling in the new parts of writing frame, like: I want to be a better friend. I think I could be more patient and kind. Sometimes I get angry easily. My goal is to not get angry at my friends.
- 7 Use **modelling** to add a new thought bubble to show your new goal, like: yourself, meditating
- 8 Explain which words you will write. **Draw a line for each word.**
- 9 Use **modelling** to complete the third item on the list: **3**. My goal is to get less angry.
- 10 Use **modelling** to fill in the last sentence of the writing frame. Explain that this last sentence is a different kind of list. We must use the three goals we chose and fill them into this list. Explain that a comma and the word 'and' separate the items on this list, like: My goals are to learn Ndebele, learn how to paint and get less angry.
- 11 **Say words slowly like a tortoise and write the sounds you know.**
- 12 Use **resources** (sight words, theme vocabulary word) to help you write words that you struggle with.
- 13 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

**ORAL INSTRUCTIONS**

- 1 Remind learners that on Monday, we thought about our goals we would like to achieve.
- 2 Today we will add to our lists.
- 3 Ask learners: What other goals do you wish to achieve?
- 4 Instruct learners to **think before they write**.
- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 Instruct learners to **turn and talk** with a partner about their goals.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what goals they have.
- 9 They must say: My goals are to ..., ... and ...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

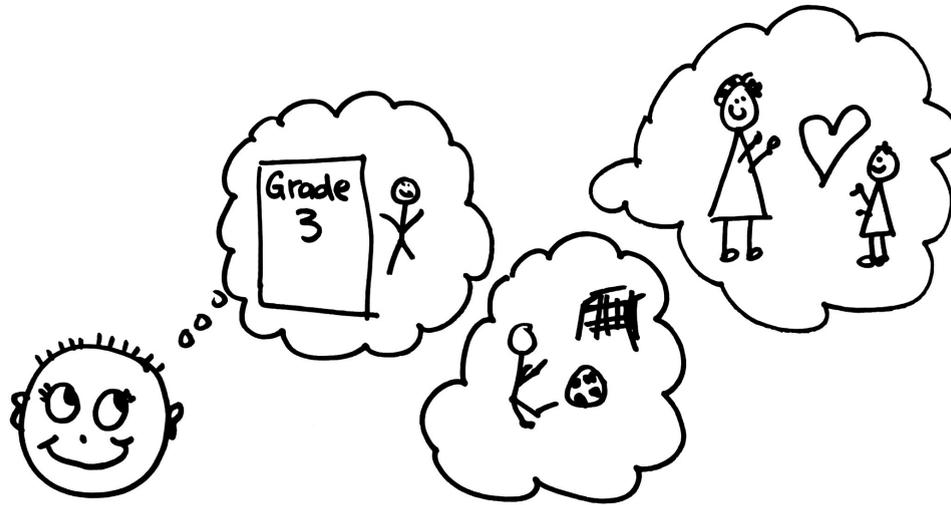
**WRITING**

- 1 **Hand out learner books.** Instruct learners to find their writing from Monday. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 **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.

*Compile all of the learners work from this week into a book. Put it into the reading corner for the learners to read in their independent reading time.*



My goals:

1. My goal is to pass grade 2.
2. My goal is to make the soccer team.
3. My goal is to be a kind person.

My goals are to pass grade 2, make the soccer team, and be a kind person.



**Group Guided Reading**

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 9**.
- 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

### Segmenting and Blending Revision

#### I DO...

- 1 Use two words that sound similar, for example: **seat**; **meat**
- 2 Say the word: **seat**
- 3 Segment the word into the individual sounds: /s/ – /ea/ – /t/
- 4 Say the beginning sound of the word: /s/
- 5 Say the middle sound of the word: /ea/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **seat**
- 8 Model pointing and blending the sounds to make a word: /s/ – /ea/ – /t/ = **seat**
- 9 Repeat this with the next word: **meat**

#### WE DO...

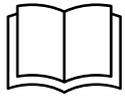
- 1 Use another two words that sound similar, for example: **kind**; **find**
- 2 Say the word: **kind**
- 3 Ask learners: What is the first sound in the word? /k/
- 4 Ask learners: What is the middle sound in the word? /i/
- 5 Ask learners: What is the last sound in the word? /nd/
- 6 Ask learners to segment the word into each individual sound: /k/ – /i/ – /nd/
- 7 Write the word: **kind**
- 8 Instruct learners to blend the sounds in the word with you: /k/ – /i/ – /nd/ = **kind**
- 9 Repeat this with the next word: **find**

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: VISUALISE

Text	Second Read (Think Aloud)
<p><u>Marie saves up</u></p> <p>Marie's friends Busi had the most beautiful pink bike. Every day Marie thought, 'I wish I had a bike like Busi! Then, we could ride bikes together.'</p>	
<p>One day when Marie was at the shop with her dad, she saw a yellow bike, just like Busi's pink one. 'Oh! I want to buy this bike!' Marie said. The bike cost R200. 'Please dad, please will you buy me this bike?'</p> <p>'I will pay for half of the bike,' Marie's dad said. 'But you must work and save up the rest of the money on your own!' Marie's dad gave her R100.</p> <p>When Marie got home, she put the money in her top drawer, where it would be safe. Then, she thought and thought, 'How will I earn the rest of the money to buy my beautiful yellow bike?'</p>	<p>I can <b>visualise</b> how much Marie wants a new yellow bike. All she can think about is how she will earn money to buy it!</p>
<p>The next day, Busi came over on her beautiful pink bike. Marie told Busi all about what her dad said. 'If I can save up enough money, we will be able to ride bikes together!' Marie said. 'I have an idea!' said Busi. 'Maybe we can work in the garden, and your dad will pay us. Then you can use the money to buy your bike!' Busi and Marie went to Marie's dad. 'Daddy, will you pay us if we help in the garden?' Marie asked.</p> <p>'That is a smart idea!' dad said. 'I need lots of help in that big garden! I will pay you each R20 for each day that you help,' he said.</p>	
<p>Busi and Marie worked all day. At the end of the day, Marie's dad gave them each R20. Busi gave hers to Marie. 'Having a bike will be lots more fun if you have one too,' she said. 'Wow, thanks Busi!' Marie said.</p> <p>Marie went back to her room. She put her new R40 with her R100. 'I have R140 now!' she thought. Just a couple more days of work and I will be able to buy my new bicycle.</p>	<p>I can <b>visualise</b> how excited Busi is when she finds out Marie might get a new bike!</p>

Text	Second Read (Think Aloud)
<p>On Monday after school, Busi and Marie played together in the yard. Marie heard a strange noise. 'Listen!' she said. 'Do you hear that?' Busi looked down. She saw a cat caught in the fence. 'Oh no!' Busi said. 'This cat is stuck!' Marie knelt down and helped free the kitten. 'Poor little kitty!' she said.</p>	<p>I can <b>visualise</b> Marie feeling scared when she hears a strange noise!</p>
<p>Busi held the cat, and pet it to calm it down. 'What will we do?' Marie asked. 'I bet someone is looking everywhere for this little cat!'</p>	<p>I can <b>visualise</b> Busi feeling worried about what they will do with the cat!</p>
<p>Just then, they saw a poster on stuck to a tree. It had a picture of the very cat they had found with the word 'LOST' in red. They wrote down the phone number. Then they ran to Busi's house. Busi's mom let them use her phone to call the number from the poster. Then, Brenda came to collect her cat. As Brenda was leaving, she took R100 out of her purse. 'Thank you for finding my cat,' she said, and gave the money to Busi.</p> <p>'Look!' Busi said, 'Now you have enough money for your bike, and we have some left over!'</p>	<p>I can <b>visualise</b> how excited Busi is when she sees the R100. She is excited when she realized that Marie has enough to buy her bike!</p>
<p>LOST</p> <p>I have lost my cat.</p> <p>It is white and ginger and answers to the name of</p> <p>Ginger.</p> <p>If you find my cat please phone Brenda at 01234567.</p> <p>I will come and collect the cat.</p>	<p>--</p>
<p>The next Saturday Marie and her dad went to the shop to buy her beautiful, yellow bike. Then she and Busi rode their beautiful bikes together all day, until the sun set!</p>	<p>I can <b>visualise</b> how happy the girls are to ride together! I can <b>visualise</b> them smiling and laughing as they ride together.</p>

Follow up questions	Responses
How did Marie earn money?	<ul style="list-style-type: none"> <li>• She worked in the garden.</li> <li>• Busi worked in the garden and gave her money to Marie.</li> <li>• They found the cat and the owner gave them a reward.</li> </ul>
How much money did the girls have over?	The girls had R40 over.
Why question	Possible response
Why did Busi give her money to Marie?	<ul style="list-style-type: none"> <li>• Because she wanted to help her friend save up for a bike.</li> <li>• Because she already has a bike.</li> <li>• Because she is a nice and helpful friend.</li> <li>• Because it is much more fun to ride bikes with your friend.</li> </ul>



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 9**.
- 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.
  - save up
  - practice
  - reward

Rhyme or song	Actions
Have a dream, set a goal	<i>Raise one arm into the air, pointing one finger up; then then do the same with the other arm/finger</i>
Believe it with your heart and soul	<i>Clasp your hands over your heart</i>
Make a plan, know what to do	<i>Tap your head</i>
So all your goals and dreams come true	<i>Raise both arms up, hands outstretched</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - Marie's goal is to...
  - She achieves her goal when...
  - This story teaches me that...
- 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 Revision

Write the table on the chalkboard that includes most of the sounds covered this term.

<b>a</b>	<b>pr</b>	<b>igh</b>
<b>t</b>	<b>sw</b>	<b>i-e</b>
<b>m</b>	<b>ea</b>	<b>l</b>
<b>age</b>	<b>c</b>	<b>k</b>
<b>e</b>	<b>i</b>	<b>nd</b>

#### MODEL

- 1 Review all of the sounds and blends on the chalkboard.
- 2 Give learners 3 minutes to make as many words as they can using the sounds and blends above.

#### LEARNERS DO

- 1 Tell learners to open their exercise books.
- 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.
- 5 Ask learners to share words they have built, and write them on the chalkboard.

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### 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 Write the following on the chalkboard:  
I visualise \_\_\_\_\_  
It looks / smells / feels \_\_\_\_\_
- 3 Tell learners that they are going to visualise something from the text.
- 4 Ask learners to close their eyes and relax. Read the text to them once more.
- 5 Ask learners to open their eyes, and draw what they have visualised from the text.
- 6 Tell learners to add 1–2 labels to their drawings.
- 7 Tell learners to complete the sentences in their books.
- 8 Finally, allow learners to turn and talk, and to share their visualisations with a partner.



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 9**.
- 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.

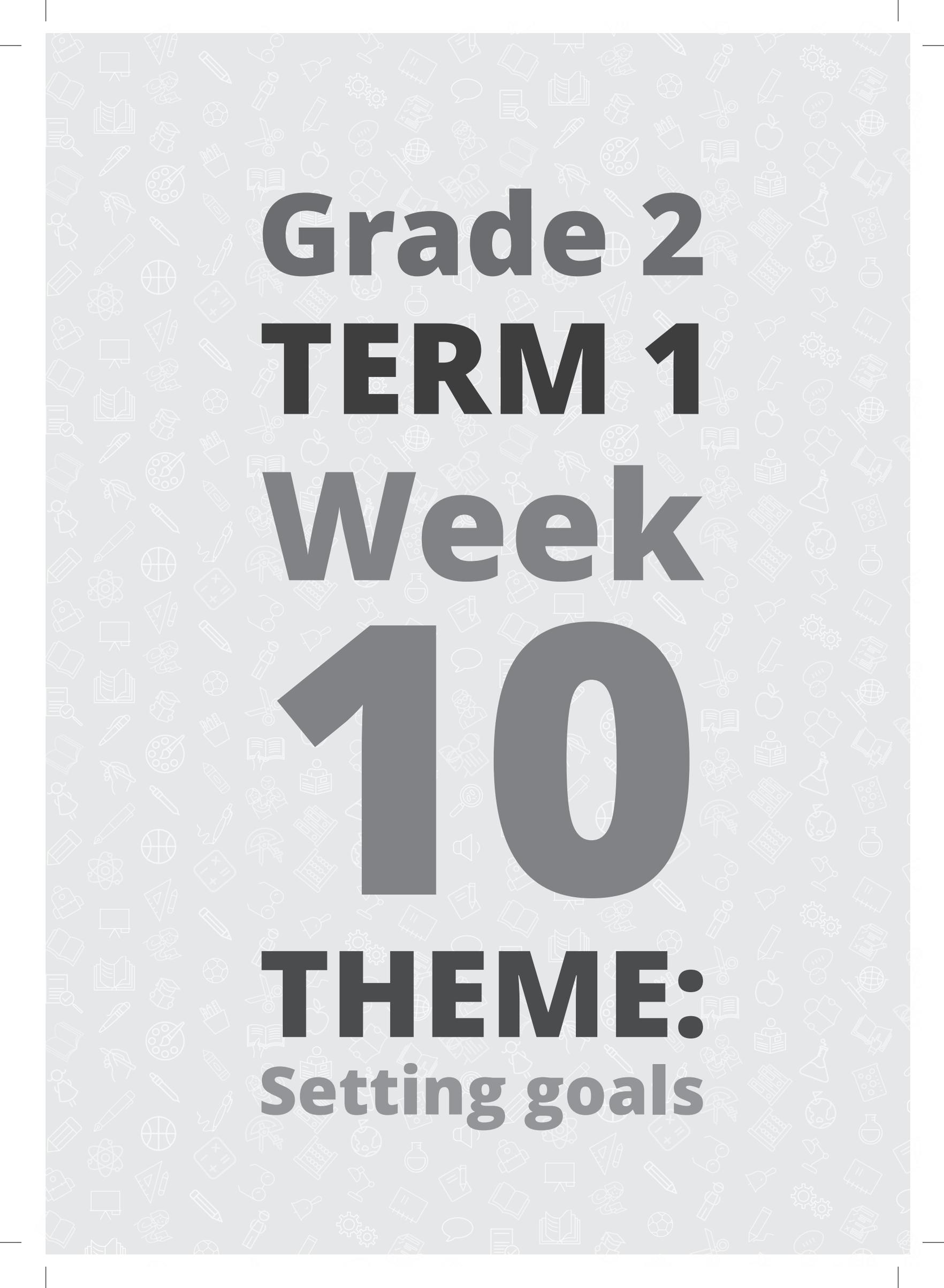


## End of week language learning review

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

The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, thematic background.

**Grade 2**

**TERM 1**

**Week**

**10**

**THEME:**

**Setting goals**



## 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 Add items for your theme wall and table that will be of interest to learners, for instance: a picture of someone winning a competition; a differently-abled child doing something.
- 5 Do some research on the internet to prepare for the theme. For example: watch Carol Dweck's TED Talk on Growth Mindset.
- 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

---

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 21, Let's write

**Activity 2:** DBE Workbook 1: Page 21, Fun

**Activity 3:** DBE Workbook 1: Page 22, Let's read

**Activity 4:** Draw a picture of yourself working hard.

# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of the father talking to his three sons in the Big Book:  
The wise son
- 2 Tell learners that we are continuing our theme: Setting goals
- 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:
- 7 What goal did Marie achieve?
- 8 How did she achieve it?
- 9 What are some strategies we use to achieve our goals?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - strategy
  - wise
  - clever

Rhyme or song	Actions
Have a dream, set a goal	<i>Raise one arm into the air, pointing one finger up; then then do the same with the other arm/finger</i>
Believe it with your heart and soul	<i>Clasp your hands over your heart</i>
Make a plan, know what to do	<i>Tap your head</i>
So all your goals and dreams come true	<i>Raise both arms up, hands outstretched</i>



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a blind
  - b high
  - c pray
  - d kind

- e fetch
- f scream

- 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.

### ALTERNATE HANDWRITING PROGRAMME

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

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

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



## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICTION

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: The wise son
- 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:** Choose one goal and write about how you will achieve this goal. You may choose from your list made last week, or choose another goal.

**TASK:** Draw a picture and write two sentences.

**WRITING FRAME:**

My goal is to ...

I am setting this goal because...

**MODELLING**

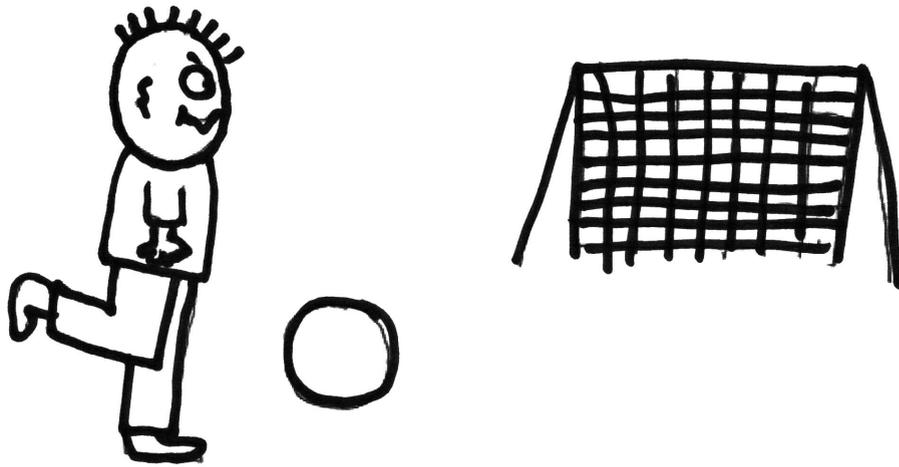
- 1 Explain that today, learners will write about a goal they have. They will think about why achieving this goal is important to them.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for filling in the writing frame, like: I really want to improve my reading. I want to be a faster reader. I want to be able to read longer and more interesting stories. I am setting this goal because I know reading is an important skill.
- 4 Use **modelling** to draw a quick picture of your idea, like: You reading next to a lamp at home.
- 5 Explain which words you will write. **Draw a line for each word**.
- 6 Use **modelling** to complete the writing frame: My goal is to improve my reading. I am setting this goal because reading is an important skill.
- 7 **Say words slowly like a tortoise and write the sounds you know**.
- 8 **Use resources**, like sight words and theme vocabulary words to help you write words that you struggle with.
- 9 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**ORAL INSTRUCTIONS**

- 1 Ask learners: What goal would you like to achieve? Why does that goal feel important to you?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Instruct learners to **turn and talk** with a partner about one goal they would like to achieve.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you which goal they will write about.
- 7 They must say: My goal is to... I am setting this goal because...
- 8 Explain that learners will now use the writing frame to draw and write their own ideas!

**WRITING**

- 1 Hand out **learners' books**.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 Encourage learners.



My goal is to make the soccer  
team. I am setting this goal  
because I love to play soccer.



## Group Guided Reading

30 minutes

---

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

- 1 Settle the whole class with **Reading Worksheet 10**.
- 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 and words

#### REVISE SOUNDS

- 1 Say the sound and hold up the flashcard for all sounds covered in the term: /pr/ /igh/ /sw/ /i-e/ /str/ /i/ (long I sound) /ea/ /scr/ /tch/ /y/ (long E sound) /ey/ /age/
- 2 Hold up the flashcards in different orders and ask individual learners to read the sounds.
- 3 Stick up the sound flashcards on the chalkboard.
- 4 Ask a few different learners to come and build words on the chalkboard.
- 5 Then, ask learners to build and write down as many words as they can in their books.

#### ALTERNATE PHONICS PROGRAMME

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

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

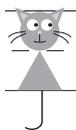


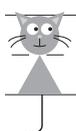
## Handwriting:

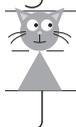
15 minutes

### Revise letter(s) / words / sentences

- 1 Show learners how to write short sentences on the chalkboard.
- 2 Point out that the sentence starts with a capital letter and ends with a full stop or question mark.
- 3 Learners must then copy the sentences into their books.

 I like to swim and hike.

 Can you find a blind

 turkey in the night?

**ALTERNATE HANDWRITING PROGRAMME**

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

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

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



**Shared Reading:**

15 Minutes

**First Read**

**COMPREHENSION STRATEGIES: MAKE INFERENCES**

Text	First Read (Think Aloud)
<p><u>The wise son</u></p> <p>Mpumi and her sisters loved to visit their granny in Zinyoka village for the winter holidays. At night, granny would make a big fire outside, and they would all sit around the fire, sipping tea and keeping warm by the flames.</p>	<p>It is special when Mpumi and her sisters get to visit their granny!</p>
<p>One special night, Uncle Kwezi came over. In their family, he was famous for telling the best stories. But, he was a very quiet man, so it was known that he didn't share them easily.</p> <p>Mpumi and her sister watched Uncle Kwezi as he quietly sipped his tea. But Mpumi couldn't hold it in.</p> <p>'Please, please, tell us a story! We hear they are the best!' she begged her uncle.</p> <p>Uncle Kwezi looked up, surprised. He smiled at Mpumi.</p> <p>'I will tell you my favourite story, since you are visiting from far,' he agreed.</p>	<p>It is even more special when Uncle Kwezi comes – I can <b>infer</b> that they have heard about his stories but never actually heard one.</p>
<p>Once upon a time, there was an old farmer who had three sons. He was becoming ill and frail, so he had to decide which son he would leave his farm to upon his death. 'Farming requires careful thinking and planning,' he thought. 'I must leave it to whichever of my sons is the most careful thinker and planner.'</p>	<p>I can <b>infer</b> that the father can't decide which of his sons deserves the farm.</p>

Text	First Read (Think Aloud)
<p>The old farmer called his three sons to the hut one afternoon.</p> <p>“When I am gone, one of you will get this farm,” he told his sons, “then it will be your job to take care of your brothers. I must decide which one of you will best care for the farm when I’m gone.”</p> <p>The sons looked at each other, wondering who should receive the farm.</p>	<p>I <b>infer</b> that the father doesn’t want to choose without more information! He wants to give the farm to the person who is most deserving.</p>
<p>“See this big hut? the old farmer asked. ‘You will each have five days to fill it with whatever you choose. You must fill the entire hut in five days’ time.’</p>	<p>I can <b>infer</b> that the father invents a competition so he can more easily decide who deserves the farm.</p>
<p>The oldest son tried first. He decided he would try to fill the hut with sand. He filled wheelbarrow after wheelbarrow with sand from the riverbed. He worked hard, but by the fifth day, the hut wasn’t even half-way full.</p>	<p>I <b>infer</b> that the oldest son is a hard-working person. But, his idea didn’t work. I think he should’ve had a better plan!</p>
<p>The middle son tried next. He chose to fill the hut with mielies. He carried armful after armful of mielies into the hut from the fields. He worked very diligently, but by the fifth day, the hut was only half-way full!</p>	<p>I <b>infer</b> that the oldest son is a hard-working person. But, his idea didn’t work. Maybe he should’ve thought of a better plan?</p>
<p>The youngest son was last to attempt the task. He spent his first day laying under a tree in the shade, thinking.</p> <p>‘He is so lazy!’ his oldest brother thought. ‘I will surely get the farm!’</p> <p>On the second day, the youngest brother sat again, reading and thinking about what to do.</p> <p>‘He is so careless!’ his middle brother thought. ‘I will surely get the farm!’</p> <p>On the third day, the youngest brother sat with a notebook, thinking and planning what to do.</p> <p>‘He isn’t working hard!’ his father thought. ‘He will not accomplish anything!’</p>	<p>I can <b>infer</b> that no one thinks the youngest brother deserves the farm. They think he is just relaxing and doing nothing!</p>
<p>On the fourth day, the brother left early for town. He came back that evening with a small bag. By this time, his family believed that he did not care about getting the farm.</p>	<p>I <b>infer</b> that the youngest brother’s bag made the family feel confused, because it is so small. The rest of the family must think there is no way he will be able to win!</p>
<p>On the fifth day, his father finally spoke to him. ‘Why aren’t you doing anything? You are insulting me!’ he shouted.</p> <p>‘No father! Please trust me. I have a good plan!’</p>	<p>--</p>

Text	First Read (Think Aloud)
<p>When darkness fell on the fifth day, the youngest brother called his father to the hut. From his small bag, he took out a big candle and set it on the ground in the centre of the hut. He lit the candle, filling the entire hut with light.</p> <p>His father looked around in amazement. 'You are very clever. You are the only one to have filled the hut. The farm will go to you!'</p>	<p>I <b>infer</b> that his father never expected the youngest son to be the winner, because he was so amazed! But he was the only one who could do it!</p>
<p>Uncle Kwezi looked at Mpumi and her sisters. 'And now you see – hard work is important, but you must also be a careful planner!'</p>	<p>Uncle Kwezi must have told the girls this story to teach them a lesson! We have to think and plan to be successful!</p>
Follow up questions	Possible responses
What did the first brother try to fill the hut with?	The first brother tried to fill the hut with sand.
What did the second brother try to fill the hut with?	The second brother tried to fill the hut with mielies.
Why question	Possible responses
Why did the third son get the farm?	<ul style="list-style-type: none"> <li>• Because he was the only son who filled the hut.</li> <li>• Because he filled the whole hut with light.</li> <li>• Because he had a good plan.</li> <li>• Because he had a better plan than his brothers.</li> <li>• Because he was very clever.</li> </ul>



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 10**.
- 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

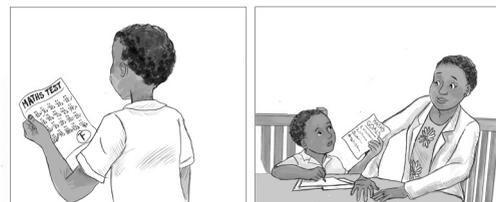
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - lazy
  - hard-working
  - deserve

Rhyme or song	Actions
Have a dream, set a goal	Raise one arm into the air, pointing one finger up; then then do the same with the other arm/finger
Believe it with your heart and soul	Clasp your hands over your heart
Make a plan, know what to do	Tap your head
So all your goals and dreams come true	Raise both arms up, hands outstretched

### 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 words

#### REVISE WORDS

- 1 Have all the phonic words flashcards ready.
- 2 Hold up each word, and ask a different individual learners to read them.
- 3 If a learner cannot read a word, help the learner to sound out the word.

#### ALTERNATE PHONICS PROGRAMME

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

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

---



## Handwriting:

15 minutes

### Revise letter(s) / words / sentences

- 1 Show learners how to write short sentences on the chalkboard.
- 2 Point out that the sentence starts with a capital letter and ends with a full stop, question mark or exclamation mark.
- 3 Learners must then copy the sentences into their books.
- 4 Is it right for the tiger to swim and swing?
- 5 I will scream and fight if you prank me!

#### ALTERNATE HANDWRITING PROGRAMME

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

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

---

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

---



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Choose one goal and write about how you will achieve this goal. You may choose from your list made last week, or choose another goal.

**TASK:** Draw a picture and write two sentences.

**WRITING FRAME:**

My goal is to ...

I am setting this goal because...

To achieve my goal I will..., .... and ....

When I achieve this goal, I will...

### MODELLING

- 1 Explain that today, learners will add two sentences to their writing from Monday.
- 2 Today they will think about how they will achieve their goal, and how they might feel when it is accomplished.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Explain some ideas you have for filling in the writing frame, like: I know that in order to improve my reading, I will need to practise a lot. I will need to read a lot more than I read now. I will need to read at home. To do this, I will need to borrow books from the library!
- 6 Use **modelling** to add to your drawing, like: a big stack of books next to you.
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use **modelling** to complete the writing frame, like: To achieve this goal I will read more, practice at home and borrow new books from the library. When I achieve this goal, I will be so proud of myself.
- 9 Point out that the first new sentence is a list, and each item is separated by a comma or the word 'and'. Remind learners we wrote this kind of list last week too!
- 10 **Say words slowly like a tortoise and write the sounds you know.**
- 11 Use **resources** (sight words, theme vocabulary word) to help you write words that you struggle with.
- 12 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas**.

### ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about a goal that we will work to achieve.
- 2 Today we will add sentences to our writing.

- 3 Ask learners: What will you do to achieve your goal? How will you achieve it?
- 4 Instruct learners to **think before they write**.
- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 Instruct learners to **turn and talk** with a partner about how they will achieve their goal.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you how they will achieve their goal.
- 9 They must say: To achieve this goal I will..., .... and ....
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

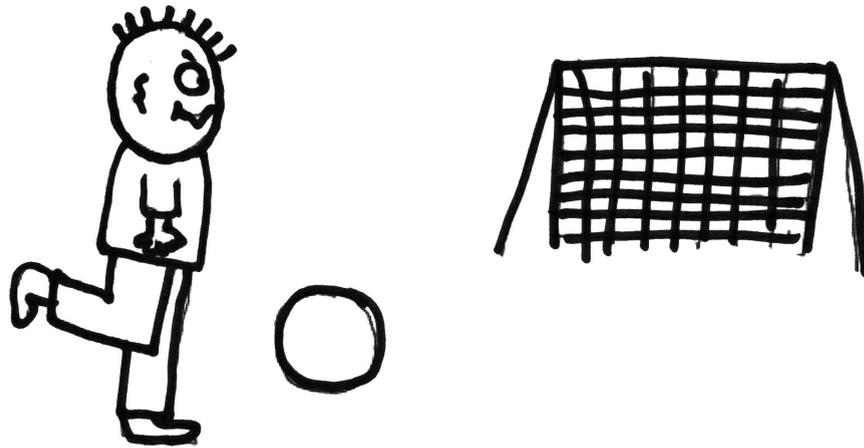
### WRITING

- 1 **Hand out learner books.** Instruct learners to find their writing from Monday. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 **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 goal is to make the soccer team. I am setting this goal because I love to play soccer. To achieve my goal I will practice, get fit and go to soccer trails. When I achieve this goal, I will feel very proud.



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 10**.
- 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

### Segmenting and Blending Revision

#### I DO...

- 1 Use two words that sound similar, for example: **light; tight**
- 2 Say the word: **light**
- 3 Segment the word into the individual sounds: /l/ - /igh/ - /t/
- 4 Say the beginning sound of the word: /l/
- 5 Say the middle sound of the word: /igh/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **light**
- 8 Model pointing and blending the sounds to make a word: /l/ - /igh/ - /t/ = **light**
- 9 Repeat this with the next word: **tight**

#### WE DO...

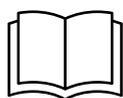
- 1 Use another two words that sound similar, for example: **hatch; match**
- 2 Say the word: **hatch**
- 3 Ask learners: What is the first sound in the word? /h/
- 4 Ask learners: What is the middle sound in the word? /a /
- 5 Ask learners: What is the last sound in the word? /tch/
- 6 Ask learners to segment the word into each individual sound: /h/ - /a/ - /tch/
- 7 Write the word: **hatch**
- 8 Instruct learners to blend the sounds in the word with you: /h/ - /a/ - /tch/ = **hatch**
- 9 Repeat this with the next word: **match**

#### ALTERNATE PHONICS PROGRAMME

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

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

---



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>The wise son</u></p> <p>Mpumi and her sisters loved to visit their granny in Zinyoka village for the winter holidays. At night, granny would make a big fire outside, and they would all sit around the fire, sipping tea and keeping warm by the flames.</p>	--
<p>One special night, Uncle Kwezi came over. In their family, he was famous for telling the best stories. But, he was a very quiet man, so it was known that he didn't share them easily.</p> <p>Mpumi and her sister watched Uncle Kwezi as he quietly sipped his tea. But Mpumi couldn't hold it in.</p> <p>'Please, please, tell us a story! We hear they are the best!' she begged her uncle.</p> <p>Uncle Kwezi looked up, surprised. He smiled at Mpumi.</p> <p>'I will tell you my favourite story, since you are visiting from far,' he agreed.</p>	--
<p>Once upon a time, there was an old farmer who had three sons. He was becoming ill and frail, so he had to decide which son he would leave his farm to upon his death. 'Farming requires careful thinking and planning,' he thought. 'I must leave it to whichever of my sons is the most careful thinker and planner.'</p>	I can <b>infer</b> that the father doesn't know which of his sons is the most careful thinker and planner. He doesn't want to leave the farm to someone who will not care for it well!
<p>The old farmer called his three sons to the hut one afternoon.</p> <p>'When I am gone, one of you will get this farm,' he told his sons, 'then it will be your job to take care of your brothers. I must decide which one of you will best care for the farm when I'm gone.'</p> <p>The sons looked at each other, wondering who should receive the farm.</p>	I <b>infer</b> that the father wants to give the farm to the son who will best be able to care for the rest of the family!
<p>'See this big hut? the old farmer asked. 'You will each have five days to fill it with whatever you choose. You must fill the entire hut in five days' time.'</p>	I can <b>infer</b> that the father wants to be fair, and to give the farm to whoever shows they are best suited for the job!

Text	Second Read (Think Aloud)
<p>The oldest son tried first. He decided he would try to fill the hut with sand. He filled wheelbarrow after wheelbarrow with sand from the riverbed. He worked hard, but by the fifth day, the hut wasn't even half-way full.</p>	<p>I can <b>infer</b> that the father is watching the oldest son carefully to see if he will be the best person to receive the farm!</p>
<p>The middle son tried next. He chose to fill the hut with mielies. He carried armful after armful of mielies into the hut from the fields. He worked very diligently, but by the fifth day, the hut was only half-way full!</p>	<p>I can <b>infer</b> that the father is learning valuable information about what kind of farmer each of his sons would be!</p>
<p>The youngest son was last to attempt the task. He spent his first day laying under a tree in the shade, thinking.</p> <p>'He is so lazy!' his oldest brother thought. 'I will surely get the farm!'</p>	<p>I can <b>infer</b> that it looks like he is being lazy, but really he is thinking and planning! I think that sometimes things aren't what they seem.</p>
<p>On the second day, the youngest brother sat again, reading and thinking about what to do.</p> <p>'He is so careless!' his middle brother thought. I will surely get the farm!</p> <p>On the third day, the youngest brother sat with a notebook, thinking and planning what to do.</p> <p>'He isn't working hard!' his father thought. 'He will not accomplish anything!'</p>	
<p>On the fourth day, the brother left early for town. He came back that evening with a small bag. By this time, his family believed that he did not care about getting the farm.</p>	<p>I can <b>infer</b> that the other people in his family aren't as creative as the third son. No one else understands that he might have a different kind of plan from them – even though their plans didn't work!</p>
<p>On the fifth day, his father finally spoke to him. 'Why aren't you doing anything? You are insulting me!' he shouted.</p> <p>'No father! Please trust me. I have a good plan!'</p>	<p>I see that that the youngest son is confident his idea will work. I <b>infer</b> because he has spent so much time thinking!</p>
<p>When darkness fell on the fifth day, the youngest brother called his father to the hut. From his small bag, he took out a big candle and set it on the ground in the centre of the hut. He lit the candle, filling the entire hut with light.</p> <p>His father looked around in amazement. 'You are very clever. You are the only one to have filled the hut. The farm will go to you!'</p>	<p>The father didn't know who should get the farm, but his competition made it easy for him to decide! I think this is exactly why the father designed this tricky competition!</p>
<p>Uncle Kwezi looked at Mpumi and her sisters. 'And now you see – hard work is important, but you must also be a careful planner!'</p>	<p>I can <b>infer</b> that sometimes, thinking and planning can look like doing nothing, but they are important and help us complete our tasks better!</p>

Follow up questions	Responses
Who is telling this story?	Uncle Kwezi is telling this story to his nieces, Mpumi and her sister.
What is the message of this story?	The message is that hard work is important, but you must also be a careful planner!
Why question	Possible response
Why did the father tell his sons to fill up the hut?	<ul style="list-style-type: none"> <li>• Because he invented it as a competition to find out who would get the farm.</li> <li>• Because he needed a way to decide which son should get the farm.</li> <li>• Because he wanted to see which son would be able to fill the hut in five days.</li> <li>• Because he wanted to see which of his sons was the best problem-solver, and would take the best care of the farm.</li> </ul>



## Group Guided Reading

30 minutes

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

- 1 Settle the whole class with **Reading Worksheet 10**.
- 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.
  - achievement
  - inherit
  - creative

Rhyme or song	Actions
Have a dream, set a goal	<i>Raise one arm into the air, pointing one finger up; then then do the same with the other arm/finger</i>
Believe it with your heart and soul	<i>Clasp your hands over your heart</i>
Make a plan, know what to do	<i>Tap your head</i>
So all your goals and dreams come true	<i>Raise both arms up, hands outstretched</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
 In this story...  
 My favourite part of this story was...  
 I think this story was written to teach me...
- 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 Revision**

Write the table on the chalkboard that includes most of the sounds covered this term.

<b>a</b>	<b>pr</b>	<b>igh</b>
<b>t</b>	<b>sw</b>	<b>i-e</b>
<b>m</b>	<b>ea</b>	<b>l</b>
<b>age</b>	<b>c</b>	<b>k</b>
<b>e</b>	<b>i</b>	<b>nd</b>

**MODEL**

- 1 Review all of the sounds and blends on the chalkboard.
- 2 Give learners 3 minutes to make as many words as they can using the sounds and blends above.

**LEARNERS DO**

- 1 Tell learners to open their exercise books.
- 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.
- 5 Ask learners to share words they have built, and write them on the chalkboard

**ALTERNATE PHONICS PROGRAMME**

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

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

\_\_\_\_\_

**Shared Reading:**

15 minutes

**Post-Read****COMPREHENSION STRATEGY: SUMMARISE****ORAL SUMMARY OF THE STORY**

- 1 Explain that today we will *think about the most important parts of the text.*
- 2 We will also *think about what we are supposed to learn from the text.*

- 3 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:  
**This story is about...**(2–3 sentences)  
**The youngest son won because...**  
**I think Uncle Kwezi chose this story because ...**
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 6 Model your own example for learners. Say: ***This story is about*** *an old man who invents a competition to decide which of his sons deserves to inherit his farm. ***The youngest son won because*** he planned and thought of a creative way to complete the task. ***I think Uncle Kwezi chose this story because*** he wanted to teach Mpumi and her sister a lesson!*
- 7 Give learners time to think about the most important parts of the text.
- 8 Tell learners to write their own summaries using the frame.
- 9 Call the class back together.
- 10 Ask 1–2 learners to share their summaries with the class.
- 11 Come up with a class summary, like: ***This story is about*** *three brothers who must work out how to fill a hut in five days. In the story, only one brother will inherit his father's farm. ***The youngest son won because*** he had a creative and clever plan. He filled the hut with light! ***I think Uncle Kwezi chose this story because*** he wanted to teach Mpumi and her sister that planning is important when trying to achieve a goal!*



## Group Guided Reading

30 minutes

---

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

- 1 Settle the whole class with **Reading Worksheet 10**.
- 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.
- 6 *Please note: This process of self review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

