

Grade 1

TERM 2

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 2 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
tshivenda@homelanguage.co.za
sepedi@homelanguage.co.za
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isindebele@homelanguage.co.za
isixhosa@homelanguage.co.za
sesotho@homelanguage.co.za
setswana@homelanguage.co.za
afrikaans@homelanguage.co.za
english@homelanguage.co.za
- 2** In the subject line, write the document reference. For example: GRADE 3 TERM 2 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
Week 1 Theme: Friends	1
Monday	3
Tuesday	7
Wednesday	12
Thursday	17
Friday	21
Week 2 Theme: Friends	25
Monday	27
Tuesday	31
Wednesday	36
Thursday	41
Friday	45
Week 3 Theme: Growing things	49
Monday	51
Tuesday	55
Wednesday	59
Thursday	64
Friday	67
Week 4 Theme: Growing things	71
Monday	73
Tuesday	77
Wednesday	82
Thursday	87
Friday	91
Week 5 Theme: Animals	95
Monday	97
Tuesday	101
Wednesday	106
Thursday	111
Friday	115

Week 6 Theme: Animals	119
Monday	121
Tuesday	125
Wednesday	130
Thursday	135
Friday	139
Week 7 Theme: Sports and games	143
Monday	145
Tuesday	149
Wednesday	154
Thursday	159
Friday	163
Week 8 Theme: Sports and games	167
Monday	169
Tuesday	173
Wednesday	178
Thursday	183
Friday	187
Week 9 Theme: The three little...	191
Monday	193
Tuesday	197
Wednesday	201
Thursday	206
Friday	209
Week 10 Theme: The three little...	213
Monday	215
Tuesday	219
Wednesday	223
Thursday	227
Friday	231

Management Notes

Learning Outcomes

This term, your learners should achieve the following outcomes:

LISTENING & SPEAKING

- 1 Learners should be able to say or sing 5 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

quality	shy	friendly	tripped	offend	offended
kind	unkind	forgive	unusual	buck	moose
grazing	lonely	company (in the company of others)	likely/common	unlikely/rare	can't believe one's eyes
grow	soil	seed	grind	bake	wheat
lazy	hard-working	sprout	seedling	nutrients	plant
replant	edible	fruit	replant	edible	fruit
vegetables	alive	roots	underground	rhinoceros	endangered
poacher	patrol	protect	appear	illegal	desperate
healing	llama	fleece/wool	greedy	generous	myth
highlands	valley	community	precious	good	evil
practise	fan	equipment	trophy	champion	championship
admire	hero	captain	duck (to duck down)	rule	collect
stack	tower	topple	tins	score	compete
competitive	build	material	sturdy	bricks	mortar
safe	chase	protect	huff and puff	orangutan	bulldozer
destroy	habitat	shrink	clearing	preserve	humming
demand					

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

b	h	u	r	f	ff
l	ll	ss	j	qu	v
w	x	y	z	ai	tr

Learners should be able to break the following words into syllables

N/A					
-----	--	--	--	--	--

READING

Learners should be able to decode the following words

bat	bid	bed	bad	back	hat
hen	hop	ham	hit	sun	bug
hug	hut	buck	rat	run	red
rub	rock	fat	fin	fed	fun
fog	cuff	puff	buff	huff	
lip	lot	lick	leg	luck	ball
call	fall	hall	mall	mass	mess
less	kiss	miss	jug	jam	jet
jab	jog	quit	quick	quack	quill
van	vet	vat	wet	win	wig
wall	will	box	fox	pox	ox
yes	yet	yell	zap	zen	zip
pain	rail	jail	sail	mail	train
trip	trap	trot	truck		

Learners should be able to read the following words by sight

do	not	laugh	at	friends	strange
friendships	are	the	best	who	will
help	me	plant	I	will	check
the	seeds	we	must	protect	our
animals	we	spin	wool	into	yarn
we	work	hard	and	practice	let's
play	sports	and	games	we	should
build	strong	houses	you	have	to
choose	wisely				

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

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

GROUP GUIDED READING

- 1 Learners should be able to read aloud from own graded reading book in an ability based group with teacher
- 2 Learners should be able to use phonetic knowledge, contextual clues and recognise sight words when reading
- 3 Learners should be able to begin to self monitor word recognition and comprehension



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 2 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 2 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 2, you will follow an orientation programme.

4 Term 2 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 2 Big Book

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

6 Term 2 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 2 Reading Worksheets x 10

Ten Reading Worksheets are provided for the term – one for every week from Week 1 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	Group Guided Reading	30	Group Guided Reading	30	Group Guided Reading	30	Group Guided Reading	30
1.45		1.15		1.45		1.00		1.15	



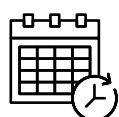
Weekly Preparation

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.



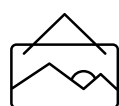
Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	READING WORKSHEET
1	Friends	The "A" friends	1
2	Friends	Cow and moose	2
3	Growing things	The little red hen	3
4	Growing things	Khwezi finds a worm	4
5	Animals	Munene's black mambas	5
6	Animals	Why the llama lives up high	6
7	Sports and games	Siphelo meets his hero	7
8	Sports and games	Let's play Bhathi	8
9	The three little...	The three little pigs	9
10	The three little...	The three little orangutans	10



Term 2 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 all the theme vocabulary and illustrations up throughout 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 2, 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

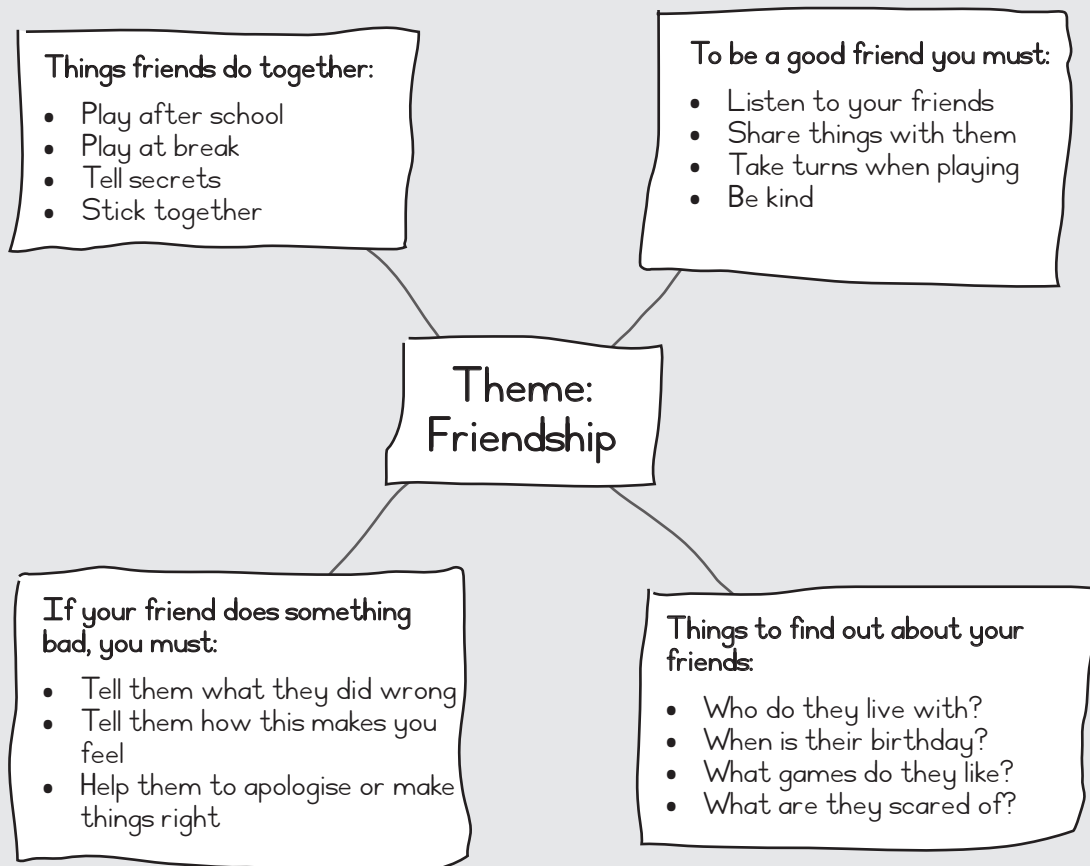
Objective: *To consolidate learners' knowledge of new vocabulary. To learn through play.*

- 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 and words learnt in previous weeks.
- 2 Tell learners to open their exercise books. As soon as learners are able to, they should write the date.
- 3 Next tell learners to fold the page in half, and number from 1–5 in the margin, and from 6–10 in the middle of the page. (*the number of sounds and words will differ from lesson to lesson*)
- 4 Tell learners to write down the sound or word as you say it – they must write next to the correct number. If they cannot write the sound or word, they must write a dash –
- 5 Remind learners that this is a quick activity to see if they remember how to write the sounds and words that they have already learnt.
- 6 Tell learners that they are checking their phonics and handwriting.
 - They need to see if they know how to write a sound or word correctly.
 - They also need to see if they know how to form the letters properly.
- 7 Call out the sounds and words in the lesson plan.
- 8 Next, instruct learners to take a coloured pencil and correct their own work.

- 9 Correctly write the sounds and words on the chalkboard, saying the sound and describing the writing process as you do this.
- 10 Tell learners that if they struggled to remember a sound or to write a letter, they must work on this during the week.
- 11 Collect learners books at the end of the day, and make a note of who needs additional help.

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 English and FAL/different in English and FAL.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that use the sound /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, emphasising the targeted sound.
- 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.

bl-	i	p
oo	d	a
nk	e	m

Model

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

Learners do

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



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, 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.

igh-	i	p	-s
d	t	a	-un
l	e	ck	o

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.

Strategy 1: Predict	
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"> 1 Look at the picture. 2 Ask learners: What do you think is happening here? 3 Let learners think about the question. 4 If learners cannot answer, give an example answer to the question. 5 Show how the pictures link to each other to build a story.
Examples <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> 1 What do you think is happening here? 2 How do you think this character feels? Why? 3 What do you think you will see in the next picture?
Steps <i>(For predicting with text)</i>	<ol style="list-style-type: none"> 1 Read a page of text. 2 Ask learners: What do you think happens next? 3 Let learners think about the question. 4 If learners cannot answer, give an example answer to the question.
Examples <i>(For predicting with text)</i>	<ol style="list-style-type: none"> 1 What do you think happens next? 2 What do you think this character does next? 3 How do you think this story ends?
Strategy 2: Visualise	
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"> 1 Read the text on the page. 2 Say: Now we are going to visualise the story as if we were watching a movie. 3 Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind. 4 Read the text again. 5 Tell learners what you visualised. (Model the skill.) 6 Ask learners: What did you see? (What happened in your movie?) 7 Listen to and discuss learners' answers. Make sure learners' answers are relevant to what is happening in the story.

Examples	<ol style="list-style-type: none"> 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.
Strategy 3: Search the text	
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"> 1 Read the text on the page. 2 Ask learners a question about the information in the text, like: Who did Joe want to beat in the race? 3 Let learners answer the question. 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.
Examples	<ol style="list-style-type: none"> 1 Who did Joe want to beat in the race? 2 What did Joe do before the race? 3 When did Joe train for the race? 4 Where was the race being held?
Strategy 4: Summarise	
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"> 1 Read the text. 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. 3 Give learners a minute to think about the story. 4 Instruct learners to turn and talk and share their summary with a friend. 5 Finally, you may ask learners to write down their summaries, using a frame to assist them.
Examples	<p>Story: Joe wins the race</p> <p><u>Learners could summarise the story as follows:</u></p> <p>This story is about 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>I liked the part where Joe broke the tape at the end of the race – it was so exciting.</p> <p>I learnt that if you try hard and never give up you can be successful.</p>
Strategy 5: Think about the text (Wonder)	
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"> 1 Read the text on the page. 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.) 3 Say: I see / I notice... 4 Say: I wonder...? 5 Learners do not need to answer the question.
Example	I see that Sizwe laughed at Joe when he entered the race. I wonder 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"> 1 Read the text on the page. 2 Ask learners a question, like: When was a time that you wanted to win something, like Joe? 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.
Examples	<ol style="list-style-type: none"> 1 How does this remind you of your own life? 2 Tell me about a time when something similar happened to you. 3 If you were Joe, what do you think you would have done when Sizwe laughed at you? 4 How do you think Sizwe felt when Joe beat him? 5 Which other character does this remind you of?

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"> 1 Read the text on the page. 2 Ask learners: What do you know about this? What does the text say? 3 Ask learners: What else can we guess about this? Is there something that the text does not say? 4 Ask learners: What can we infer about Joe from the way he kept on practising? 5 Listen to and discuss learners' answers. Make sure learners' answers are logical. 6 If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...
Example	<p>Text:</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>Inference:</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>
Strategy 8: Make Evaluations	
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"> 1 Read the text on the page. 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? 3 Listen to and discuss learners' answers. Make sure learners' answers are logical. 4 If learners struggle, share your own evaluation as an example: I think x did the right thing because x
Example	<p>Some evaluation questions start with:</p> <ol style="list-style-type: none"> 1 Do you think... 2 Do you agree with... 3 In your view... 4 Did you like...

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

WHAT TO DO WITH EACH GROUP DURING GROUP GUIDED READING:

- 1 Call a group to read to you.
 - a Make sure they all have the correct text.
 - b Seat the group in a circle.
 - c Remind learners of the sight words they have learnt for the week. Show the group the flashcards of these words and practice reading them.
 - d Next, give learners a few minutes to read part of the text independently and in silence.
 - e Then, ask each learner to read part of the text aloud, on his or her own.
- 2 During group guided reading, it is important to remember to:
 - a **Point out the high frequency words.** Remind learners that there are some words that appear so often, that we must learn to read them by sight.
 - b **Build decoding skills.** If a learner cannot read a word, do not just help the learner with the word straight away. Rather, encourage the learner to sound the word out, and then blend the sounds together to form the word.
 - c **Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
 - d **Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they are talking. Model reading fluency for learners and let them repeat after you.
 - e **Build reading comprehension.** Tell learners that they must always think about what they are reading. Teach learners to pause, go back, and reread what they have read if they lose track of the meaning. Teach learners to visualise as they read – to build a

movie in their heads of what they are reading. Teach learners to try and remember what they have read. Also encourage learners to ask if they do not understand something.

CARE OF THE READING WORKSHEETS:

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

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.



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 yourself with your friends, pictures of friends playing together, etc.
- 5 Do some research on the internet to prepare for the theme. For example: research on the qualities of a good friend
- 6 Make sure all learner exercise books and DBE Workbooks are 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 24 and 25, Let's write

Activity 2: DBE Workbook 1: Page 26, Let's read

Activity 3: DBE Workbook 1: Page 27 and 28, Let's write

Activity 4: Draw a picture of your best friend.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the front cover of the Big Book story: The 'A' friends
- 2 Tell learners that we are starting a new theme called: Friends
- 3 Draw a circle with the name of the **theme** in the middle, on the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are some qualities of a friend?
 - b What are some things friends do together?
 - c What must a friend never do?

THEME VOCABULARY

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

Rhyme or song	Actions
If you want to be a friend, clap your hands,	<i>Clap twice</i>
If you want to be a friend, clap your hands,	<i>Clap twice</i>
A friend is someone who is always kind to you.	--
If you want to be a friend, clap your hands,	<i>Clap twice</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)
 - a sat
 - b pot
 - c can
 - d pit

e men

f kick

- 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: _____



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: The 'A' friends
- 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: Draw a picture of a friend you love.

TASK: Draw a picture and add a sentence.

WRITING FRAME: My friend is...

MODELLING

- 1 Explain that today, learners will write about a friend they love.
- 2 Use **modelling** to show learners that you **think before you write**.

- 3 Tell learners your idea for your drawing, like: This is my friend Siya.
- 4 Use **modelling** to draw a picture of you and your friend.
- 5 Explain which words you will write. **Draw a line for each word**, like: My friend is Siya.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

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

WRITING

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

TURN AND TALK

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

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



My friend is Vusi.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 1**.
- 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: /b/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /b/?
- 5 Brainstorm words with learners, like: **big, bin, bounce**
- 6 Ask learners: Can you think of words that end with /b/?
- 7 Brainstorm words with learners, like: **crab, rub, web, rob**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **bat, bit, bed, bad, back**
- 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: _____



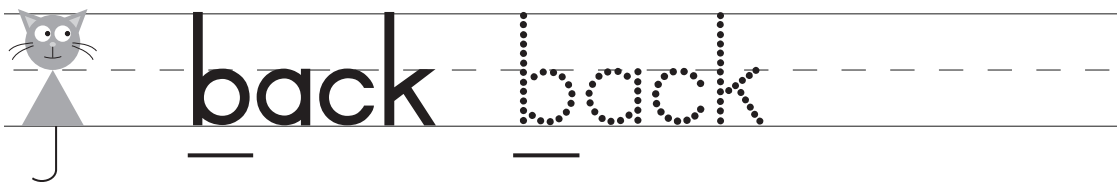
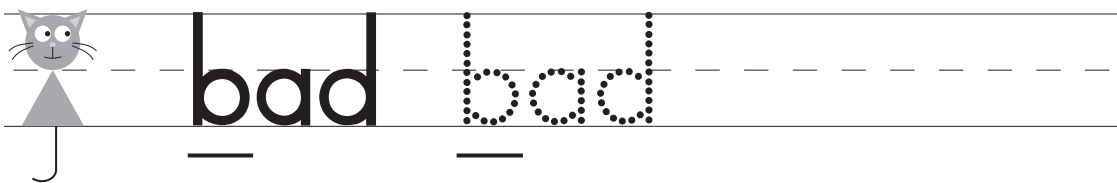
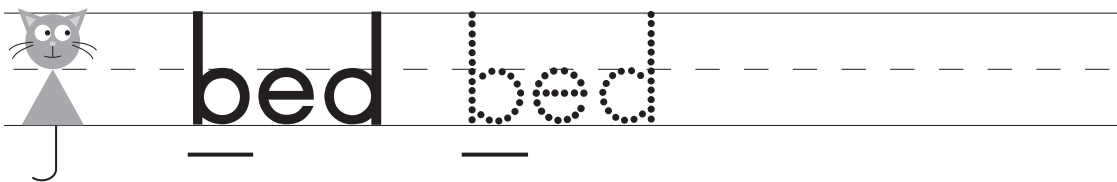
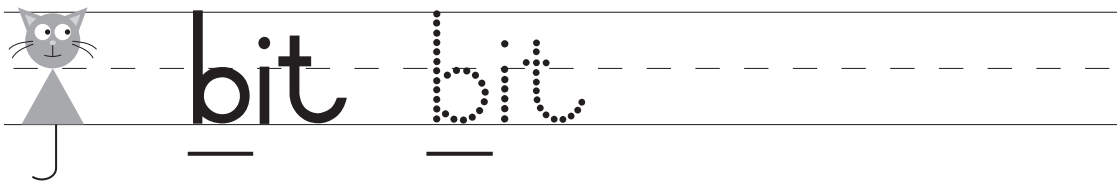
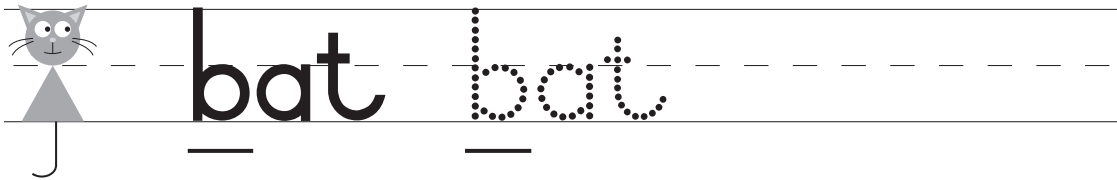
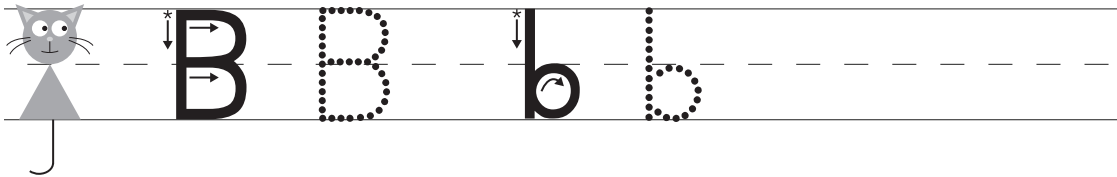
Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



Shared Reading:

15 Minutes

First Read

WEEK 1

COMPREHENSION STRATEGIES: I WONDER / MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>The 'A' friends</u></p> <p>Anopa and Akani had been best friends from birth. They were both born in August. They both had 'A' names. Anopa and Akani played together every day.</p> <p>The two boys were in different classes at school, but they always played together at break. Every day they met at the Acacia tree so they could decide what to do.</p>	<p>--</p>
<p>On Monday they decided to run. While Anopa was running, he tripped on a stone and fell to the ground. Anopa began to cry. 'Stop crying! You're like a baby!' Akani joked. But, Anopa didn't laugh.</p>	<p>I wonder how Anopa feels when his friend calls him a baby?</p>
<p>On Tuesday they decided to play soccer. While Anopa was playing, another boy kicked him. Anopa began to cry. 'Stop crying! You're like a baby!' Akani joked. But, Anopa didn't laugh.</p>	<p>Akani thinks he is being funny, but I infer from the picture that Anopa doesn't like it when his friend calls him a baby.</p>
<p>On Wednesday they decided to slide. While Anopa slid down the slide, he went too fast and landed hard on the ground. He began to cry. 'Stop crying! You're like a big baby!' Akani joked. But, Anopa didn't laugh.</p>	<p>I infer that Anopa is getting more and more upset that his friend is calling him a baby! I wonder what he will do?</p>
<p>On Thursday, when Akani got to the Acacia tree, Anopa was not there. Akani decided to look for his friend. He looked everywhere. He finally found Anopa on the swings with Bongani. 'Why didn't Anopa wait for me to play?' Akani wondered angrily. He played by himself for the rest of the break.</p>	<p>Oh! I see that Anopa is playing with a new friend. I wonder if it is because Akani kept calling him a baby?</p>
<p>That night, Akani's father asked him if he had a good day.</p> <p>'No,' said Akani, 'Anopa didn't wait for me to play.'</p> <p>'Why not?' his father asked.</p> <p>'I don't know,' Akani shrugged.</p> <p>'Did anything happen between the two of you?' his father asked.</p> <p>'I don't know,' Akani shrugged.</p> <p>'Are you sure nothing happened?' his father asked again.</p>	<p>Akani thought his joke was funny. I can infer that he didn't think about how the joke might hurt his friend's feelings.</p>

Text	First Read (Think Aloud)
<p>Akani thought and thought. 'Well... Anopa always cries at break...I called him a baby.'</p> <p>'How do you think you would feel if Anopa called you a baby?' his father asked.</p> <p>Akani thought and thought. 'I think I would feel upset!' he said.</p> <p>'What do you think you could do to fix it?' his father asked.</p>	
<p>'I want to make him a card to say sorry,' Akani said.</p> <p>He ran to get a piece of paper. He folded it in half. He drew a picture of him and Anopa playing together. Then he wrote, 'Sorry!'</p>	<p>I wonder if Anopa will forgive his friend when he sees the card?</p>
<p>On Friday before school began, Akani looked everywhere for Anopa. When he found him, he handed him the card. 'I'm sorry!' he said.</p>	<p>--</p>
<p>At break time, Anopa was waiting for Akani at the Acacia tree. But he wasn't alone. Bongani was with him. 'Thanks for the card,' Anopa said. 'Let's play, and Bongani can play too!'</p> <p>Bongani didn't have an 'A' name. He wasn't born in August. But, it was still good to play with a new friend.</p>	<p>I infer that Anopa has forgiven his friend, because he shows up at their normal meeting spot.</p>
Follow up questions	Possible responses
<p>What makes Anopa cry?</p>	<p>He tripped on a stone, he got kicked by another boy, and he landed hard on the ground.</p>
<p>What did Akani say when Anopa cried?</p>	<p>He called him a baby.</p>
Why question	Possible responses
<p>Why did Anopa play with a new friend on Thursday?</p>	<ul style="list-style-type: none"> • Because he didn't like being called a baby. • Because Akani had called him a baby on Monday, Tuesday, and Wednesday and he didn't like it. • Because he wanted a friend who wouldn't laugh at him when he got hurt. • Because Akani hurt his feelings.



Group Guided Reading

30 minutes

GROUPS: _____

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

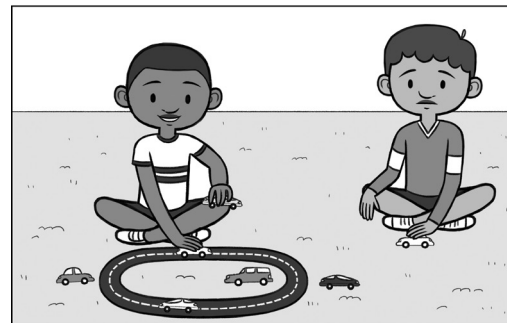
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - tripped
 - offend
 - offended

Rhyme or song	Actions
If you want to be a friend, clap your hands,	<i>Clap twice</i>
If you want to be a friend, clap your hands,	<i>Clap twice</i>
A friend is someone who is always kind to you.	--
If you want to be a friend, clap your hands,	<i>Clap twice</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

- 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 must also 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: /h/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /h/?
- 5 Brainstorm words with learners, like: **hat, hard, heavy, happy**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **hat, hen, hop, ham, hit**
- 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: _____


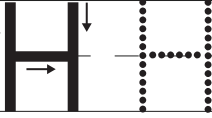





Handwriting:



15 minutes



Write new letter(s) / words / sentences



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


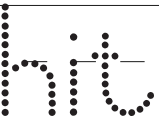
  

 hat 

 hen 

 hop 

 ham 

 hit 

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Draw a picture of your friend. Write one quality you love about your friend.

TASK: Draw a picture and add a sentence.

WRITING FRAME: My friend.....is.....

MODELLING

- 1 Explain that today, learners will write about one thing they love about a friend.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: This is my friend Siya. I love Siya because he is so funny.
- 4 Use **modelling** to draw a picture of you and your friend.
- 5 Explain which words you will write. **Draw a line for each word**, like: My friend Siya is funny.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS:

- 1 Brainstorm some qualities of friends with learners.
- 2 Write the words on the chalkboard, like: kind, funny, thoughtful, caring, etc.
- 3 Ask learners: Who is your friend? What is one thing you love about your friend?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you which quality they loved about their friend.
- 6 They must say: My friend.....is.....
- 7 Explain that learners will now draw and write about their own friend!

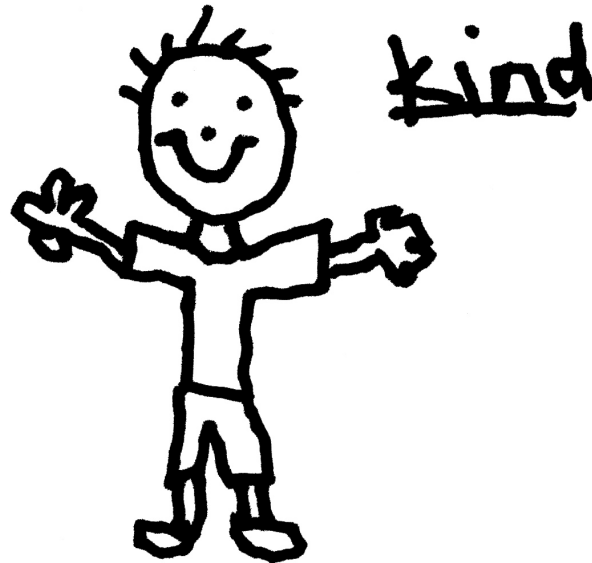
WRITING

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

TURN AND TALK

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

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



My friend Vusi is kind.



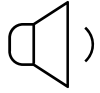
Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 1**.
- 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: **bed**
- 3 Segment the word into the individual sounds: /b/ - /e/ - /d/
- 4 Say the beginning sound of the word: /b/
- 5 Say the middle sound of the word: /e/
- 6 Say the end sound of the word: /d/
- 7 Write the word on the chalkboard: **bed**
- 8 Model pointing and blending the sounds to make a word: /b/ - /e/ - /d/ = **bed**
- 9 Repeat this with a word from the Wednesday lesson: **hop**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>The 'A' friends</u></p> <p>Anopa and Akani had been best friends from birth. They were both born in August. They both had 'A' names. Anopa and Akani played together every day.</p> <p>The two boys were in different classes at school, but they always played together at break. Every day they met at the Acacia tree so they could decide what to do.</p>	<p>--</p>
<p>On Monday they decided to run. While Anopa was running, he tripped on a stone and fell to the ground. Anopa began to cry. 'Stop crying! You're like a baby!' Akani joked. But, Anopa didn't laugh.</p>	<p>I can infer that Anopa didn't think it was funny when Akani called him a baby, because he didn't laugh.</p>
<p>On Tuesday they decided to play soccer. While Anopa was playing, another boy kicked him. Anopa began to cry. 'Stop crying! You're like a baby!' Akani joked. But, Anopa didn't laugh.</p>	<p>I can infer that Anopa didn't like Akani's joke, because he didn't laugh.</p>
<p>On Wednesday they decided to slide. While Anopa slid down the slide, he went too fast and landed hard on the ground. He began to cry. 'Stop crying! You're like a big baby!' Akani joked. But, Anopa didn't laugh.</p>	<p>When Anopa doesn't laugh, I can infer that he doesn't like being called a baby – even it is a joke!</p>
<p>On Thursday, when Akani got to the Acacia tree, Anopa was not there. Akani decided to look for his friend. He looked everywhere. He finally found Anopa on the swings with Bongani. 'Why didn't Anopa wait for me to play?' Akani wondered angrily. He played by himself for the rest of the break.</p>	<p>I can infer that Anopa found a new friend to play with because he didn't like Akani calling him a baby. It made him not want to play with Akani!</p>
<p>That night, Akani's father asked him if he had a good day.</p> <p>'No,' said Akani, 'Anopa didn't wait for me to play.'</p> <p>'Why not?' his father asked.</p> <p>'I don't know,' Akani shrugged.</p> <p>'Did anything happen between the two of you?' his father asked.</p> <p>'I don't know,' Akani shrugged.</p> <p>'Are you sure nothing happened?' his father asked again.</p>	<p>It was difficult for Akani to figure out why Anopa didn't play with him. It took him a long time for him to figure out what could be wrong. I can infer that Akani didn't mean to hurt his friend's feelings – he thought he was just being funny.</p>

Text	Second Read (Think Aloud)
<p>Akani thought and thought. 'Well...Anopa always cries at break...I called him a baby.'</p> <p>'How do you think you would feel if Anopa called you a baby?' his father asked.</p> <p>Akani thought and thought. 'I think I would feel upset!' he said.</p> <p>'What do you think you could do to fix it?' his father asked.</p>	
<p>'I want to make him a card to say sorry,' Akani said.</p> <p>He ran to get a piece of paper. He folded it in half. He drew a picture of him and Anopa playing together. Then he wrote, 'Sorry!'</p>	<p>I can infer that Akani wants to his friend to know he feels sorry, because he spends time making him a card.</p>
<p>On Friday before school began, Akani looked everywhere for Anopa. When he found him, he handed him the card. 'I'm sorry!' he said.</p>	<p>--</p>
<p>At break time, Anopa was waiting for Akani at the Acacia tree. But he wasn't alone. Bongani was with him. 'Thanks for the card,' Anopa said. 'Let's play, and Bongani can play too!'</p> <p>Bongani didn't have an 'A' name. He wasn't born in August. But, it was still good to play with a new friend.</p>	<p>I infer that Anopa liked playing with Bongani, because he brings him along to play – even though he has forgiven Akani!</p>
Follow up questions	Possible Responses
<p>How can we infer that Anopa didn't like Akani's joke?</p>	<p>Because he didn't laugh.</p> <p>Because he found a new friend to play with.</p>
<p>What did Akani make his friend?</p>	<p>He made him a card to say sorry.</p>
Why question	Possible responses
<p>Why did Akani speak to his dad in the story?</p>	<ul style="list-style-type: none"> • Because he had a bad day. • Because he was sad when Anopa played with a new friend instead of him. • Because he didn't understand why Anopa didn't want to play with him. • Because he needed help to figure out what was wrong.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 1**.
- 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.
 - kind
 - unkind
 - forgive

Rhyme or song	Actions
If you want to be a friend, clap your hands,	<i>Clap twice</i>
If you want to be a friend, clap your hands,	<i>Clap twice</i>
A friend is someone who is always kind to you.	--
If you want to be a friend, clap your hands,	<i>Clap twice</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - This story is about...
 - I think Akani...
 - One thing I learn about friendship from this story is...
- 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	h	a
t	d	m
e	i	n

MODEL

- 1 Remind learners of the sounds of the week: /b/ and /h/
- 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/ – /a/ – /t/ = **bat**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /b/ or /h/
- 6 Show learners how to make another word, like: /t/ – /e/ – /n/

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **b, h**
- 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): **hit, ham, hen, hat, bad, bed, bat, man, dam, ten, men**

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 didn't like about the story: The 'A' friends
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they didn't like** in the story, like: **I didn't like that** Akani called his friend a baby, because it was mean. I don't like when friends are unkind to each other.
- 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 what **they didn't like** about the story, and why.
- 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 1**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



End of week language learning review

15 minutes

- 1 Settle learners on the carpet at the end of the day.
- 2 Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
- 3 Remember to allow learners to ‘Turn and Talk’ and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
- 4 Use the following prompting questions to guide the language part of your discussion:
 - a **What was our language theme for the week?**
 - b **Which stories did we read together?**
 - c **What were your favourite new words of the week?**
 - d **What did you learn from the stories we read?**
 - e **What did we write about this week?**
 - f **How did your own writing improve this week?**
 - g **How did your own reading improve this week?**
 - h **What are you most proud of this week?**
- 5 Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

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

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, gears, lightbulbs, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

Grade 1

TERM 2

Week

2

THEME:

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: pictures of friends doing things together.
- 5 Do some research on the internet to prepare for the theme. For example: research how to make new 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 29, Let's write

Activity 2: DBE Workbook 1: Page 30, Let's read

Activity 3: DBE Workbook 1: Page 31 and 32, Let's write

Activity 4: Draw a picture of an activity that you love to do with friends.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of Cow and Moose grazing together in the Big Book story: Cow and Moose
- 2 Tell learners that we are continuing our theme: Friends
- 3 Draw a circle with the name of the **theme** in the middle, on the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a How should we treat our friends?
 - b What are some ways our friends make us feel?
 - c Do you think having friends is always easy and fun? Why or why not?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - unusual
 - buck
 - moose

Rhyme or song	Actions
If you want to be a friend, spin around,	<i>Spin around</i>
If you want to be a friend, spin around,	<i>Spin around</i>
A friend is someone who is always kind to you.	--
If you want to be a friend, spin around.	<i>Spin around</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)
 - a bat
 - b bed
 - c bad

d hit

e hat

f hop

- 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: _____



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: Cow and Moose
- 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: Draw a picture showing something nice you can do for a friend.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I can...

MODELLING

- 1 Explain that today, learners will draw about something nice they can do for a friend.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I can invite my friends to my house for dinner and cook them a lovely meal!
- 4 Use **modelling** to draw a picture of yourself serving your friends dinner.
- 5 Explain which words you will write. **Draw a line for each word**, like: I can cook for my friends.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some ideas of nice things we could do for friends with learners.
- 2 Write the words on the chalkboard, like: share snacks, draw a picture, share a pencil, invite them to play, etc.
- 3 Ask learners: What is something nice you can do for a friend?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about something nice they can do for a friend.
- 6 They must say: I can...
- 7 Explain that learners will now draw and label their own picture!

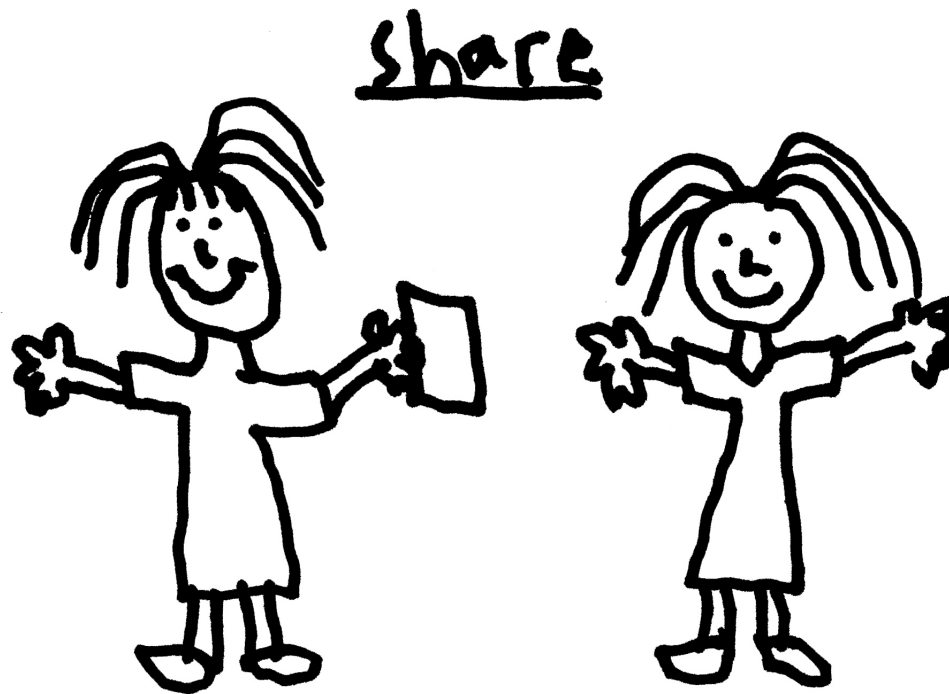
WRITING

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

TURN AND TALK

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

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



I can share.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 2**.
- 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: /u/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /u/?
- 5 Brainstorm words with learners, like: **under, umbrella, ugly**
- 6 Ask learners: Can you think of words that have an /u/ in the middle of the word?
- 7 Brainstorm words with learners, like: **rub, cub, hut, mud**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **sun, hug, bug, hut, buck**
- 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: _____



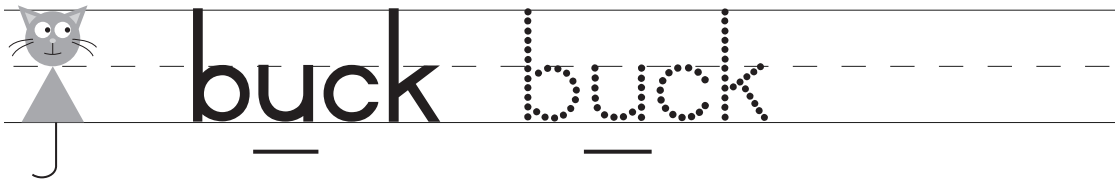
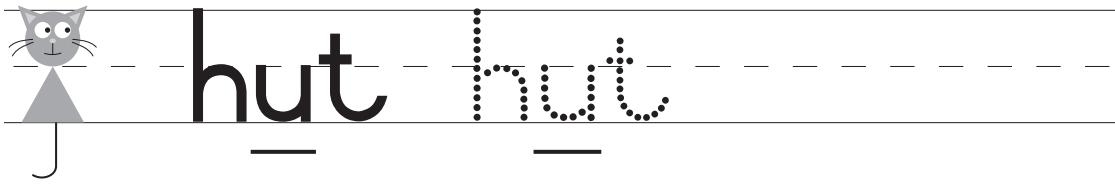
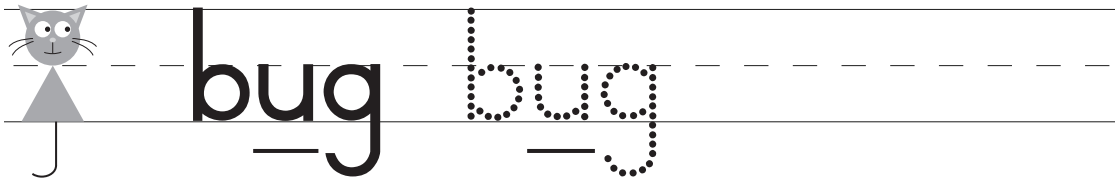
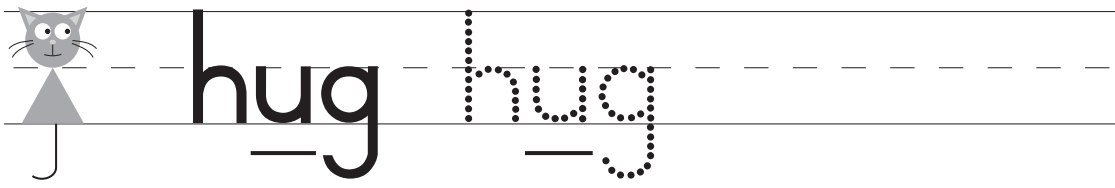
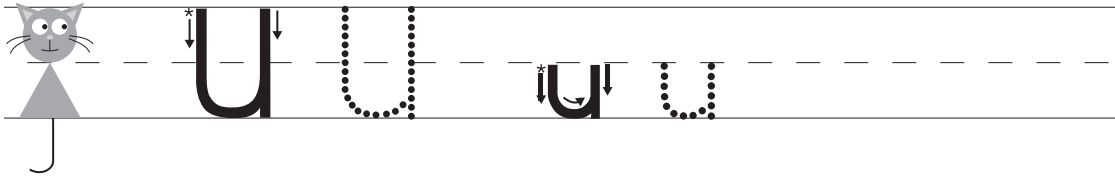
Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER / MAKE INFERENCES

WEEK 2

Text	First Read (Think Aloud)
<p><u>Cow and Moose</u></p> <p><i>The story you are about to read is based on a true story of an unusual friendship. The story is set in Vermont, a small state in the Northeast of the United States. Vermont is famous for beautiful mountains, maple syrup, and for having many dairy farms. In this story, you will read about a cow – an animal you are familiar with – and a moose. You might never have heard of a moose before! Moose are only found in North America. They are like enormous bucks.</i></p>	<p>Ask: Has anyone ever heard of a moose?</p>
<p>Early one misty morning, Farmer Abbott drove up his driveway. He looked out at his cows grazing in his snow-covered pastures. He stopped short when he saw the strangest thing...</p>	<p>I infer that Farmer Abbot is very curious about something, because he stops his car! I wonder what he sees?</p>
<p>'Is that...a moose?' he said out loud, although he was all alone. He had never seen a moose on his farm, and it was a quite foggy so he couldn't be sure. He got out of the car and walked over to the fence.</p> <p>Indeed, a long-legged moose with massive antlers stood in his pasture. 'What is a moose doing here?' Farmer Abbott wondered.</p>	<p>That moose is very big! I wonder if Farmer Abbot feels scared when he sees the moose near his cows?</p>
<p>Most of his cows stayed quite a distance from the moose, looking curious and frightened. All except for his favourite, friendliest cow, Daisy. She walked right over to the moose. They looked at each other like old friends. Then, they began to graze side by side. Farmer Abbott couldn't believe his eyes.</p>	<p>I can infer that Farmer Abbott was expecting the cows to stay far away from the giant moose, because he is very surprised when Daisy Cow approached the moose!</p>
<p>Farmer Abbott got back into his car and drove back up to his house. When he got inside, he placed his rocking chair in front of the window. He rocked and rocked and watched the moose and cow graze together until the sun began to set.</p>	<p>I wonder why he is watching Cow and Moose? I wonder if he feels scared that the giant moose might hurt Daisy Cow?</p>
<p>As the cows began to walk into the barn, Moose stood outside watching, looking curious and skeptical. Moose eventually lay down outside the barn. Then, Daisy lay down next to him. Soon, Daisy and Moose were fast asleep! Farmer Abbott couldn't believe his eyes.</p>	<p>I can infer that Farmer Abbott wasn't expecting Daisy Cow to sleep outside with the moose, because he is very surprised when Daisy lays down next to moose!</p>

Text	First Read (Think Aloud)
<p>When Farmer Abbott woke up in his rocking chair, he watched in disbelief as Moose and Daisy strolled along the fence together. Farmer Abbott smiled as he imagined what they might be chatting about.</p>	<p>--</p>
<p>Farmer Abbott hopped on his tractor and went about his normal morning duties. First, he went to milk the cows in the barn. Then, he went to feed the chickens. But on his way to restock the hay, he saw Moose and Daisy down by the main road.</p>	<p>I can infer that he is not so scared about the moose harming Daisy Cow, because he goes about all his normal duties.</p>
<p>As he approached on his tractor, he noticed the many cars stopped along the fence. A crowd was gathering and watching Daisy and Moose with delight. It wasn't long before a news van pulled up to film the unlikely friends. Farmer Abbott couldn't believe his eyes.</p>	<p>I can infer that people don't usually stop to look at the cows on the farm because Farmer Abbott is so surprised when he sees a crowd by his fence!</p>
<p>'How long have these two been friends?' the reporter shouted to Farmer Abbott with curiosity.</p>	
<p>That evening Farmer Abbott positioned his rocking chair in front of the television. There on the news was his farm. Daisy Cow and Moose were stars! Farmer Abbott couldn't believe his eyes.</p> <p>He hoped Moose and Daisy would be friends forever.</p>	<p>I wonder how long Daisy Cow and Moose were friends for?</p>
Follow up questions	Possible responses
<p>Who became friends in this story?</p>	<p>Daisy Cow and Moose became friends.</p>
<p>What did Daisy Cow and Moose do together?</p>	<ul style="list-style-type: none"> • They grazed together. • They slept together. • They walked along the fence together.
Why question	Possible responses
<p>Why couldn't Farmer Abbott believe his eyes?</p>	<ul style="list-style-type: none"> • Because he had never seen a moose on his farm before • Because he had never heard of a moose and a cow becoming friends • Because he was surprised that Daisy Cow and Moose slept together outside • Because so many people stopped to watch Daisy Cow and Moose • Because his farm was on the news



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 2**.
- 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

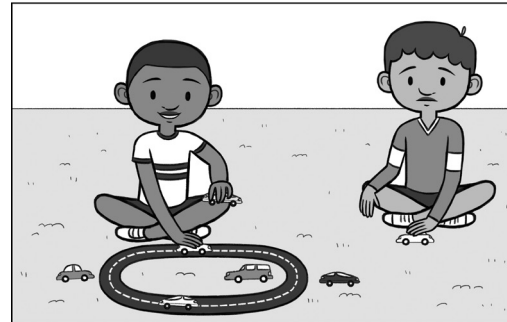
THEME VOCABULARY

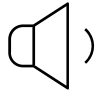
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - grazing
 - lonely
 - company

Rhyme or song	Actions
If you want to be a friend, spin around,	<i>Spin around</i>
If you want to be a friend, spin around,	<i>Spin around</i>
A friend is someone who is always kind to you.	--
If you want to be a friend, spin around.	<i>Spin around</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

- 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: /r/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /r/?
- 5 Brainstorm words with learners, like: **red, run, rubber**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **rat, run, red, rub, rock**
- 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): **Rr**
- 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.


 R R r r

 rat rat

 run run

 red red

 rub rub

 rock rock

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Draw a picture of an unusual friendship

TASK: Draw a picture and add a sentence.

WRITING FRAME: An unusual friendship between a...and a...

MODELLING

- 1 Explain that today, learners will use their imaginations to draw about an unusual friendship.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: a duckling and a dog.
- 4 Use **modelling** to draw a picture of a duckling and a dog who are friends.
- 5 Explain which words you will write. **Draw a line for each word**, like: An unusual friendship between a duckling and a dog.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some words about unusual friends with learners.
- 2 Write the words on the chalkboard, like: lion, mouse, etc.
- 3 Ask learners: What do you think might be an unusual friendship?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you the unusual friendship they have imagined.
- 6 They must say: I imagined an unusual friendship between a...and a...
- 7 Explain that learners will now draw and label their own picture!

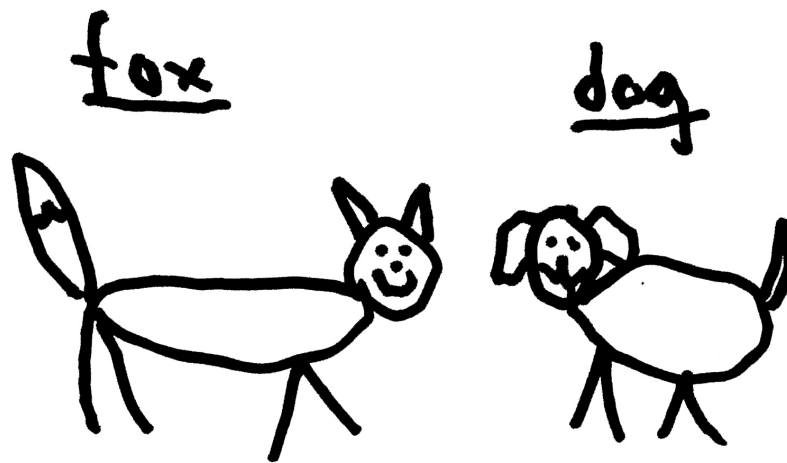
WRITING

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

TURN AND TALK

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

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



An unusual friendship between
a fox and a dog.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 2**.
- 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: **sun**
- 3 Segment the word into the individual sounds: /s/ - /u/ - /n/
- 4 Say the beginning sound of the word: /s/
- 5 Say the middle sound of the word: /u/
- 6 Say the end sound of the word: /n/
- 7 Write the word on the chalkboard: **sun**
- 8 Model pointing and blending the sounds to make a word: /s/ - /u/ - /n/ = **sun**
- 9 Repeat this with a word from the Wednesday lesson: **rat**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Cow and Moose</u></p> <p><i>The story you are about to read is based on a true story of an unusual friendship. The story is set in Vermont, a small state in the Northeast of the United States. Vermont is famous for beautiful mountains, maple syrup, and for having many dairy farms. In this story, you will read about a cow – an animal you are familiar with – and a moose. You might never have heard of a moose before! Moose are only found in North America. They are like enormous bucks.</i></p>	<p>--</p>
<p>Early one misty morning, Farmer Abbott drove up his driveway. He looked out at his cows grazing in his snow-covered pastures. He stopped short when he saw the strangest thing...</p>	<p>--</p>
<p>'Is that...a moose?' he said out loud, although he was all alone. He had never seen a moose on his farm, and it was a quite foggy so he couldn't be sure. He got out of the car and walked over to the fence.</p> <p>Indeed, a long-legged moose with massive antlers stood in his pasture. 'What is a moose doing here?' Farmer Abbott wondered.</p>	<p>I infer that it must be rare to see a moose, because Farmer Abbott has never seen one before.</p>
<p>Most of his cows stayed quite a distance from the moose, looking curious and frightened. All except for his favourite, friendliest cow, Daisy. She walked right over to the moose. They looked at each other like old friends. Then, they began to graze side by side. Farmer Abbott couldn't believe his eyes.</p>	<p>I can infer that it is strange for a cow and a moose to befriend each other, because most of the cows stayed far away from the moose and because Farmer Abbott couldn't believe his eyes!</p>
<p>Farmer Abbott got back into his car and drove back up to his house. When he got inside, he placed his rocking chair in front of the window. He rocked and rocked and watched the moose and cow graze together until the sun began to set.</p>	<p>I infer Farmer Abbott must find the friendship interesting to watch because it is so unusual! I don't think he would watch if it were two cows grazing together.</p>
<p>As the cows began to walk into the barn, Moose stood outside watching, looking curious and skeptical. Moose eventually lay down outside the barn. Then, Daisy lay down next to him. Soon, Daisy and Moose were fast asleep! Farmer Abbott couldn't believe his eyes.</p>	<p>I infer that this is surprising to Farmer Abbott, because he couldn't believe his eyes!</p>

Text	Second Read (Think Aloud)
When Farmer Abbott woke up in his rocking chair, he watched in disbelief as Moose and Daisy strolled along the fence together. Farmer Abbott smiled as he imagined what they might be chatting about.	I infer that Farmer Abbott slept in his rocking chair because he was so fascinated by Cow and Moose sleeping together that he didn't want to go to his bed and miss anything!
Farmer Abbott hopped on his tractor and went about his normal morning duties. First, he went to milk the cows in the barn. Then, he went to feed the chickens. But on his way to restock the hay, he saw Moose and Daisy down by the main road.	--
As he approached on his tractor, he noticed the many cars stopped along the fence. A crowd was gathering and watching Daisy and Moose with delight. It wasn't long before a news van pulled up to film the unlikely friends. Farmer Abbott couldn't believe his eyes. 'How long have these two been friends?' the reporter shouted to Farmer Abbott with curiosity.	I infer that many people thought the friendship was unusual, because they all stopped to watch Daisy and Moose!
That evening Farmer Abbott positioned his rocking chair in front of the television. There on the news was his farm. Daisy Cow and Moose were stars! Farmer Abbott couldn't believe his eyes. He hoped Moose and Daisy would be friends forever.	The news tells us about events that are important or exciting. If Daisy and Moose were on the news, I can infer that it must be very unusual for a cow and a moose to be friends!
Follow up questions	Responses
A moose is not an South African animal. What South African animal would be a very unusual friend for a cow?	<i>I think a... would be a very unusual friend for a cow.</i>
How can you infer that it is unusual for a cow and a moose to be friends?	<i>I can infer this because...</i> <ul style="list-style-type: none"> • Farmer Abbott couldn't believe his eyes • Farmer Abbott watched them morning and night • A crowd formed to watch the unusual friends • The cow and moose friends were on the news
Why question	Possible responses
Why were Daisy Cow and Moose on the news?	<ul style="list-style-type: none"> • Because people were surprised to see a cow and a moose becoming friends • Because it is very unusual for a cow and a moose to be friends • Because so many people were interested in this unusual friendship



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 2**.
- 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.
 - likely / common
 - unlikely / rare
 - Can't believe one's eyes

Rhyme or song	Actions
If you want to be a friend, spin around,	<i>Spin around</i>
If you want to be a friend, spin around,	<i>Spin around</i>
A friend is someone who is always kind to you.	--
If you want to be a friend, spin around.	<i>Spin around</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In the story...
 My favourite part was...
 I think it would be unusual to see a friendship between...and...
- 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.

u	r	s
e	d	n
b	g	h

MODEL

- 1 Remind learners of the sounds of the week: /**u**/ and /**r**/
- 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: /**r**/ - /**u**/ - /**n**/ = **run**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**u**/ or /**r**/
- 6 Show learners how to make another word, like: /**b**/ - /**e**/ - /**g**/ - **beg**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **u, r**
- 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): **rub, red, run, bug, hug, sun, bed, beg, hen**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **make an inference and draw** about what might happen next if the story continued.
- 3 **Model** how you **make an inference** about what could happen next, like: I think that next, Cow and Moose might try to leave the farm together, to visit Moose's home.
- 4 Draw your own picture on the chalkboard of Cow and Moose walking away from the farm.
- 5 Next, tell learners that they are going to make an inference about what could happen next.
- 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 their ideas about what could happen next.
- 8 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

GROUPS: _____

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



End of week language learning review

15 minutes

- 1 Settle learners on the carpet at the end of the day.
- 2 Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
- 3 Remember to allow learners to ‘Turn and Talk’ and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
- 4 Use the following prompting questions to guide the language part of your discussion:
 - a **What was our language theme for the week?**
 - b **Which stories did we read together?**
 - c **What were your favourite new words of the week?**
 - d **What did you learn from the stories we read?**
 - e **What did we write about this week?**
 - f **How did your own writing improve this week?**
 - g **How did your own reading improve this week?**
 - h **What are you most proud of this week?**
- 5 Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

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

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 1

TERM 2

Week

3

THEME:

Growing things



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 few pictures of things that grow.
- 5 Do some research on the internet to prepare for the theme. For example: research how plants grow.
- 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 33 and 34, Let's do

Activity 2: DBE Workbook 1: Page 35, Word work

Activity 3: DBE Workbook 1: Page 36 and 37, Let's write

Activity 4: Draw a picture of something that grows.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the front cover of the Big Book story: The little red hen
- 2 Tell learners that we are starting a new theme called: Growing things
- 3 Draw a circle with the name of the **theme** in the middle, on the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are some things that grow?
 - b What can we do with things that grow?
 - c Where can we grow things?

WEEK 3

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - grow
 - soil
 - seed

Rhyme or song	Actions
Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
In the dark, dark ground!	<i>Bend over and touch the ground</i>
Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
Yellow and round!	<i>Pretend to push the seeds into the soil</i>
Down comes the rain,	<i>Pretend your fingers are falling rain</i>
Wet and slow.	<i>Pretend your fingers are falling rain</i>
Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)
 - a sun
 - b hug
 - c buck
 - d rat
 - e run
 - f rub
- 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: _____



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: The little red hen
- 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 something you want to grow in your garden.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I want to grow...in my garden.

MODELLING

- 1 Explain that today, learners will write about a something they would like to grow in their own garden.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I want to grow an avocado tree in my garden.
- 4 Use **modelling** to draw a picture of yourself standing next to a big avocado tree.
- 5 Explain which words you will write. **Draw a line for each word**, like: I want to grow an avocado tree in my garden.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some things that grow with learners.
- 2 Write the words on the chalkboard, like: carrots, potatoes, flowers, lemons, etc.
- 3 Ask learners: What is one thing you want to grow in your garden?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you what they would like to grow.
- 6 They must say: I want to grow...in my garden.
- 7 Explain that learners will now draw and write their own ideas!

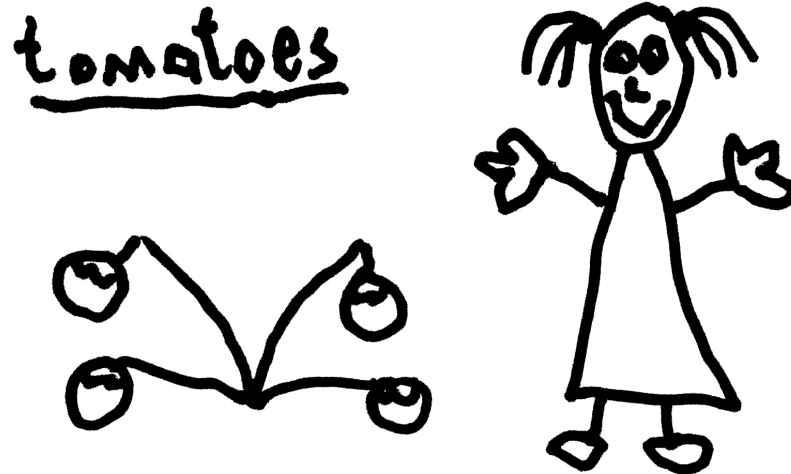
WRITING

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

TURN AND TALK

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

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



I want to grow tomatoes
in my garden.



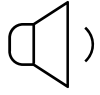
Group Guided Reading

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: /f/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /f/?
- 5 Brainstorm words with learners, like: **funny, fat, far, father**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **fat, fin, fed, fun, fog**
- 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): **Ff**
- 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.

 F F f f

 fat fat

 fin fin

 fed fed

 fun fun

 fog fog

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER

Text	First Read (Think Aloud)
<p><u>The little red hen</u></p> <p>One day, Little Red Hen found a grain of wheat. 'Who will help me plant this wheat?' she asked.</p>	<p>I wonder who will help the Little Red Hen?</p>
<p>'Not I,' said the duck.</p> <p>'Not I,' said the goose.</p> <p>'Not I,' said the pig.</p> <p>'Then I'll plant it myself,' said the Little Red Hen. And so she did.</p>	<p>I wonder why the other animals will not help the Little Red Hen plant the wheat?</p>
<p>The grain of wheat grew into a tall wheat plant.</p>	<p>I wonder what the Little Red Hen will do with her wheat?</p>
<p>"Who will help me cut this wheat?" asked the Little Red Hen.</p>	<p>I wonder if any of the animals will help the Little Red Hen now?</p>
<p>'Not I,' said the duck.</p> <p>'Not I,' said the goose.</p> <p>'Not I,' said the pig.</p> <p>'Then I'll cut it myself!' said the Little Red Hen. And so she did.</p>	<p>I wonder why the other animals will not help the Little Red Hen cut the wheat?</p>
<p>When the wheat was cut, the said the Little Red Hen asked, 'Who will help me carry this wheat?'</p> <p>'Not I,' said the duck.</p> <p>'Not I,' said the goose.</p> <p>'Not I,' said the pig.</p> <p>'Then I'll carry it myself,' said the Little Red Hen. And so she did.</p>	<p>--</p>
<p>Then the Little Red Hen asked, 'Who will help me grind this wheat into flour?'</p> <p>'Not I,' said the duck.</p> <p>'Not I,' said the goose.</p> <p>'Not I,' said the pig.</p> <p>'Then I'll grind it myself,' said the Little Red Hen. And so she did.</p>	<p>I wonder what the Little Red Hen is going to do with her flour?</p>

Text	First Read (Think Aloud)
<p>When the wheat had been ground into flour, the Little Red Hen asked, 'Who will help me bake some bread?'</p> <p>'Not I,' said the duck.</p> <p>'Not I,' said the goose.</p> <p>'Not I,' said the pig.</p> <p>'Then I'll bake it myself,' said the Little Red Hen. And so she did.</p>	<p>Oh! The Little Red Hen is using her flour to bake bread! I wonder who will eat the bread?</p>
<p>When the bread was baked, the Little Red Hen asked, 'Who will help me eat some bread?'</p> <p>'I will!' said the duck.</p> <p>'I will!' said the goose.</p> <p>'I will!' said the pig.</p> <p>'No, you won't!' said the Little Red Hen. 'You did not want to help me at all! I will not share my bread with you! I will eat it all up!' And so she did.</p>	<p>I wonder why the animals said they would help now? I can make the evaluation that they think eating is more fun than working!</p>
Follow up questions	Possible responses
<p>What did the Little Red Hen find?</p>	<p>She found a grain of wheat.</p>
<p>Who are the other characters in the story?</p>	<p>Duck, goose, and pig.</p>
Why question	Possible responses
<p>Why didn't the Little Red Hen share her bread?</p>	<ul style="list-style-type: none"> • No one helped her plant, cut, carry, grind, or bake! • Because she did all the hard work by herself! • Because the other animals didn't help her with anything!



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.
 - grind
 - bake
 - wheat

WEEK 3

Rhyme or song	Actions
Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
In the dark, dark ground!	<i>Bend over and touch the ground</i>
Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
Yellow and round!	<i>Pretend to push the seeds into the soil</i>
Down comes the rain,	<i>Pretend your fingers are falling rain</i>
Wet and slow.	<i>Pretend your fingers are falling rain</i>
Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

- 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: /ff/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /ff/ sounds the same as the sound /f/ but you will never find this at the beginning of a word.
- 4 Ask learners: Can you think of words that end with /ff/?
- 5 Brainstorm words with learners, like: **bluff, puff, stuff**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **cuff, puff, buff, huff**
- 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 lower case letter(s): **ff**
- 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.

 f f f f f f f f
 cuff cuff
 puff puff
 buff buff
 huff huff

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about how you could help the Little Red Hen with her wheat.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I could help...

MODELLING

- 1 Explain that today, learners will write about how they could help the Little Red Hen.
- 2 Use **modelling** to show learners that you **think before you write.**
- 3 Tell learners your idea for your drawing, like: I think I could help the Little Red Hen by watering her wheat, because I know plants need water to grow.
- 4 Use **modelling** to draw a picture of yourself watering the wheat.
- 5 Explain which words you will write. **Draw a line for each word**, like: I could help water the wheat.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some ways to help with learners.
- 2 Write the words on the chalkboard, like: plant, water, weed, cut, grind, etc.
- 3 Ask learners: How could you help the Little Red Hen with her wheat?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you one way they would like to help the Little Red Hen.
- 6 They must say: I could help...
- 7 Explain that learners will now draw and write their own ideas!

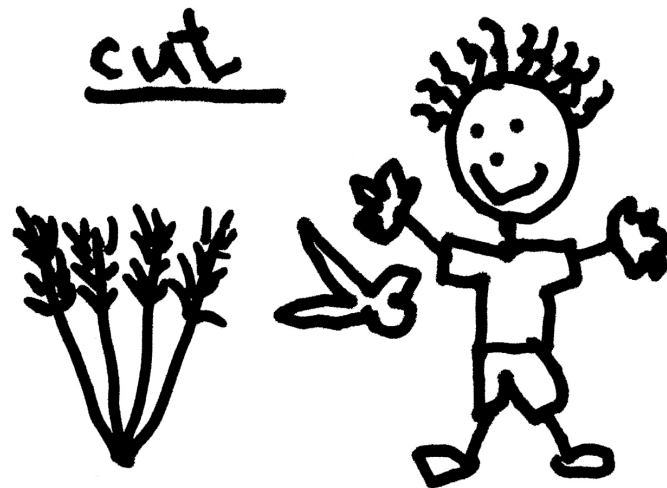
WRITING

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

TURN AND TALK

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

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



I could help cut the
wheat.



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: **fun**
- 3 Segment the word into the individual sounds: /f/ - /u/ - /n/
- 4 Say the beginning sound of the word: /f/
- 5 Say the middle sound of the word: /u/
- 6 Say the end sound of the word: /n/
- 7 Write the word on the chalkboard: **fun**
- 8 Model pointing and blending the sounds to make a word: /f/ - /u/ - /n/ = **fun**
- 9 Repeat this with a word from the Wednesday lesson: **puff**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER / MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>The little red hen</u></p> <p>One day, Little Red Hen found a grain of wheat. 'Who will help me plant this wheat?' she asked.</p>	--
<p>'Not I,' said the duck.</p> <p>'Not I,' said the goose.</p> <p>'Not I,' said the pig.</p> <p>'Then I'll plant it myself,' said the Little Red Hen. And so she did.</p>	I can make the evaluation that the Little Red Hen is more hard-working than the other animals!
<p>The grain of wheat grew into a tall wheat plant.</p>	--
<p>"Who will help me cut this wheat?" asked the Little Red Hen.</p>	I wonder how the Little Red Hen feels about doing all the work alone?
<p>'Not I,' said the duck.</p> <p>'Not I,' said the goose.</p> <p>'Not I,' said the pig.</p> <p>'Then I'll cut it myself!' said the Little Red Hen. And so she did.</p>	I can make the evaluation that the other animals are not helpful friends!
<p>When the wheat was cut, the said the Little Red Hen asked, 'Who will help me carry this wheat?'</p> <p>'Not I,' said the duck.</p> <p>'Not I,' said the goose.</p> <p>'Not I,' said the pig.</p> <p>'Then I'll carry it myself,' said the Little Red Hen. And so she did.</p>	I can make the evaluation that the other animals are not kind. They see their friend working hard, and they don't offer to help her!
<p>Then the Little Red Hen asked, 'Who will help me grind this wheat into flour?'</p> <p>'Not I,' said the duck.</p> <p>'Not I,' said the goose.</p> <p>'Not I,' said the pig.</p> <p>'Then I'll grind it myself,' said the Little Red Hen. And so she did.</p>	--
<p>When the wheat had been ground into flour, the Little Red Hen asked, 'Who will help me bake some bread?'</p> <p>'Not I,' said the duck.</p>	I wonder how the Little Red Hen feels that she has done all the work alone?

Text	Second Read (Think Aloud)
<p>'Not I,' said the goose.</p> <p>'Not I,' said the pig.</p> <p>'Then I'll bake it myself,' said the Little Red Hen. And so she did.</p>	
<p>When the bread was baked, the Little Red Hen asked, 'Who will help me eat some bread?'</p> <p>'I will!' said the duck.</p> <p>'I will!' said the goose.</p> <p>'I will!' said the pig.</p> <p>'No, you won't!' said the Little Red Hen. 'You did not want to help me at all! I will not share my bread with you! I will eat it all up!' And so she did.</p>	<p>I can make the evaluation that the Little Red Hen doesn't think her friends should eat the bread because they didn't help her at all!</p>
Follow up questions	Possible responses
What did the Little Red Hen do alone?	She planted, cut, ground, carried the wheat and baked the bread.
When did the other characters say they would help her?	When the bread was baked, they said they would help eat it!
Why question	Possible responses
How do we know that the Little Red Hen is a hard worker?	<ul style="list-style-type: none"> • She planted, cut, carried, ground, and baked all by herself! • Because she did all the hard work by herself! • Because she worked when no one else wanted to!



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.
 - lazy
 - hard-working
 - sprout

Rhyme or song	Actions
Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
In the dark, dark ground!	<i>Bend over and touch the ground</i>
Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
Yellow and round!	<i>Pretend to push the seeds into the soil</i>
Down comes the rain,	<i>Pretend your fingers are falling rain</i>
Wet and slow.	<i>Pretend your fingers are falling rain</i>
Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>

WEEK 3

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - At the end...
 - If I were the Little Red Hen, I would...
- 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.

f	ff	b
e	d	a
t	u	h

MODEL

- 1 Remind learners of the sounds of the week: /f/ and /ff/
- 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/ – /a/ – /t/ = **fat**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /f/ or /ff/
- 6 Show learners how to make another word, like: /b/ – /a/ – /d/

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **f, ff**
- 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): **fat, fed, buff, huff, fad, had, hat, bad, tub**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **visualise and illustrate** something from the text, like: I visualise the duck, goose, and pig lying in the shade while the Little Red Hen works hard in the hot sun.
- 3 Draw your own picture on the chalkboard of the duck, goose and pig lying under a bush.
- 4 Next, tell learners that they are going to visualise something from the text.
- 5 Ask learners to close their eyes and relax. Read the text to them once more.
- 6 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 7 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

GROUPS: _____

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



End of week language learning review

15 minutes

- 1 Settle learners on the carpet at the end of the day.
- 2 Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
- 3 Remember to allow learners to ‘Turn and Talk’ and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
- 4 Use the following prompting questions to guide the language part of your discussion:
 - a What was our language theme for the week?
 - b Which stories did we read together?
 - c What were your favourite new words of the week?
 - d What did you learn from the stories we read?
 - e What did we write about this week?
 - f How did your own writing improve this week?
 - g How did your own reading improve this week?
 - h What are you most proud of this week?
- 5 Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

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

The background 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 entire page, creating a textured, educational atmosphere.

Grade 1

TERM 2

Week

4

THEME:

Growing things



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 plants that grow.
- 5 Do some research on the internet to prepare for the theme. For example: research how to care for plants.
- 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 38, Let's read

Activity 2: DBE Workbook 1: Page 39 & 40, Let's write

Activity 3: DBE Workbook 1: Page 41, Let's write

Activity 4: Draw a picture of all the things a plant needs to grow.

Monday



Oral Activities

15 minutes

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

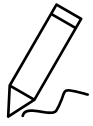
- 1 Show learners a picture of Khwezi and his mother working in the garden in the Big Book story: Khwezi finds a worm
- 2 Tell learners that we are continuing our theme: Growing things
- 3 Draw a circle with the name of the **theme** in the middle, on the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a How must we care for things that grow?
 - b What do plants need to grow?
 - c What are some other things that grow?
 - d What do all living things need to grow?

WEEK 4

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - seedling
 - nutrients
 - plant
 - replant

Rhyme or song	Actions
Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
In the dark, dark ground!	<i>Bend over and touch the ground</i>
Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
Yellow and round!	<i>Pretend to push the seeds into the soil</i>
Down comes the rain,	<i>Pretend your fingers are falling rain</i>
Wet and slow.	<i>Pretend your fingers are falling rain</i>
Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)
 - a fun
 - b fin
 - c fat
 - d cuff
 - e buff
 - f puff
- 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: _____



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: Khwezi finds a worm
- 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 something you have in common with plants.

TASK: Draw a picture and add a sentence.

WRITING FRAME: Plants and I both...

MODELLING

- 1 Explain that plants are living, growing things. Animals and people are also growing things! Today we will think about what all living things have in common. For example, we all need healthy food to grow.
- 2 Explain that today, learners will write about something they have in common with plants.
- 3 Use **modelling** to show learners that you **think before you write.**
- 4 Tell learners your idea for your drawing, like: I know that plants, animals and humans all need healthy food with lots of nutrients to grow.
- 5 Use **modelling** to draw a picture of yourself eating healthy food.
- 6 Explain which words you will write. **Draw a line for each word**, like: Plants and I both need healthy food.
- 7 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some ideas of things plants and humans have in common.
- 2 Write the words on the chalkboard, like: water, nutrients, food, breathe, air, care, etc.
- 3 Ask learners: What is something you have in common with plants?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you about one thing they have in common with plants.
- 6 They must say: Plants and I both...
- 7 Explain that learners will now draw and write their own ideas!

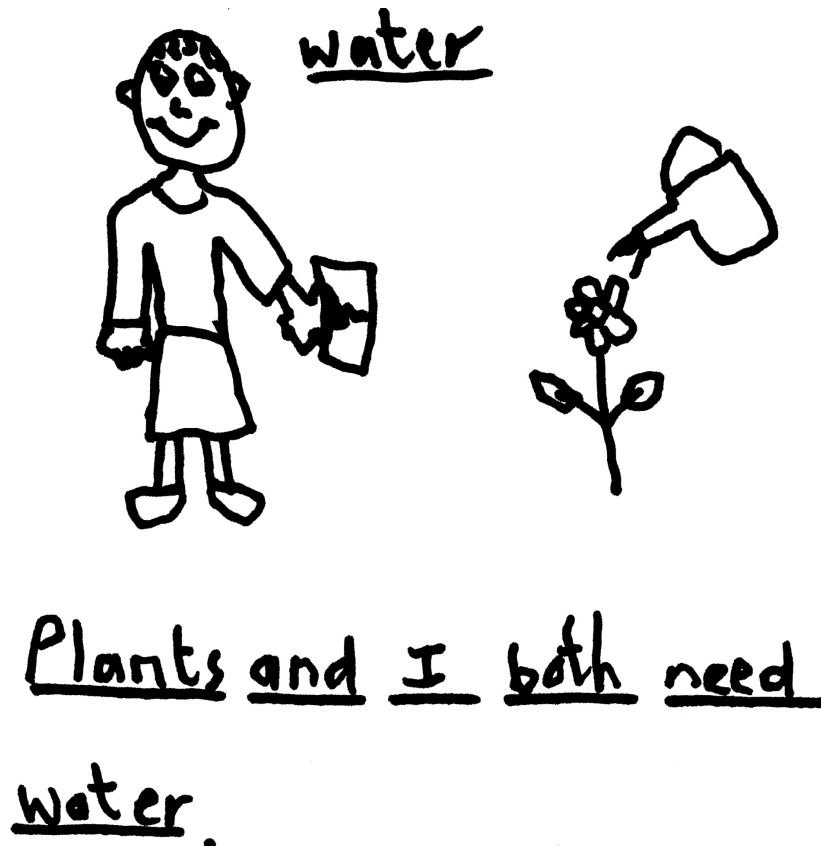
WRITING

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

TURN AND TALK

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

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



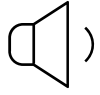
Group Guided Reading

30 minutes

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: /l/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /l/?
- 5 Brainstorm words with learners, like: **lips, lucky, love, like**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **lip, lot, lick, leg, luck**
- 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): **Ll**
- 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.

Handwriting practice for the letter 'l'. Each row features a cat illustration on the left and a lowercase 'j' below it. The first row shows stroke order: a solid 'l' with arrows and an asterisk indicating the starting point and direction, followed by a dotted 'l' for tracing, and another solid 'l' with stroke order arrows. The following rows show words: 'lip', 'lot', 'lick', 'leg', and 'luck'. Each word is presented in a solid font and a dotted font for tracing, with a small dash under the first letter.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: VISUALISE

Text	First Read (Think Aloud)
<p><u>Khwezi finds a worm</u></p> <p>Two weeks ago, Khwezi and his mother filled an old egg carton with soil, and planted seeds inside. Khwezi drew little pictures on each part of the carton, so that they could remember what seeds they had planted.</p>	<p>I visualise Khwezi watching the soil, waiting and waiting for his little seedlings to poke through!</p>
<p>Then every day, Khwezi went to the windowsill to check on the seedlings' growth, and to water them.</p>	<p>--</p>
<p>After a week, Khwezi noticed that his seedlings were finally poking through the soil!</p> <p>'Mom!' he shouted, 'we can put them in the garden now!'</p> <p>But when his mom came to look at the seeds, she explained, 'Not yet Khwezi – the little seedlings have to be as tall as your finger before they can go into the ground.'</p>	<p>I visualise Khwezi's look of excitement when he finally sees a little green seedling. He is so happy that something has finally grown!</p>
<p>Every day, Khwezi went to the windowsill to measure the seedlings' growth next to his finger, and to water them.</p>	<p>I visualise Khwezi holding his little finger next to the tallest seedling – because he really wants them to be tall enough to replant!</p>
<p>Finally, on Saturday morning, all the seedlings in the carton were as tall as Khwezi's finger! It was time to replant the seedlings into the garden.</p>	<p>I visualise Khwezi picking up the carton, and taking it to show his mother. He is so excited!</p>
<p>Khwezi and his mother went outside. Khwezi helped his mother to make four raised beds for the seedlings. Then, Khwezi's mother showed him how to carefully take a seedling from the egg carton and replant it. 'This way, the little plants will have much more room to grow!' she said.</p>	<p>I visualise Khwezi's big smile as he works with his mother in the garden – he has been waiting and waiting for this day!</p>
<p>Khwezi helped his mother to replant all of the tomatoes into the first raised bed.</p> <p>'We'll put the carrots in here!' she said, pointing to the second raised bed.</p> <p>Then, Khwezi replanted the cabbage seedlings into the third raised bed all by himself. His mother replanted the spinach seedlings into the fourth raised bed.</p>	<p>I visualise Khwezi carefully watching his mother, because she knows just what to do.</p>

Text	First Read (Think Aloud)
<p>Khwezi felt proud of his hard work. He stepped back to look at all the little seedlings standing in neat little rows. As he admired their hard work, he saw a worm crawling through the soil.</p>	<p>I visualise the little moving worm catching Khwezi's eye. I wonder what he thinks about worms?</p>
<p>'Oh no! Look! That worm will eat all our spinach!' Khwezi said.</p> <p>He picked it up and was about to throw it, when his mother shouted, 'No Khwezi! You must put the worm back in the bed!'</p> <p>'Put it back? Why?' Khwezi was confused.</p> <p>'Worms help gardens grow!' his mother explained. 'By digging holes around the plants, they make sure that plants get enough water to drink and air to breathe. They help plants to grow big and strong!'</p>	<p>I visualise Khwezi's arm over his head, about to throw the worm far away from the garden, right before his mother sees him.</p>
<p>Khwezi put the worm gently back onto the soil. 'You can live in here! Thanks for helping our garden!' he said.</p>	<p>I visualise Khwezi putting the worm back. Now that he knows the worm will help his special garden grow, he treats it very carefully and gently!</p>
Follow up questions	Possible responses
<p>What kinds of vegetables do Khwezi and his mother plant?</p>	<p>Tomatoes, carrots, cabbage, and spinach.</p>
<p>Visualise Khwezi's face when he sees the worm in his new, special garden. What do you see?</p>	<p>(Ask learners to show you)</p>
Why question	Possible responses
<p>Why did Khwezi pick the worm up?</p>	<ul style="list-style-type: none"> • Because he didn't want to the worm in his garden. • Because he was going to throw the worm far away from the garden. • Because he didn't know that worms help gardens grow. • Because he thought the worm might ruin his vegetables and he wanted to remove it from the garden. • Because he thought the worm would eat all the spinach.



Group Guided Reading

30 minutes

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

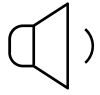
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - edible
 - fruit
 - vegetables

Rhyme or song	Actions
Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
In the dark, dark ground!	<i>Bend over and touch the ground</i>
Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
Yellow and round!	<i>Pretend to push the seeds into the soil</i>
Down comes the rain,	<i>Pretend your fingers are falling rain</i>
Wet and slow.	<i>Pretend your fingers are falling rain</i>
Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

- 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: /ll/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /ll/ sounds the same as the sound /l/ but you will never find this at the beginning of a word.
- 4 Ask learners: Can you think of words that end with /ll/?
- 5 Brainstorm words with learners, like: **ball, fall, wall**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **ball, call, fall, hall, mall**
- 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: _____

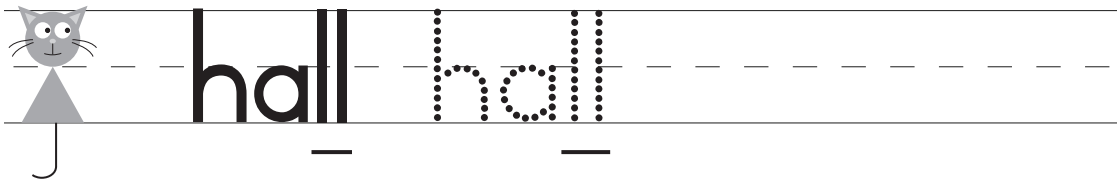
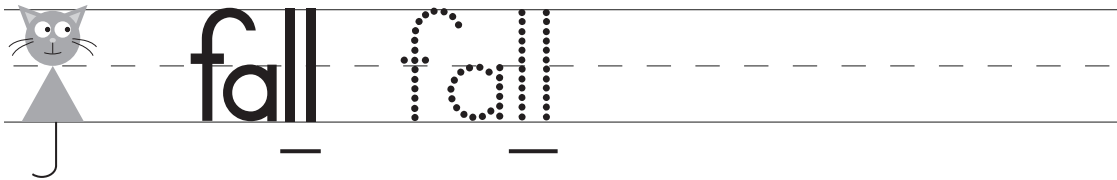
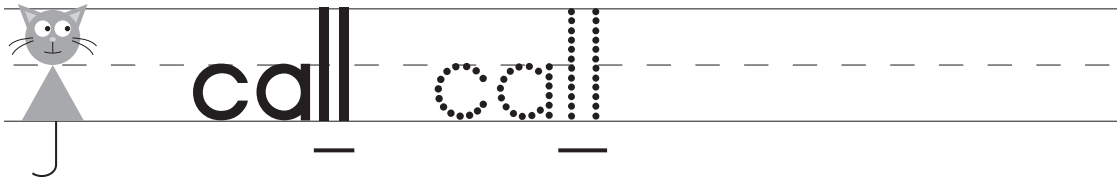
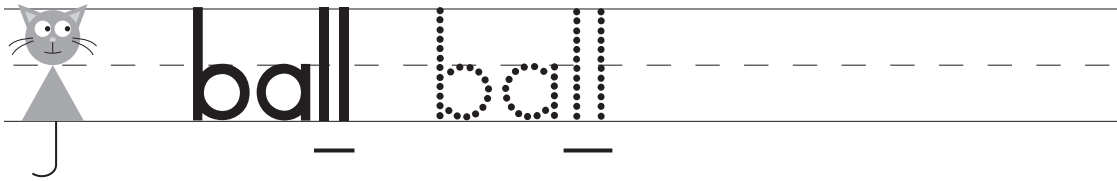
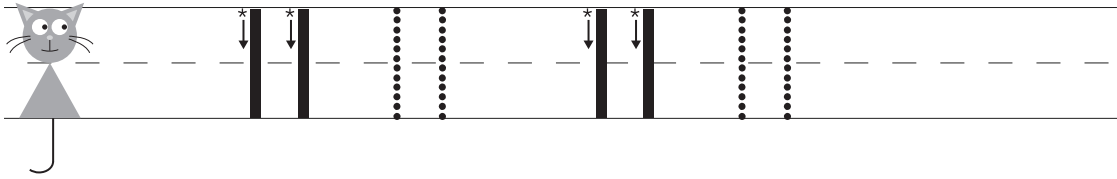


Handwriting:

15 minutes

Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the lower case letter(s): **ll**
- 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: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Draw a picture of something you have learned about growing things.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I have learnt that...

MODELLING

- 1 Explain that today, learners will use their memories to draw about something new they have learnt during our theme Growing things.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I have learnt that worms are good for plants.
- 4 Use **modelling** to draw a picture of a worm underground and the roots of a plant.
- 5 Explain which words you will write. **Draw a line for each word**, like: I have learnt that worms help plants grow.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some words about things plants need to grow with learners.
- 2 Write the words on the chalkboard, like: air, soil, water, worms, sunlight, etc.
- 3 Ask learners: What is something you have learnt about growing things?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you one thing they have learnt during this theme.
- 6 They must say: I have learnt that...
- 7 Explain that learners will now draw and write their own ideas!

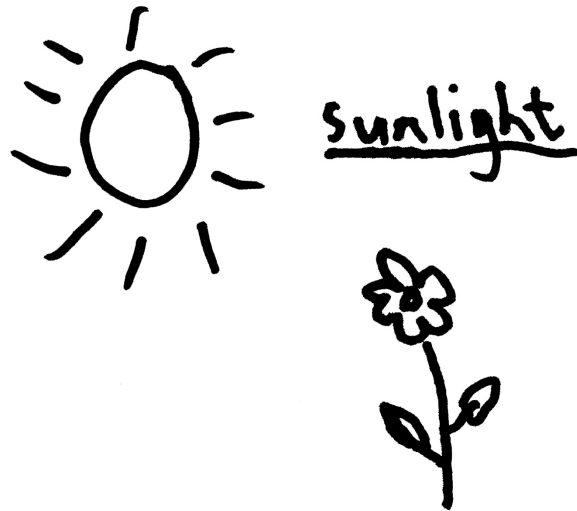
WRITING

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

TURN AND TALK

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

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



I have learnt that plants
need sunlight.



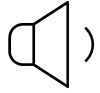
Group Guided Reading

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: **lick**
- 3 Segment the word into the individual sounds: /l/ - /i/ - /ck/
- 4 Say the beginning sound of the word: /l/
- 5 Say the middle sound of the word: /i/
- 6 Say the end sound of the word: /ck/
- 7 Write the word on the chalkboard: **lick**
- 8 Model pointing and blending the sounds to make a word: /l/ - /i/ - /ck/ = **lick**
- 9 Repeat this with a word from the Wednesday lesson: **call**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: VISUALISE

Text	Second Read (Think Aloud)
<p><u>Khwezi finds a worm</u></p> <p>Two weeks ago, Khwezi and his mother filled an old egg carton with soil, and planted seeds inside. Khwezi drew little pictures on each part of the carton, so that they could remember what seeds they had planted.</p>	<p>I visualise the little seeds deep within the soil.</p>
<p>Then every day, Khwezi went to the windowsill to check on the seedlings' growth, and to water them.</p>	<p>I visualise Khwezi running to the windowsill each day when he gets home from school!</p>
<p>After a week, Khwezi noticed that his seedlings were finally poking through the soil!</p> <p>'Mom!' he shouted, 'we can put them in the garden now!'</p> <p>But when his mom came to look at the seeds, she explained, 'Not yet Khwezi – the little seedlings have to be as tall as your finger before they can go into the ground.'</p>	<p>I can visualise Khwezi's frown when he learns that the seedlings aren't ready for the garden yet!</p>
<p>Every day, Khwezi went to the windowsill to measure the seedlings' growth next to his finger, and to water them.</p>	<p>Khwezi really cares about his plants. I visualise him carefully watering his little seedlings each day.</p>
<p>Finally, on Saturday morning, all the seedlings in the carton were as tall as Khwezi's finger! It was time to replant the seedlings into the garden.</p>	<p>I visualise Khwezi's mother inspecting the seedlings, to make sure they are ready to go into the garden outside.</p>
<p>Khwezi and his mother went outside. Khwezi helped his mother to make four raised beds for the seedlings. Then, Khwezi's mother showed him how to carefully take a seedling from the egg carton and replant it. 'This way, the little plants will have much more room to grow!' she said.</p>	<p>I visualise Khwezi's mother holding the plant gently as she replants it into the ground.</p>
<p>Khwezi helped his mother to replant all of the tomatoes into the first raised bed.</p> <p>'We'll put the carrots in here!' she said, pointing to the second raised bed.</p> <p>Then, Khwezi replanted the cabbage seedlings into the third raised bed all by himself. His mother replanted the spinach seedlings into the fourth raised bed.</p>	<p>I visualise Khwezi carefully watching his mother, because he cares about his little seedlings and he wants to help them grow!</p>

Text	Second Read (Think Aloud)
<p>Khwezi felt proud of his hard work. He stepped back to look at all the little seedlings standing in neat little rows. As he admired their hard work, he saw a worm crawling through the soil.</p>	<p>I infer that this is Khwezi's first garden. I visualise how happy and proud he looks when he sees all of his seedlings ready to grow into big vegetables!</p>
<p>'Oh no! Look! That worm will eat all our spinach!' Khwezi said.</p> <p>He picked it up and was about to throw it, when his mother shouted, 'No Khwezi! You must put the worm back in the bed!'</p> <p>'Put it back? Why?' Khwezi was confused.</p> <p>'Worms help gardens grow!' his mother explained. 'By digging holes around the plants, they make sure that plants get enough water to drink and air to breathe. They help plants to grow big and strong!'</p>	<p>I visualise Khwezi's mother putting her arm around Khwezi and calmly explaining to him that worms help our gardens.</p>
<p>Khwezi put the worm gently back onto the soil. 'You can live in here! Thanks for helping our garden!' he said.</p>	<p>Oh! Khwezi knows now how helpful the worm can be for his garden. I visualise Khwezi looking for extra worms to add to his garden in the future. I know he loves his garden and wants the vegetables to grow!</p>
Follow up questions	Possible responses
<p>How tall does Khwezi's mother say the seedling must be before they are planted in the garden outside?</p>	<p>She says they must be as tall as his finger.</p>
<p>How do worms help gardens?</p>	<ul style="list-style-type: none"> • They help plants get enough air and water. • They dig little tiny holes around plants, which helps the plants get air and water.
Why question	Possible responses
<p>Why did Khwezi's feeling about the worm change?</p>	<ul style="list-style-type: none"> • Because his mother explained that worms are important to the garden. • Because Khwezi learned something new which changed his feeling. • Because Khwezi really cares about his garden! • Once he knows the worm is helpful, he realises that he wants the worm to be in the garden.



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.
 - alive
 - roots
 - underground

Rhyme or song	Actions
Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
In the dark, dark ground!	<i>Bend over and touch the ground</i>
Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
Yellow and round!	<i>Pretend to push the seeds into the soil</i>
Down comes the rain,	<i>Pretend your fingers are falling rain</i>
Wet and slow.	<i>Pretend your fingers are falling rain</i>
Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>

WEEK 4

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In the story...
 - When I visualise the garden, I...
 - This story is connected to our theme *Growing things* because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



Phonemic Awareness and Phonics:

15 minutes

Word Find

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

l	ll	a
b	i	t
p	ck	u
o	f	h

MODEL

- 1 Remind learners of the sounds of the week: /l/ and /ll/
- 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/ - /a/ - /ll/ = **ball**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /l/ or /ll/
- 6 Show learners how to make another word, like: /h/ - /u/ - /t/ = **hut**

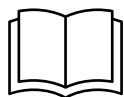
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **l, ll**
- 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): **lip, lot, lick, luck, ball, fall, hall, tall, pill, bill, hut, pup, tub, pop, bit**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **visualise and illustrate** something from the text, like: I visualise Khwezi's disgusted face when he first sees a worm.
- 3 Draw your own picture on the chalkboard of Khwezi looking disgusted.
- 4 Next, tell learners that they are going to visualise something from the text.
- 5 Ask learners to close their eyes and relax. Read the text to them once more.
- 6 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 7 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.

WEEK 4



Group Guided Reading

30 minutes

GROUPS: _____

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



End of week language learning review

15 minutes

- 1 Settle learners on the carpet at the end of the day.
- 2 Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
- 3 Remember to allow learners to ‘Turn and Talk’ and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
- 4 Use the following prompting questions to guide the language part of your discussion:
 - a **What was our language theme for the week?**
 - b **Which stories did we read together?**
 - c **What were your favourite new words of the week?**
 - d **What did you learn from the stories we read?**
 - e **What did we write about this week?**
 - f **How did your own writing improve this week?**
 - g **How did your own reading improve this week?**
 - h **What are you most proud of this week?**
- 5 Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

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

The background 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 entire page, creating a textured, academic atmosphere.

Grade 1

TERM 2

Week

5

THEME:

Animals



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 few pictures of animals
- 5 Do some research on the internet to prepare for the theme. For example: most interesting animals 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 42, Let's read

Activity 2: DBE Workbook 1: Page 43 & 44, Let's write

Activity 3: DBE Workbook 1: Page 45, Let's write

Activity 4: Draw a picture of your favourite animal

Monday



Oral Activities

15 minutes

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

- 1 Show learners the front cover of the Big Book story: Munene's Black Mamba
- 2 Tell learners that we are starting a new theme called: Animals
- 3 Draw a circle with the name of the **theme** in the middle, on the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are some animals that you know?
 - b What are some animals in South Africa?
 - c Where do animals live?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - rhinoceros
 - endangered
 - poacher

Rhyme or song	Actions
Endangered rhinos, endangered rhinos,	<i>Use your arm to make a horn.</i>
Protect them please, protect them please!	<i>Make an X with your arms</i>
No more hunting, no more poaching	<i>Shake your head 'no'</i>
Or they'll be gone, they'll be gone	<i>Wave goodbye</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)
 - a lip
 - b leg
 - c lick
 - d ball

e call

f fall

- 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: _____



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: Munene's Black Mamba
- 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 wild animal you would like to see in the bush.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I want to see....

MODELLING

- 1 Explain that today, learners will write about an animal they would like to see in the bush.

- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I would like to see a baby elephant.
- 4 Use **modelling** to draw a picture of a little baby elephant.
- 5 Explain which words you will write. **Draw a line for each word**, like: I want to see an elephant in the bush.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some wild animals with learners.
- 2 Write the words on the chalkboard, like: lion, zebra, giraffe, hippo, etc.
- 3 Ask learners: What animal would you like to see?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you the animal they would like to see.
- 6 They must say: I want to see...
- 7 Explain that learners will now 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 tell you about their writing.
- 4 Help learners to add a sentence.
- 5 Encourage learners.

TURN AND TALK

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

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



I want to see a lion .



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: /ss/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /ss/ sounds the same as the sound /s/ but you will never find this at the beginning of a word.
- 4 Ask learners: Can you think of words that end with /ss/?
- 5 Brainstorm words with learners, like: **dress, glass, mess, grass**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **mass, mess, less, kiss, miss**
- 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: _____

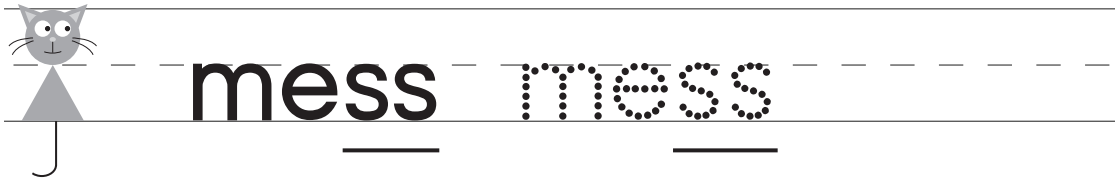
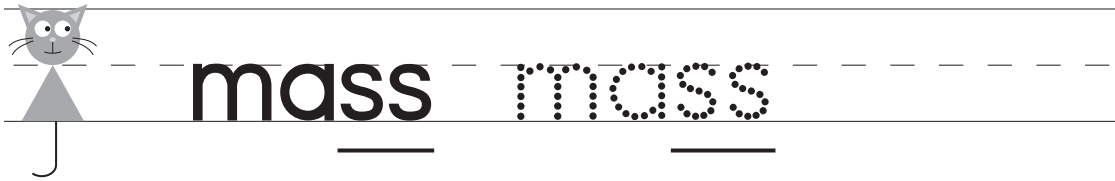
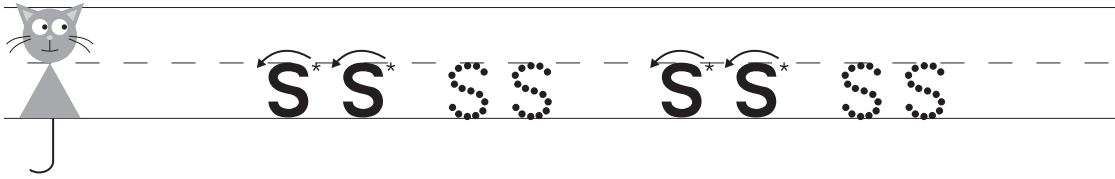


Handwriting:

15 minutes

Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the lower case letter(s): **ss**
- 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: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: VISUALISE

Text	First Read (Think Aloud)
<p><u>Munene's Black Mamba</u></p> <p>Munene sat waiting outside his door. Today his mom was finally coming home from her patrolling duties. Every month, she stayed in the bush for 21 days. Each morning and evening, her unit checked for snares, human tracks, or other signs that poachers might be in the game reserve, hunting for rhinos.</p>	<p>I can visualise Munene watching the path, wondering if any figure in the distance might be his mom.</p>
<p>Even though Munene missed his mother when she was gone, he thought that she had the coolest job in the world. He loved telling people that his mom was a member of the Black Mambas.</p>	<p>I visualise Munene's big smile when anyone asks him what his mother does for work.</p>
<p>Munene thought back to the days before his mother worked. She was always searching the newspapers and Internet for work. She sometimes sold sweets or snacks outside the high school. His mother had always seemed unhappy and stressed back then.</p>	<p>I visualise Munene's mother now – when she comes home from her patrol, she is tired but happy.</p>
<p>Munene remembered the day his mother heard about an anti-poaching unit run by women. They were sitting at the kitchen table eating breakfast together, when the story came on the news.</p> <p>He remembered when his mother said, 'That will be me one day! I am going to be a Black Mamba and help protect our beautiful rhinos!'</p>	<p>I can visualise Munene and his mother eating and listening to the radio. I think his mother must have stopped eating to listen carefully to the story!</p>
<p>As he sat and waited, Munene imagined his mother as a superhero. He imaged her in a Black Mamba cape flying above Balule Game Reserve with superhuman speed.</p>	<p>I visualise Munene sitting with his eyes closed, as he imagines his mother at work!</p>
<p>He imagined that she could make brick walls appear out of thin air to instantly protect any rhino from harm.</p>	<p>--</p>

Text	First Read (Think Aloud)
<p>His daydream ended when his mom called his name. He ran to give her a big hug.</p> <p>‘Tell me about the rhinos, please?’ Munene asked. ‘What did you see on patrol?’</p> <p>His mother’s face changed, and she spoke in a quiet, serious voice, ‘This was a difficult patrol, son. This time we found a rhino with its horn chopped off.’</p>	<p>I visualise Munene looking up to the sound of his mother’s voice. He must be so glad to see her after 21 whole days apart!</p>
<p>Munene tried to imagine why anyone would want to harm a beautiful rhino, but he couldn’t. ‘Why do people do that?’ he asked angrily.</p> <p>‘Well,’ said his mother, ‘I suppose people become desperate for money. They sell the rhino horns illegally. Some people believe that the horns have healing properties and they pay a lot of money for them. But did you know that rhino horns are made out of the same material as our fingernails?’</p>	<p>--</p>
<p>‘But thankfully, the patrol wasn’t all sad. I did see a brand new baby rhino!’ Munene’s mother took out her phone and showed him a picture.</p>	<p>I visualise Munene staring at the phone – his eyes are wide with amazement!</p>
<p>‘And guess what?’ she said as they walked through the front door of their house. ‘Tomorrow I am coming with you to school – to teach your class about caring for our rhinos.’</p>	<p>I visualise Munene jumping up and down with excitement when his mother gives him this news!</p>
<p>Munene imagined his amazing, superhero mom standing in front of his classroom, teaching his classmates about the Black Mambas. He couldn’t wait!</p>	<p>--</p>
Follow up questions	Possible responses
<p>Who was Munene waiting for?</p>	<p>He was waiting for his mother to come home.</p>
<p>How long was Munene’s mother’s patrol?</p>	<p>Her patrol was 21 days long.</p>
Why question	Possible responses
<p>Why was Munene sitting outside?</p>	<ul style="list-style-type: none"> • He was waiting for his mother to come home. • She is gone for 21 days at a time, and today is the day she is coming home. • He is excited to see his mother. • He missed his mother because she was away for so long and he is excited to finally see her. • Maybe because he wanted to ask her about what she saw on her patrol.



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

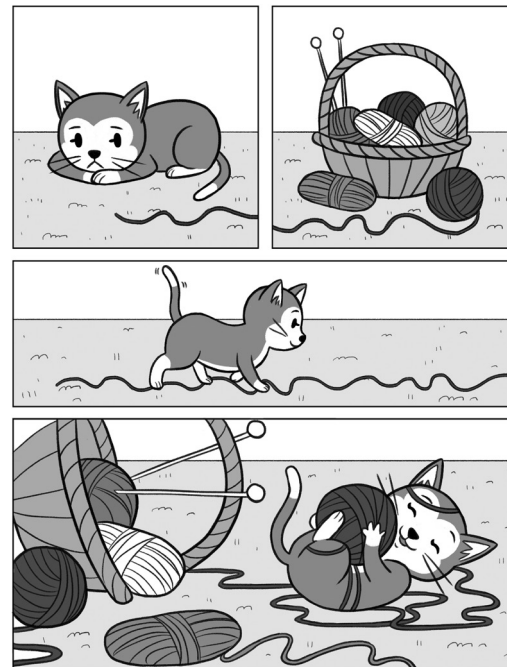
THEME VOCABULARY

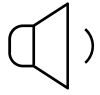
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - patrol
 - protect
 - appear

Rhyme or song	Actions
Endangered rhinos, endangered rhinos,	<i>Use your arm to make a horn.</i>
Protect them please, protect them please!	<i>Make an X with your arms</i>
No more hunting, no more poaching	<i>Shake your head 'no'</i>
Or they'll be gone, they'll be gone	<i>Wave goodbye</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

- 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: /j/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /j/?
- 5 Brainstorm words with learners, like: **jam, jump, juggle**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **jug, jam, jet, jab, jog**
- 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): **Jj**
- 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.

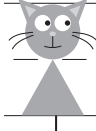
 J J j j

 jug jug

 jam jam

 jet jet

 jab jab

 jog jog

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about an animal you would like to protect.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I will protect...

MODELLING

- 1 Explain that all over the world, there are animals that are endangered because of humans. Humans cutting down trees, pollution, and hunting are all things that can harm animals (and our planet!). If an animal becomes extinct, it means it no longer exists. We must all try to help make sure the animals are protected from extinction!
- 2 Explain that today, learners will write about an animal they would like to protect.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Tell learners your idea for your drawing, like: I will protect elephants because I love them. I will make sure I teach learners in my class about endangered animals and the need to protect our planet.
- 5 Use **modelling** to draw a picture of yourself reading a story to learners about elephants.
- 6 Explain which words you will write. **Draw a line for each word**, like: I will protect elephants.
- 7 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some things the learners can do to protect animals with the learners.
- 2 Write the names on the chalkboard, like: don't litter, help teach siblings about endangered animals, become a Black Mamba, clean up trash we see, etc.
- 3 Ask learners: What animal will you protect?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you what animal they will protect.
- 6 They must say: I will protect...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

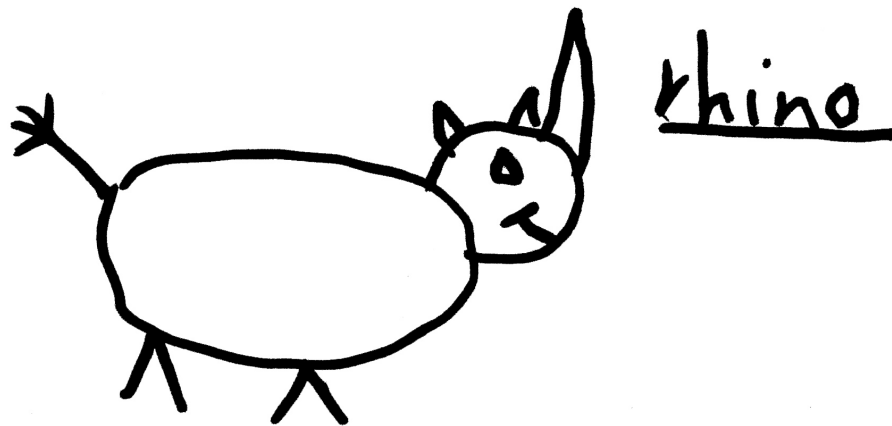
- 1 Hand out learners' books.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to tell you about their writing.

- 4 Help learners to add a sentence.
- 5 Encourage learners.

TURN AND TALK

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

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



I will protect rhinos.



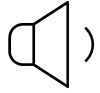
Group Guided Reading

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: **mess**
- 3 Segment the word into the individual sounds: /m/ - /e/ - /ss/
- 4 Say the beginning sound of the word: /m/
- 5 Say the middle sound of the word: /e/
- 6 Say the end sound of the word: /ss/
- 7 Write the word on the chalkboard: **mess**
- 8 Model pointing and blending the sounds to make a word: /m/ - /e/ - /ss/ = **mess**
- 9 Repeat this with a word from the Wednesday lesson: **jam**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: VISUALISE

Text	Second Read (Think Aloud)
<p><u>Munene's Black Mamba</u></p> <p>Munene sat waiting outside his door. Today his mom was finally coming home from her patrolling duties. Every month, she stayed in the bush for 21 days. Each morning and evening, her unit checked for snares, human tracks, or other signs that poachers might be in the game reserve, hunting for rhinos.</p>	--
<p>Even though Munene missed his mother when she was gone, he thought that she had the coolest job in the world. He loved telling people that his mom was a member of the Black Mambas.</p>	<p>Munene visualises his mother in her Black Mamba uniform! He admires her when he thinks about her amazing work.</p>
<p>Munene thought back to the days before his mother worked. She was always searching the newspapers and Internet for work. She sometimes sold sweets or snacks outside the high school. His mother had always seemed unhappy and stressed back then.</p>	<p>I think Munene is visualising how happy his mother is now, compared to when she was unemployed. Even though his mom is gone from home for long times, he is glad that she feels happier now.</p>
<p>Munene remembered the day his mother heard about an anti-poaching unit run by women. They were sitting at the kitchen table eating breakfast together, when the story came on the news.</p> <p>He remembered when his mother said, 'That will be me one day! I am going to be a Black Mamba and help protect our beautiful rhinos!'</p>	<p>I think Munene visualises his mother as a superhero, like Superman or Batman because he thinks she is helpful, caring and strong like a superhero.</p>
<p>As he sat and waited, Munene imagined his mother as a superhero. He imaged her in a Black Mamba cape flying above Balule Game Reserve with superhuman speed.</p>	<p>Munene visualises his mother flying through the air in a cape – just like Superman or Batman because she protects rhinos – just like superheroes protect people!</p>
<p>He imagined that she could make brick walls appear out of thin air to instantly protect any rhino from harm.</p>	<p>Munene visualises his mother waving her arm to make a brick wall appear. She fights off poachers just like a superhero fights off bad guys.</p>

Text	Second Read (Think Aloud)
<p>His daydream ended when his mom called his name. He ran to give her a big hug.</p> <p>'Tell me about the rhinos, please?' Munene asked. 'What did you see on patrol?'</p> <p>His mother's face changed, and she spoke in a quiet, serious voice, 'This was a difficult patrol, son. This time we found a rhino with its horn chopped off.'</p>	<p>Munene wants his mother to tell him all about what she saw, so he can visualise everything! He must really admire her work.</p>
<p>Munene tried to imagine why anyone would want to harm a beautiful rhino, but he couldn't. 'Why do people do that?' he asked angrily.</p> <p>'Well,' said his mother, 'I suppose people become desperate for money. They sell the rhino horns illegally. Some people believe that the horns have healing properties and they pay a lot of money for them. But did you know that rhino horns are made out of the same material as our fingernails?'</p>	<p>Munene is trying to visualise the people who killed the rhino. But, I think it is hard for him to imagine, because he loves rhinos so much.</p>
<p>'But thankfully, the patrol wasn't all sad. I did see a brand new baby rhino!' Munene's mother took out her phone and showed him a picture.</p>	<p>Munene might be visualising what the baby rhino looked like out in the bush!</p>
<p>'And guess what?' she said as they walked through the front door of their house. 'Tomorrow I am coming with you to school – to teach your class about caring for our rhinos.'</p>	<p>--</p>
<p>Munene imagined his amazing, superhero mom standing in front of his classroom, teaching his classmates about the Black Mambas. He couldn't wait!</p>	<p>Munene is visualising all of his classmates looking at his mom with admiration.</p>
Follow up questions	Possible responses
<p>What is Munene's mother's job?</p>	<p>She works as a Black Mamba to protect rhinos from poachers.</p>
<p>Visualise Munene's mother. What do you imagine?</p>	<p><i>I visualise...</i></p>
Why question	Possible responses
<p>Why did Munene imagine his mom as a superhero?</p>	<ul style="list-style-type: none"> • Because he admires her work as a Black Mamba. • Because she helps to protect rhinos from poachers. • Because he admires the work she does. • Because he thinks superheroes are cool and he thinks his mom's work is cool. • Because she think she is caring / strong / helpful like a superhero



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.
 - illegal
 - desperate
 - healing

Rhyme or song	Actions
Endangered rhinos, endangered rhinos,	<i>Use your arm to make a horn.</i>
Protect them please, protect them please!	<i>Make an X with your arms</i>
No more hunting, no more poaching	<i>Shake your head 'no'</i>
Or they'll be gone, they'll be gone	<i>Wave goodbye</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 I think that Munene...
 I learned 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.

ss	j	m
e	a	l
b	t	i
k	o	g

MODEL

- 1 Remind learners of the sounds of the week: /ss/ and /j/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /m/ - /e/ - /ss/ = **mess**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /ss/ or /j/
- 6 Show learners how to make another word, like: /b/ - /a/ - /t/ = **bat**

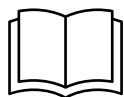
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ss, j**
- 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): **mass, mess, less, kiss, miss, jam, jet, jab, jog, bat, bet, bit, get, got, log**

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 **Model** how you **visualise and illustrate** something from the text, like: I visualise Munene's mother as a superhero, just like Munene.
- 3 Draw your own picture on the chalkboard of Munene's mother in a cape, flying through the air.
- 4 Next, tell learners that they are going to visualise something from the text.
- 5 Ask learners to close their eyes and relax. Read the text to them once more.
- 6 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 7 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

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.

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 1

TERM 2

Week

6

THEME:

Animals



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 different farm animals.
- 5 Do some research on the internet to prepare for the theme. For example: the characteristics of llamas.
- 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 46, Let's read

Activity 2: DBE Workbook 1: Page 47 & 48, Let's write

Activity 3: DBE Workbook 1: Page 49, Let's write

Activity 4: Draw a picture of your favourite farm animal.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of llamas in the Big Book story: Why the llama lives up high
- 2 Tell learners that we are continuing our theme: Animals
- 3 Draw a circle with the name of the **theme** in the middle, on the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are some ways humans can harm animals?
 - b What are some ways humans can help animals?
 - c What are some ways animals help humans?
 - d How are animals important to our communities?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - llama
 - fleece / wool
 - greedy
 - generous

Rhyme or song	Actions
Helpful llama, helpful llama	--
On a hill, on a hill	<i>Make a hill with your arms</i>
Come bring me wool, keep me warm,	<i>Beckon</i>
Then go graze, then go graze.	<i>Wiggle your fingers</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)
 - a mass
 - b mess

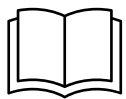
- c less
- d jug
- e jam
- f jet

- 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: _____



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: Why the llama lives up high
- 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 an animal that is helpful to your community

TASK: Draw a picture and add a sentence.

WRITING FRAME: ... help my community.

MODELLING

- 1 Explain that today, learners will write about an animal that helps in their community.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: Dogs help in my community because they protect people. Dogs also make people happy and feel less lonely.
- 4 Use **modelling** to draw a picture of a dog outside of a house.
- 5 Explain which words you will write. **Draw a line for each word**, like: Dogs help my community.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some animals that help our communities with learners.
- 2 Write the words on the chalkboard, like: cows, sheep, dogs, chickens, etc.
- 3 Ask learners: What animal do you think is most helpful in the community?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you which animal they will write about.
- 6 They must say: ...help my community because...
- 7 Explain that learners will now draw and write their own ideas!

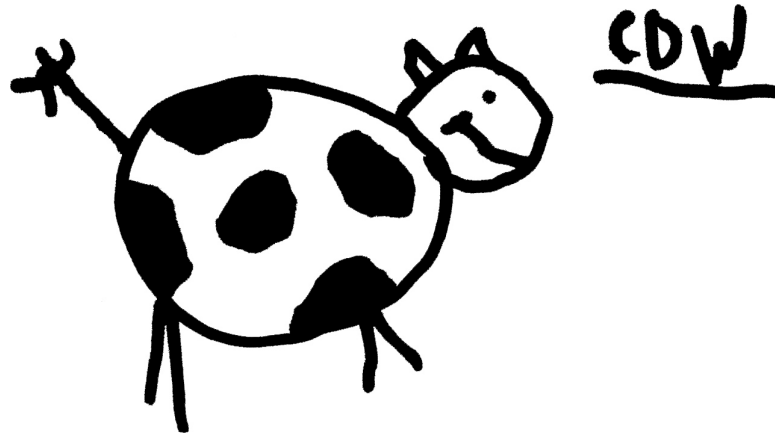
WRITING

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

TURN AND TALK

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

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



Cows help my community.



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: /**qu**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /**qu**/?
- 5 Brainstorm words with learners, like: **quiet, quick, quietly**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **quit, quick, quack, quill**
- 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): **Qu qu**
- 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.

Q q Qu qu

quit quit

quick quick

quack quack

quill quill

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p><u>Why the llama lives up high</u></p> <p>Note: <i>Have you ever heard of a llama? Llamas are South American relatives of camels, though they do not have humps. Llamas have lived in the Andes Mountains of Peru and Bolivia in South America for hundreds of years. Llamas are extremely useful animals. They can carry heavy loads and their skin makes excellent leather. Their fleece or wool is used to make ropes, rugs and warm clothing, and their excrement can even be dried and burned for fuel.</i></p>	<p>I can make the evaluation that llamas are an important part of their communities because they help with so many important things!</p>
<p>Genoveva sat on the floor, mesmerised as her grandmother spun wool into yarn. ‘How do you do that?’ she asked with awe.</p> <p>‘Our ancestors have used the fleece of llamas to keep us warm for hundreds of years. My grandmother taught me to spin when I was just a little girl,’ her grandmother responded, ‘and soon I will teach you too.’</p>	<p>I make the evaluation that llamas were not only important in the past – they are still important. I can make that evaluation because Genoveva’s grandmother is spinning llama wool and telling stories about ancient llamas.</p>
<p>‘Please, please tell me the story about the ancient llamas,’ Genoveva begged.</p> <p>‘Again?’ her grandmother laughed, clearing her throat.</p>	
<p>Long, long ago, there was a time when some of our ancestors forgot about the gods. They forgot to give thanks to Inti and Mama Quila, the sun god and the moon goddess who gave them day and night. They forgot to be grateful for Pachamama, mother earth, who gave them a plentiful harvest. During this terrible time, people became greedy and unkind to one another.</p>	<p>--</p>
<p>The only place in the entire world where people remembered the gods were the high peaks of the Andes mountains. Here, people remained grateful, generous and kind.</p>	<p>--</p>
<p>One day, the people living in the highlands noticed that their llamas were acting very strangely. Instead of grazing as usual, all the llamas spent day and night staring up at the sky. The llamas did not eat. The llamas did not drink. This went on for many days.</p>	<p>I make the evaluation that if the llamas are acting strangely, life for people in the community might be different!</p>

Text	First Read (Think Aloud)
<p>The people of the high peaks became worried about the health of their precious llamas. They gathered together to discuss what to do.</p> <p>'What is happening with our llamas?' one man asked with sadness.</p> <p>'I am worried they will starve!' said another.</p> <p>'How will we keep warm without the wool from our precious llamas?' an old woman asked.</p> <p>'How will we carry quinoa from the fields without the help of our precious llamas?' asked her young son.</p> <p>The people worried and wondered, desperate for their llamas to return to normal.</p>	<p>This meeting tells me so much about how important llamas are to their communities! I can make the evaluation that life would be difficult without llamas, because everyone is very worried!</p>
<p>Finally, a wise shepherd stood up. He held up his hands to quiet the crowd. 'We must ask the llamas what is wrong,' he said.</p> <p>The people in the crowd began to giggle. No one had thought of such a simple solution.</p>	
<p>The shepherd approached one of the llamas. 'Why are you fasting and staring up at the sky?' he asked.</p> <p>'The gods have said that a terrible flood is coming to punish the greedy and unkind people in the valleys below. We are waiting for instructions to keep the generous and kind peoples of the highland safe,' the llama replied.</p>	--
<p>The next morning, the wise shepherd announced the news from the llamas. He gathered the highland people together and said, 'A terrible flood is coming. In order to be safe, we must go to the highest cave on the highest peak. We must wait there until the flood is over.'</p>	<p>I make the evaluation that after this event, the highland people loved the llamas even more, because the llamas protected them from death!</p>
<p>So all the good highland people, and all the llamas climbed to highest cave on the highest peak. They were just in time. The very next morning, a big wave came and swept all the bad people away.</p> <p>To this day, the llamas remember the terrible floods. And that is why llamas prefer to stay high up in the mountains.</p>	--
<p>Grandmother lifted Genoveva from the floor and carried her to bed.</p>	

Follow up questions	Possible responses
What is the setting of this story?	The story takes place in Peru or Bolivia, where llamas come from.
What are some thing that llamas do to help people?	They provide wool which keeps people warm They carry heavy loads
Why question	Possible responses
Why are the people in the story worried when their llamas are acting strange?	<ul style="list-style-type: none"> • Because the people love their llamas and they don't want anything bad to happen to them. • Because llamas do many important things in their communities and people need them! • Because people are worried about what their life would be like without llamas. • Because they don't know how they will keep warm without llamas. • Because they don't know how they will carry their crops from the fields without llamas.



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

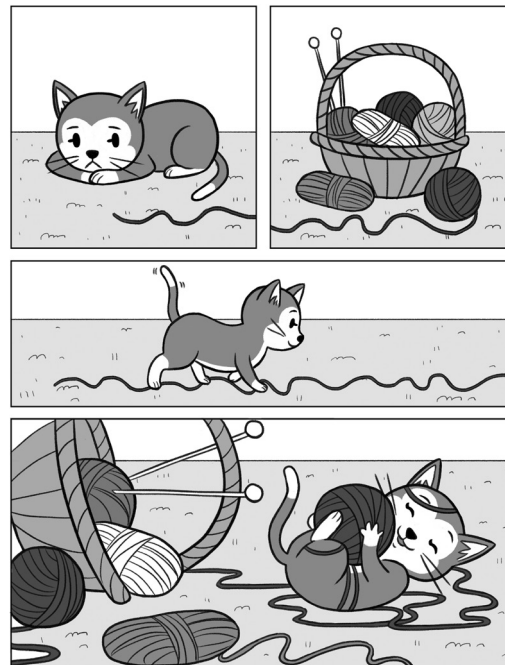
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - myth
 - highlands
 - valley

Rhyme or song	Actions
Helpful llama, helpful llama	--
On a hill, on a hill	<i>Make a hill with your arms</i>
Come bring me wool, keep me warm,	<i>Beckon</i>
Then go graze, then go graze.	<i>Wiggle your fingers</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

- 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: / v /
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /v/?
- 5 Brainstorm words with learners, like: **van, vase, valley**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **van, vet, vat**
- 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): **Vv**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound/words/sentence into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.

Handwriting practice for the letter 'v' and words 'van', 'vet', and 'vat'. Each row features a cat illustration on the left. The first row shows the letter 'v' in solid, dotted, and dashed forms with stroke order arrows. The second row shows the word 'van' in solid and dotted. The third row shows the word 'vet' in solid and dotted. The fourth row shows the word 'vat' in solid and dotted. Each word has a dashed underline for tracing.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about one important thing in your life that comes from animals.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I use / I eat / I drink.....

MODELLING

- 1 Explain that today, learners will write about one thing they use that comes from animals. This could be something they use, wear, eat or drink.
- 2 Use **modelling** to show learners that you **think before you write**.

- 3 Tell learners your idea for your drawing, like: I have a wool blanket that keeps me warm.
The wool comes from sheep.
- 4 Use **modelling** to draw a picture of yourself wrapped up in the blanket.
- 5 Explain which words you will write. **Draw a line for each word**, like: I use a
wool blanket.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some words about things that come from animals with learners.
- 2 Write the words on the chalkboard, like: meat, eggs, milk, leather shoes, fertilizer, etc.
- 3 Ask learners: What is one important thing in your life that comes from animals?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you about what they have chosen.
- 6 They must say: I use... OR I eat.. OR I drink...
- 7 **Explain that today, learners will need to choose the sentence starter that fits with what they have chosen to write about.**
- 8 Explain that learners will now 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 tell you about their writing.
- 4 Help learners to add a sentence.
- 5 Encourage learners.

TURN AND TALK

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

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



I drink milk .



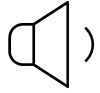
Group Guided Reading

30 minutes

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: **quack**
- 3 Segment the word into the individual sounds: /**qu**/ - /**a**/ - /**ck**/
- 4 Say the beginning sound of the word: /**qu**/
- 5 Say the middle sound of the word: /**a**/
- 6 Say the end sound of the word: /**ck**/
- 7 Write the word on the chalkboard: **quack**
- 8 Model pointing and blending the sounds to make a word: /**qu**/ - /**a**/ - /**ck**/ = **quack**
- 9 Repeat this with a word from the Wednesday lesson: **van**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>Why the llama lives up high</u></p> <p>Note: <i>Have you ever heard of a llama? Llamas are South American relatives of camels, though they do not have humps. Llamas have lived in the Andes Mountains of Peru and Bolivia in South America for hundreds of years. Llamas are extremely useful animals. They can carry heavy loads and their skin makes excellent leather. Their fleece or wool is used to make ropes, rugs and warm clothing, and their excrement can even be dried and burned for fuel.</i></p>	<p>Today when we read, we will think about what makes this story a myth. A myth is a story that was written to teach us a lesson, or to explain the natural world. Today we will look for evidence that this is a myth.</p>
<p>Genoveva sat on the floor, mesmerized as her grandmother spun wool into yarn. ‘How do you do that?’ she asked with awe.</p> <p>‘Our ancestors have used the fleece of llamas to keep us warm for hundreds of years. My grandmother taught me to spin when I was just a little girl,’ her grandmother responded, ‘and soon I will teach you too.’</p> <p>‘Please, please tell me the story about the ancient llamas,’ Genoveva begged.</p> <p>‘Again?’ her grandmother laughed, clearing her throat.</p>	<p>Myths are often set long ago or in ancient times – like this one, which is about ancient llamas.</p>
<p>Long, long ago, there was a time when some of our ancestors forgot about the gods. They forgot to give thanks to Inti and Mama Quila, the sun god and the moon goddess who gave them day and night. They forgot to be grateful for Pachamama, mother earth, who gave them a plentiful harvest. During this terrible time, people became greedy and unkind to one another.</p>	<p>Oh! Gods and goddesses often appear in myths – to help teach a lesson or explain something in the world. I think this myth is meant to teach people that bad things can happen if they forget about their gods and goddesses.</p>
<p>The only place in the entire world where people remembered the gods were the high peaks of the Andes mountains. Here, people remained grateful, generous and kind.</p>	<p>Oh! In this myth there is good and evil. In many myths good is rewarded and evil is punished to teach people a lesson.</p>
<p>One day, the people living in the highlands noticed that their llamas were acting very strangely. Instead of grazing as usual, all the llamas spent day and night staring up at the sky. The llamas did not eat. The llamas did not drink. This went on for many days.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>The people of the high peaks became worried about the health of their precious llamas. They gathered together to discuss what to do.</p> <p>'What is happening with our llamas?' one man asked with sadness.</p> <p>'I am worried they will starve!' said another.</p> <p>'How will we keep warm without the wool from our precious llamas?' an old woman asked.</p> <p>'How will we carry quinoa from the fields without the help of our precious llamas?' asked her young son.</p> <p>The people worried and wondered, desperate for their llamas to return to normal.</p>	<p>--</p>
<p>Finally, a wise shepherd stood up. He held up his hands to quiet the crowd. 'We must ask the llamas what is wrong,' he said.</p> <p>The people in the crowd began to giggle. No one had thought of such a simple solution.</p>	<p>In many myths, there is one very wise person. Sometimes, this person is actually a god or goddess disguised as a human! I wonder if the wise shepherd is really a god in disguise?</p>
<p>The shepherd approached one of the llamas. 'Why are you fasting and staring up at the sky?' he asked.</p> <p>'The gods have said that a terrible flood is coming to punish the greedy and unkind people in the valleys below. We are waiting for instructions to keep the generous and kind peoples of the highland safe,' the llama replied.</p>	<p>Oh! Myths often have magic in them, like talking animals. I make the evaluation that this could be a myth, because there are talking llamas.</p>
<p>The next morning, the wise shepherd announced the news from the llamas. He gathered the highland people together and said, 'A terrible flood is coming. In order to be safe, we must go to the highest cave on the highest peak. We must wait there until the flood is over.'</p>	<p>In many myths, good is rewarded and evil is punished. I make the evaluation that this could be a myth because the good highland people are rewarded and the evil people in the valleys below are punished by a flood.</p>
<p>So all the good highland people, and all the llamas climbed to highest cave on the highest peak. They were just in time. The very next morning, a big wave came and swept all the bad people away.</p> <p>To this day, the llamas remember the terrible floods. And that is why llamas prefer to stay high up in the mountains.</p>	<p>--</p>
<p>Grandmother lifted Genoveva from the floor and carried her to bed.</p>	

WEEK 6

Follow up questions	Possible responses
What are some things that make this a myth?	<ul style="list-style-type: none"> • It is about good and evil. • There are gods and goddesses. • It explains why llamas live up high.
Did you like this myth? Why or why not?	<i>I did / didn't like this myth because...</i>
Why question	Possible responses
Why do you think this story was written?	<p><i>I think this story was written to...</i></p> <ul style="list-style-type: none"> • Give an explanation for why llamas live up high • Teach people that bad things can happen if you are unkind / greedy • Help people see the importance of llamas



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.
 - community
 - precious
 - good
 - evil

Rhyme or song	Actions
Helpful llama, helpful llama	--
On a hill, on a hill	<i>Make a hill with your arms</i>
Come bring me wool, keep me warm,	<i>Beckon</i>
Then go graze, then go graze.	<i>Wiggle your fingers</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - I learned that...
 - I think this story was written to...
- 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.

qu	v	a
n	t	e
i	ck	ll

MODEL

- 1 Remind learners of the sounds of the week: /**qu**/ and /**v**/
- 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: /**v**/ - /**e**/ - /**t**/ = **vet**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**qu**/ or /**v**/
- 6 Show learners how to make another word, like: /**n**/ - /**e**/ - /**t**/ = **net**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **qu, v**
- 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): **quit, quick, quack, quill, van, vet, vat, net, tan, ten, tick, tin**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE CONNECTIONS

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **visualise and illustrate** something from the text, like: I visualise the llamas staring up at the sky, waiting for a message from their gods and goddesses.
- 3 Draw your own picture on the chalkboard of llamas staring up into the sky.
- 4 Next, tell learners that they are going to visualise something from the text.
- 5 Ask learners to close their eyes and relax. Read the text to them once more.
- 6 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 7 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

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.

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 activities, including books, pencils, globes, soccer balls, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, thematic background.

Grade 1

TERM 2

Week

7

THEME:

Sports and games



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 children playing different sports and games.
- 5 Do some research on the internet to prepare for the theme. For example: sports and games that we play in South Africa.
- 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 50, Let's read

Activity 2: DBE Workbook 1: Page 51 & 52, Let's write

Activity 3: DBE Workbook 1: Page 53, Let's write

Activity 4: Draw a picture of a game you like to play with your friends.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the front cover of the Big Book story: Siphelo meets his hero
- 2 Tell learners that we are starting a new theme called: Sports and games
- 3 Draw a circle with the name of the **theme** in the middle, on the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are some sports or games that you know?
 - b What equipment do you need to play sports or games?
 - c Where do we play sports? Where do we play games?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - practise
 - fan
 - equipment

Rhyme or song	Actions
Fasten your laces,	<i>Pretend to tie your shoes</i>
Toes behind the line!	<i>Line your feet up</i>
The sun is shining,	<i>Hold arms over your head like a sun</i>
It's Athletics time!	--
It's time to race,	<i>Look to the people on your left and right</i>
Let's have some fun.	--
On your marks, get set, ready!	<i>Put one knee on the ground, like you're ready to race</i>
Let's run, run, run.	<i>Run in place</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)
 - a quit
 - b quick
 - c quack
 - d quill
 - e van
 - f vet
 - g vat
- 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: _____



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: Siphelo meets his hero
- 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 sport or game you like to play.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I like to play....

MODELLING

- 1 Explain that today, learners will write about a sport or game they like to play.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I like to play hide and seek with all the people in my neighbourhood.
- 4 Use **modelling** to draw a picture of yourself hiding.
- 5 Explain which words you will write. **Draw a line for each word**, like: I like to play hide and seek.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some sports and games with learners.
- 2 Write the words on the chalkboard, like: soccer, rugby, hopscotch, etc.
- 3 Ask learners: What is one sport or game you like to play?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you the sport or game they like to play.
- 6 They must say: I like to play...
- 7 Explain that learners will now 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 tell you about their writing.
- 4 Help learners to add a sentence.
- 5 Encourage learners.

TURN AND TALK

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

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



I like to play soccer.



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: /w/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /w/?
- 5 Brainstorm words with learners, like: **water, wait, wet, watermelon**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **wet, win, wig, wall, will**
- 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: _____

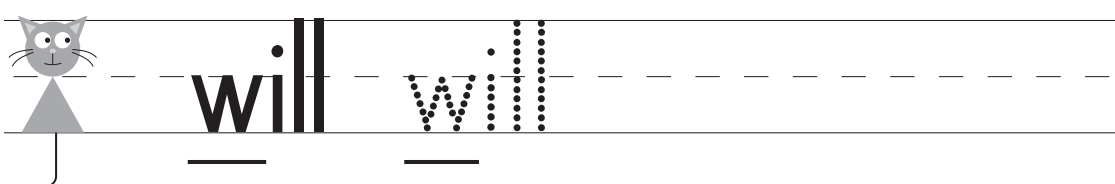
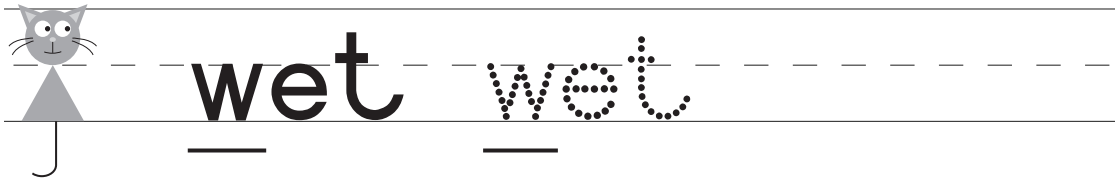
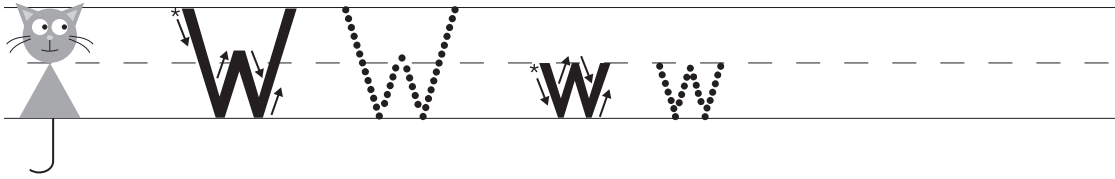


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Siphelo meets his hero</u></p> <p>It was finally the day of the big parade. Siphelo had waited for days. He had watched on TV as a huge crowd welcomed the Springboks back to Johannesburg. He had watched on TV how people filled the streets in Pretoria, Durban and East London, to cheer for the champions. He had loved the dancing, singing and cheering.</p> <p>'When will we get to see them?' he had asked his brother Mpilo. Today was finally the day!</p>	<p>I can infer that Siphelo is a rugby fan, because he watched so many Springbok parades on TV!</p>
<p>Siphelo was excited to see any Springbok, but he was mostly excited to see Siya Kolisi. 'Did you know he grew up here, in Zwide, just like us!' his brother had said when the Springboks beat England in the final match.</p>	<p>Oh! I infer that Siphelo and Mpilo watched the final match of the rugby tournament together. I can infer that they are both rugby fans.</p>
<p>Siphelo and his big brother left the house early on Sunday morning to get a good spot along the parade route. Then they sat on Jamela Road, near to the high school.</p> <p>'I researched the route online!' Mpilo said, 'They will pass right by here!'</p>	<p>I can infer that both Siphelo and Mpilo are big fans, because they leave the house very early to get good seats for the parade!</p>
<p>They waited, and waited, and waited as the street slowly filled with people wanting to catch sight of the new world champions.</p> <p>'Please, please let me see Siya!' Siphelo thought and prayed.</p>	<p>--</p>
<p>They heard cheering and singing before they saw the Springbok Bus. Then, all of a sudden there he was: Siya Kolisi. He walked in the middle of the street, waving to onlookers. Siphelo's heart began to beat fast.</p> <p>'My hero! The first black Springbok captain,' his mind raced.</p> <p>'Please, please let Siya wave to me!' Siphelo thought and prayed.</p>	<p>Oh! I infer that Siphelo is a huge fan because he gets so excited that his heart beats fast when he finally sees Siya.</p>
<p>But before he got to Siphelo, one of Siya's teammates passed him the Webb Ellis Cup. He held the big trophy high above his head.</p> <p>Siphelo's heart sank. 'I've missed my chance. He didn't even see me!' he thought.</p>	<p>I infer that Siphelo cared more Siya waving to him than he cared about seeing the big trophy.</p>

Text	First Read (Think Aloud)
<p>Just as he turned to walk home, he heard wild cheering all around him. When he faced the street once again, he saw Siya running back up the street, shaking people's hands. 'Please, please let Siya shake my hand!' Siphelo thought and prayed.</p>	<p>--</p>
<p>He closed his eyes and held his hand out...</p>	<p>--</p>
<p>'Hello little brother,' Siphelo heard a voice say. When he opened his eyes, Siya was looking down at him. Siphelo was so shocked, he almost couldn't speak.</p> <p>After a short pause, he said, 'You're my hero. I want to be a rugby captain, just like you!' he said.</p> <p>'Work hard and practice every day,' Siya told him. Then, he shook his hand.</p>	<p>--</p>
<p>After the parade Siphelo held his arm up in the air. 'Siya shook my hand! I am never washing it!' he shouted with glee.</p> <p>'What about after you go to the bathroom?' Mpilo joked.</p> <p>'Even then! I don't care about germs now!' Siphelo laughed.</p>	<p>I infer that Siphelo is a massive fan of Siya Kolisi, because he doesn't want water to even touch the hand Siya shook!</p>
Follow up questions	Possible responses
<p>On which day is the parade?</p>	<p>The parade is on Sunday.</p>
<p>What advice did Siya Kolisi give to Siphelo?</p>	<p>He told him to work hard and practice every day.</p>
Why question	Possible responses
<p>How can we infer that Siphelo is a big rugby fan?</p>	<ul style="list-style-type: none"> • Because he watched the world championship on TV. • Because he watched all the parades on TV. • Because he and Mpilo leave early to get good seats on the parade route. • Because he hopes and prays that Siya will see him, wave at him or shake his hand. • Because he doesn't want to wash the hand that Siya Kolisi touched.



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

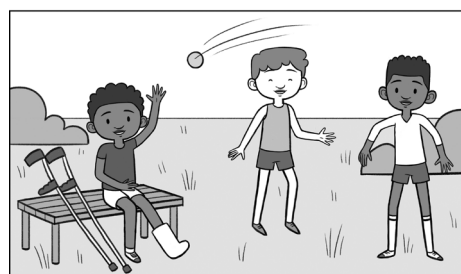
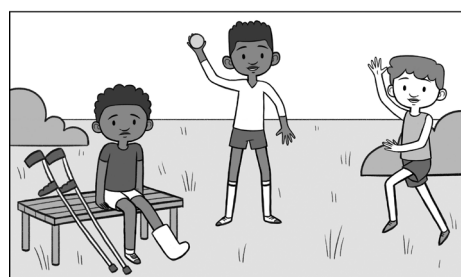
THEME VOCABULARY

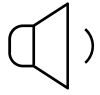
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - trophy
 - champion
 - championship

Rhyme or song	Actions
Fasten your laces,	<i>Pretend to tie your shoes</i>
Toes behind the line!	<i>Line your feet up</i>
The sun is shining,	<i>Hold arms over your head like a sun</i>
It's Athletics time!	--
It's time to race,	<i>Look to the people on your left and right</i>
Let's have some fun.	--
On your marks, get set, ready!	<i>Put one knee on the ground, like you're ready to race</i>
Let's run, run, run.	<i>Run in place</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

- 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: /x/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that end with /x/?
- 5 Brainstorm words with learners, like: **box, fox**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **box, fox, pox, ox**
- 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): **Xx**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound/words/sentence into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.

Handwriting practice lines for the letter 'x'. Each line features a cat illustration on the left. The first line shows the letter 'X' with stroke order arrows, followed by a dotted 'X' for tracing, and then lowercase 'x' with stroke order arrows and a dotted 'x' for tracing. The subsequent lines show the words 'box', 'fox', 'pox', and 'ox' in both solid and dotted formats for tracing, with a horizontal line under the 'x' in each word.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about a sportsperson you admire.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I admire...

MODELLING

- 1 Explain that today, learners will write about someone who plays sports who they admire. This could be someone famous, or someone who they know.
- 2 Use **modelling** to show learners that you **think before you write.**
- 3 Tell learners your idea for your drawing, like: I admire my sister because she is a very fast runner.
- 4 Use **modelling** to draw a picture of your sister running.
- 5 Explain which words you will write. **Draw a line for each word**, like: I admire my sister.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some famous sportspeople with learners.
- 2 Write the names on the chalkboard, like: Siya Kolisi, Caster Semenya, the Springboks, Bafana Bafana, etc.
- 3 Ask learners: Who is a sportsperson you admire?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you who they admire.
- 6 They must say: I admire...
- 7 Explain that learners will now draw and write their own ideas!

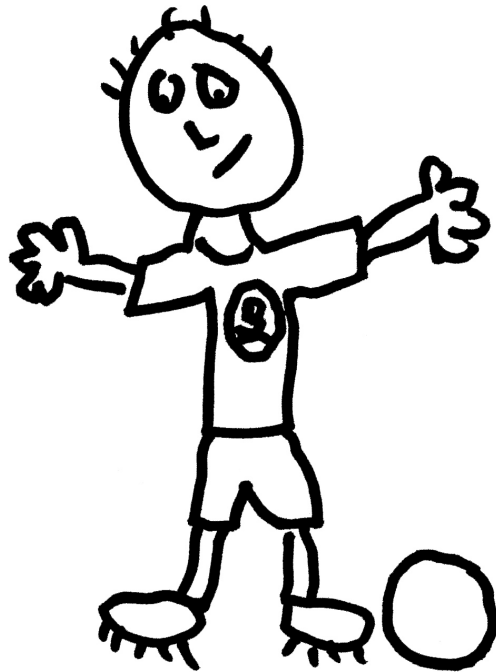
WRITING

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

TURN AND TALK

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

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



I admire Thembinkosi Lorch .



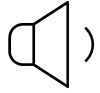
Group Guided Reading

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: **wet**
- 3 Segment the word into the individual sounds: /w/ - /e/ - /t/
- 4 Say the beginning sound of the word: /w/
- 5 Say the middle sound of the word: /e/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **wet**
- 8 Model pointing and blending the sounds to make a word: /w/ - /e/ - /t/ = **wet**
- 9 Repeat this with a word from the Wednesday lesson: **box**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Siphelo meets his hero</u></p> <p>It was finally the day of the big parade. Siphelo had waited for days. He had watched on TV as a huge crowd welcomed the Springboks back to Johannesburg. He had watched on TV how people filled the streets in Pretoria, Durban and East London, to cheer for the champions. He had loved the dancing, singing and cheering.</p> <p>'When will we get to see them?' he had asked his brother Mpilo. Today was finally the day!</p>	--
<p>Siphelo was excited to see any Springbok, but he was mostly excited to see Siya Kolisi. 'Did you know he grew up here, in Zwide, just like us!' his brother had said when the Springboks beat England in the final match.</p>	Oh! I infer that some of Siphelo's excitement about Siya Kolisi comes from the fact that they have similar backgrounds. They both grew up in Zwide.
<p>Siphelo and his big brother left the house early on Sunday morning to get a good spot along the parade route. Then they sat on Jamela Road, near to the high school.</p> <p>'I researched the route online!' Mpilo said, 'They will pass right by here!'</p>	I infer that Jamela Road must be a place in Zwide. I am guessing that the Springbok parade passed through Zwide because it is Siya Kolisi's hometown.
<p>They waited, and waited, and waited as the street slowly filled with people wanting to catch sight of the new world champions.</p> <p>'Please, please let me see Siya!' Siphelo thought and prayed.</p>	I infer that Siphelo is much more excited to see Siya Kolisi than the other rugby players, because he is only thinking about Siya!
<p>They heard cheering and singing before they saw the Springbok Bus. Then, all of a sudden there he was: Siya Kolisi. He walked in the middle of the street, waving to onlookers. Siphelo's heart began to beat fast.</p> <p>'My hero! The first black Springbok captain,' his mind raced.</p> <p>'Please, please let Siya wave to me!' Siphelo thought and prayed.</p>	Oh! I infer that part of the reason Siphelo loves Siya Kolisi because he is a role model for him – he is the first black rugby captain of the Springboks!
<p>But before he got to Siphelo, one of Siya's teammates passed him the Webb Ellis Cup. He held the big trophy high above his head.</p> <p>Siphelo's heart sank. 'I've missed my chance. He didn't even see me!' he thought.</p>	--

Text	Second Read (Think Aloud)
<p>Just as he turned to walk home, he heard wild cheering all around him. When he faced the street once again, he saw Siya running back up the street, shaking people's hands. 'Please, please let Siya shake my hand!' Siphelo thought and prayed.</p>	--
<p>He closed his eyes and held his hand out...</p>	--
<p>'Hello little brother,' Siphelo heard a voice say. When he opened his eyes, Siya was looking down at him. Siphelo was so shocked, he almost couldn't speak.</p> <p>After a short pause, he said, 'You're my hero. I want to be a rugby captain, just like you!' he said.</p> <p>'Work hard and practice every day,' Siya told him. Then, he shook his hand.</p>	<p>I infer that Siphelo must love to play rugby. He must want to play for the Springboks someday, just like Siya. I wonder if Siya inspired him to play rugby?</p>
<p>After the parade Siphelo held his arm up in the air. 'Siya shook my hand! I am never washing it!' he shouted with glee.</p> <p>'What about after you go to the bathroom?' Mpilo joked.</p> <p>'Even then! I don't care about germs now!' Siphelo laughed.</p>	--
Follow up questions	Possible responses
<p>Where is the setting of this story?</p>	<p>The setting is in Zwide.</p>
<p>How can we infer that Siphelo plays rugby?</p>	<p>Because he tells Siya he wants to be a rugby captain, like him. You must play rugby in order to be a captain.</p>
Why question	Possible responses
<p>Why is Siya Kolisi Siphelo's hero?</p>	<ul style="list-style-type: none"> • Because they grew up in the same place. • Because Siya was the first black Springbok captain. • Because Siphelo loves to play rugby and wants to play for the Springboks one day.



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.
 - admire
 - hero
 - captain

Rhyme or song	Actions
Fasten your laces,	<i>Pretend to tie your shoes</i>
Toes behind the line!	<i>Line your feet up</i>
The sun is shining,	<i>Hold arms over your head like a sun</i>
It's Athletics time!	--
It's time to race,	<i>Look to the people on your left and right</i>
Let's have some fun.	--
On your marks, get set, ready!	<i>Put one knee on the ground, like you're ready to race</i>
Let's run, run, run.	<i>Run in place</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - I liked when...
 - I infer that Siphelo admires Siya Kolisi because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



Phonemic Awareness and Phonics:

15 minutes

Word Find

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

w	x	o
f	b	e
t	i	n
g	ll	a

MODEL

- 1 Remind learners of the sounds of the week: /w/ and /x/
- 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/ - /o/ - /x/ = **fox**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /w/ or /x/
- 6 Show learners how to make another word, like: /f/ - /a/ - /n/ = **fan**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **w, x**
- 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): **wet, win, wig, wall, will, box, fox, bill, net, not, got, bat**

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 like about the story: Siphelo meets his hero
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** about the story, like: **I liked that** Siphelo didn't want to wash his hand at the end of the story **because** I thought it was funny.
- 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 what **they like** and why.
- 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 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.

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 activities, including books, pencils, globes, soccer balls, microscopes, and other classroom-related items.

Grade 1

TERM 2

Week

8

THEME:

Sports and games



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: bring some games from home that learners can play.
- 5 Do some research on the internet to prepare for the theme. For example: different games around 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 54, Let's read

Activity 2: DBE Workbook 1: Page 55 & 56, Let's write

Activity 3: DBE Workbook 1: Page 57, Let's write

Activity 4: Draw a picture of a sport you would like to play when you are in high school.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of the three friends in the Big Book story: Let's play Bhati
- 2 Tell learners that we are continuing our theme: Sports & Games
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are some new sports or games we have learned about?
 - b What is the difference between a sport and a game?
 - c Why do people watch sports on TV?
 - d Why do you think people play sports and games?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - duck (to duck down)
 - rule
 - collect

Rhyme or song	Actions
Fasten your laces,	<i>Pretend to tie your shoes</i>
Toes behind the line!	<i>Line your feet up</i>
The sun is shining,	<i>Hold arms over your head like a sun</i>
It's Athletics time!	--
It's time to race,	<i>Look to the people on your left and right</i>
Let's have some fun.	--
On your marks, get set, ready!	<i>Put one knee on the ground, like you're ready to race</i>
Let's run, run, run.	<i>Run in place</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)
 - a wet
 - b win
 - c wig
 - d box
 - e fox
 - f pox
- 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: _____



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: Let's Play Bhathi
- 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 one rule of a sport or game you like to play.

TASK: Draw a picture and add a sentence.

WRITING FRAME: In the game...you must...

MODELLING

- 1 Explain that today, learners will write about a rule in a sport or game they like to play.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: One rule in hide and seek is that the person counting must keep their eyes closed – if they open their eyes it is cheating.
- 4 Use **modelling** to draw a picture of someone counting with their eyes closed.
- 5 Explain which words you will write. **Draw a line for each word**, like: In the game hide and seek you must keep your eyes closed when counting.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some common rules with learners.
- 2 Write the words on the chalkboard, like: In soccer, you must only use your feet; In Bhathi, you must topple the tower, etc.
- 3 Ask learners: What is your favourite sport or game? What is an important rule of the game?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about one rule.
- 6 They must say: In the game...you must...
- 7 Explain that learners will now 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 tell you about their writing.
- 4 Help learners to add a sentence.
- 5 Encourage learners.

TURN AND TALK

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

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



In the game soccer you
must not use your hands.



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: /y/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /y/?
- 5 Brainstorm words with learners, like: **yellow, yes, yell, yacht**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **yes, yet, yell**
- 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 HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

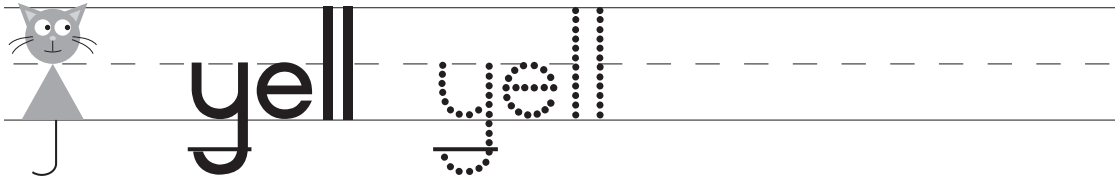
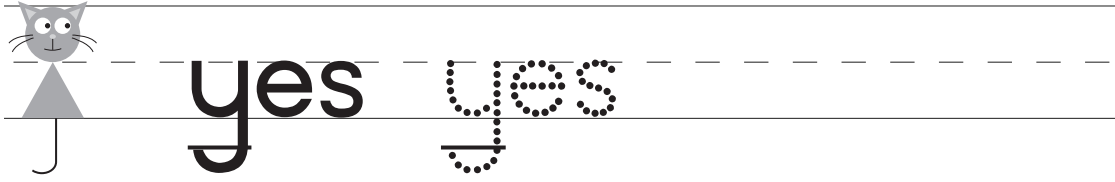
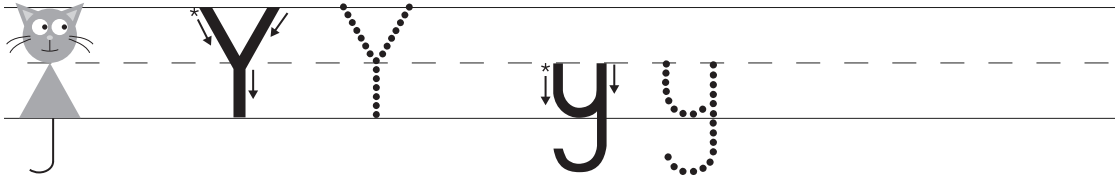


Handwriting:

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 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: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER / MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Let's Play Bhati</u></p> <p>Chinedu was visiting his auntie in Soweto for Christmas. Bulelwa was visiting her gogo. Xihlala was visiting his cousins. The three of them had quickly become friends.</p> <p>'I'm bored,' Bulelwa said, 'let's play Toti.'</p> <p>'I don't know that game,' Chinedu said, 'let's play Bhati instead.'</p> <p>'How about Chicago? That's the most fun game!' Xihlala said.</p> <p>'Chicago? That sounds like a city – not a game!' Bulelwa rolled her eyes.</p> <p>They sat and argued about which game they should play. Back and forth, back and forth they went about which game was best.</p>	<p>I wonder which game they will agree to play?</p>
<p>'Fine!' Bulelwa finally backed down, 'I guess we can play Bhati if it is so great. How do we play?'</p> <p>Chinedu stood up. 'Okay, if we are going to play Bhati, we need tins and a ball.'</p> <p>'That sounds just like Chicago!' Xihlala said.</p>	<p>I can infer that all three games (Bhati, Chicago, and Toti) all need tins and a ball.</p>
<p>'You need tins and a ball to play Toti, too,' Bulelwa said.</p>	
<p>'First we need to make two teams. One team is on, and the other team is the fielding team. The team that is on must run and try to stack their tins into a tall tower,' Chinedu continued. 'Then, they must run to the home-zone!'</p> <p>'That sounds just like Toti!' Bulelwa repeated.</p> <p>'There is the same rule in Chicago too,' Xihlala repeated.</p> <p>'Really?' Chinedu asked, 'That's strange!'</p>	<p>There seem to be a lot of the same rules in all three games. I wonder how the games are different?</p>

Text	First Read (Think Aloud)
<p>Chinedu went on. 'The fielding team's job is to hit the other team members with the ball. The other team members must try to duck and try not to get hit! If they get hit, they have to sit down.'</p> <p>'That sounds just like Toti!' Bulelwa said, looking confused.</p> <p>'There is the same rule in Chicago too,' Xihlala said.</p> <p>'Really?' Chinedu asked, 'That's funny!'</p>	<p>The more they talk about the rules, the more they can see that the games are similar. I infer that they are all feeling confused!</p>
<p>'Okay so then, the fielding team must give the ball to the team in the home zone. Each member of the team has three chances to throw the ball and try to topple the stack of tins.' Chinedu explained.</p> <p>'That sounds just like Toti,' Bulelwa said. 'If the team topples the stack, do they get a point, and another chance to play?'</p> <p>'Yes!' Chinedu said, looking confused. 'How do you know?'</p> <p>'This game is just like Toti! It must be the same game!' Bulelwa laughed.</p> <p>'It is just like Chicago, too!' Xihlala said. 'Is it the same that if none of the team members can topple the tins, then the fielding team gets a chance to play?'</p> <p>'Yes!' Chinedu said. 'That is just like Bhathi!'</p>	<p>I can infer that they all love the same game – but the game has different names in different places! This must have been very confusing for them!</p>
<p>'Okay, let's go collect tins!' Bulelwa said. They went from house to house, asking their neighbours for tins.</p>	<p>--</p>
<p>When they reached the last house on the street, Chinedu asked, 'Can we please have some tins for Bhathi?'</p>	<p>The woman knows that the game has different names! But I can infer that the children in the story have just learnt this fact!</p>
<p>The woman told them to wait. She came back with a whole bag of tins.</p> <p>'Did you know that some people call that game Chicago?' she laughed, 'and other people call it Toti! Imagine!'</p>	
<p>They finally had enough tins. Chinedu, Bulelwa, and Xihlala looked at each other and smiled, 'Let's play Bhathi-Chicago-Toti' Xihlala said, laughing.</p>	<p>They spent so long feeling confused! I infer that they have changed the name, so that other people will know the game has lots of different names!</p>

Follow up questions	Possible responses
What is the setting of this story?	It is set in Soweto, during the Christmas holidays
What are the three different names for the game?	Bhathi, Toti, Chicago
Why question	Possible responses
Why were the characters in the story confused?	<ul style="list-style-type: none"> • Because they thought they were talking about different games, but they were really talking about the same game! • Because they thought they were talking about different games, but then all the rules of the game were the same! • Because they didn't know their favourite game could have different names.



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

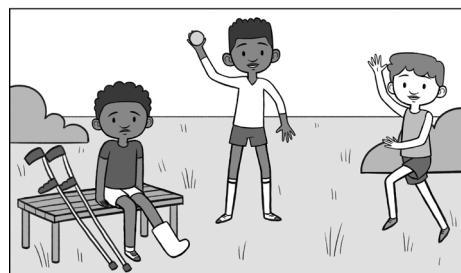
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - stack
 - tower
 - topple
 - tins

Rhyme or song	Actions
Fasten your laces,	<i>Pretend to tie your shoes</i>
Toes behind the line!	<i>Line your feet up</i>
The sun is shining,	<i>Hold arms over your head like a sun</i>
It's Athletics time!	--
It's time to race,	<i>Look to the people on your left and right</i>
Let's have some fun.	--
On your marks, get set, ready!	<i>Put one knee on the ground, like you're ready to race</i>
Let's run, run, run.	<i>Run in place</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

- 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: /z/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /z/?
- 5 Brainstorm words with learners, like: **zebra, zip, zig-zag**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **zap, zen, zip**
- 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: _____

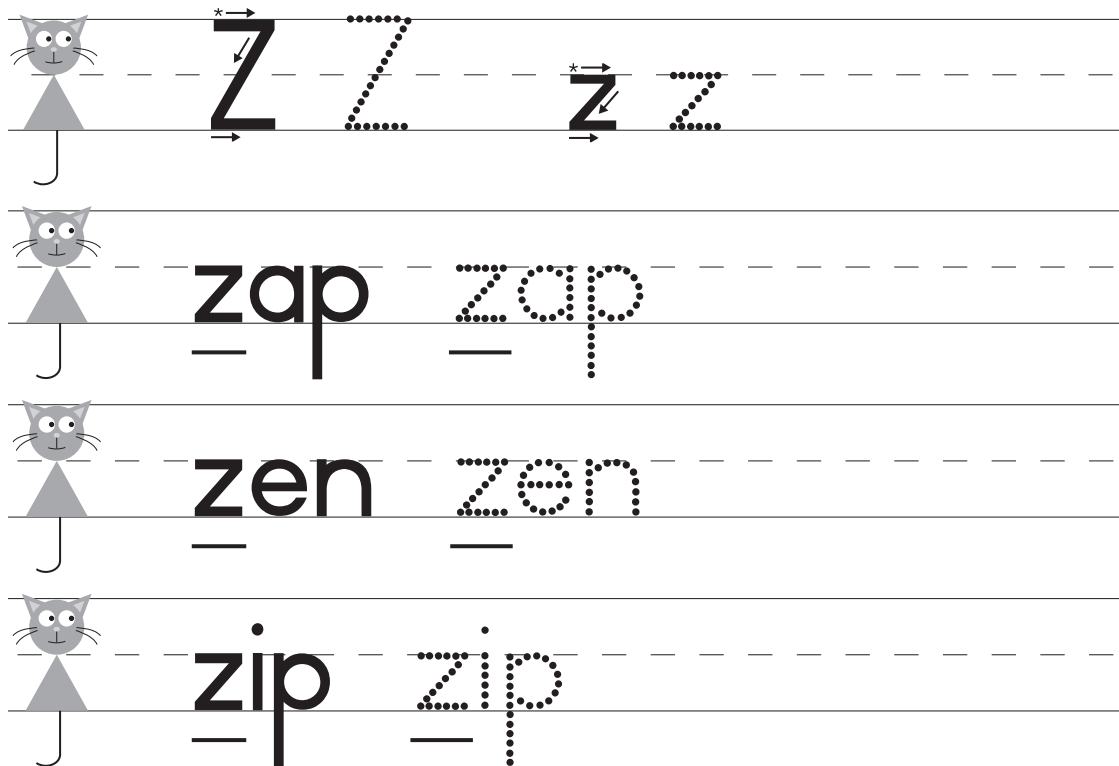


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



Writing:

30 minutes

Plan and Draft

TOPIC: Draw a picture of a sport or game you would like to learn how to play.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I want to learn...

MODELLING

- 1 Explain that today, learners will draw about a sport or game they don't know how to play, but would like to learn.
- 2 Use **modelling** to show learners that you **think before you write.**
- 3 Tell learners your idea for your drawing, like: I would like to learn how to play cricket.

- 4 Use **modelling** to draw a picture of yourself holding a cricket bat.
- 5 Explain which words you will write. **Draw a line for each word**, like: I want to learn to play cricket.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some new sports or games with learners.
- 2 Write the words on the chalkboard, like: hockey, gymnastics, swimming, etc.
- 3 Ask learners: What is a sport or game you would like to learn?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you a sport or game they would like to learn.
- 6 They must say: I want to learn...
- 7 Explain that learners will now 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 tell you about their writing.
- 4 Help learners to add a sentence.
- 5 Encourage learners.

TURN AND TALK

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

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



I want to learn to
swim.



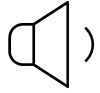
Group Guided Reading

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.

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: **yet**
- 3 Segment the word into the individual sounds: /y/ - /e/ - /t/
- 4 Say the beginning sound of the word: /y/
- 5 Say the middle sound of the word: /e/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **yet**
- 8 Model pointing and blending the sounds to make a word: /y/ - /e/ - /t/ = **yet**
- 9 Repeat this with a word from the Wednesday lesson: **zip**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Let's Play Bhathi</u></p> <p>Chinedu was visiting his auntie in Soweto for Christmas. Bulelwa was visiting her gogo. Xihlala was visiting his cousins. The three of them had quickly become friends.</p>	<p>I remember that all the characters in this story have different names for the same game! All the characters come from different places. I can infer that in different places, the game has different names.</p>
<p>'I'm bored,' Bulelwa said, 'let's play Toti.'</p> <p>'I don't know that game,' Chinedu said, 'let's play Bhathi instead.'</p> <p>'How about Chicago? That's the most fun game!' Xihlala said.</p> <p>'Chicago? That sounds like a city – not a game!' Bulelwa rolled her eyes.</p> <p>They sat and argued about which game they should play. Back and forth, back and forth they went about which game was best.</p>	
<p>'Fine!' Bulelwa finally backed down, 'I guess we can play Bhathi if it is so great. How do we play?'</p> <p>Chinedu stood up. 'Okay, if we are going to play Bhathi, we need tins and a ball.'</p> <p>'That sounds just like Chicago!' Xihlala said.</p> <p>'You need tins and a ball to play Toti, too,' Bulelwa said.</p>	
<p>'First we need to make two teams. One team is on, and the other team is the fielding team. The team that is on must run and try to stack their tins into a tall tower,' Chinedu continued. 'Then, they must run to the home-zone!'</p> <p>'That sounds just like Toti!' Bulelwa repeated.</p> <p>'There is the same rule in Chicago too,' Xihlala repeated.</p> <p>'Really?' Chinedu asked, 'That's strange!'</p>	<p>I can infer that Chinedu is confused because he says, 'That's strange!'</p>

Text	Second Read (Think Aloud)
<p>Chinedu went on. 'The fielding team's job is to hit the other team members with the ball. The other team members must try to duck and try not to get hit! If they get hit, they have to sit down.'</p> <p>'That sounds just like Toti!' Bulelwa said, looking confused.</p> <p>'There is the same rule in Chicago too,' Xihlala said.</p> <p>'Really?' Chinedu asked, 'That's funny!'</p>	<p>I can infer that Chinedu is confused because he says, 'That's funny!' I infer that he hasn't realised they are all talking about the same game yet!</p>
<p>'Okay so then, the fielding team must give the ball to the team in the home zone. Each member of the team has three chances to throw the ball and try to topple the stack of tins.' Chinedu explained.</p> <p>'That sounds just like Toti,' Bulelwa said. 'If the team topples the stack, do they get a point, and another chance to play?'</p>	<p>Chinedu thinks he is describing a new, different game, but his friends seem to know all the rules! I infer that this is very confusing for him!</p>
<p>'Yes!' Chinedu said, looking confused. 'How do you know?'</p> <p>'This game is just like Toti! It must be the same game!' Bulelwa laughed.</p> <p>'It is just like Chicago, too!' Xihlala said. 'Is it the same that if none of the team members can topple the tins, then the fielding team gets a chance to play?'</p> <p>'Yes!' Chinedu said. 'That is just like Bhathi!'</p>	
<p>'Okay, let's go collect tins!' Bulelwa said. They went from house to house, asking their neighbours for tins.</p>	<p>--</p>
<p>When they reached the last house on the street, Chinedu asked, 'Can we please have some tins for Bhathi?'</p> <p>The woman told them to wait. She came back with a whole bag of tins.</p> <p>'Did you know that some people call that game Chicago?' she laughed, 'and other people call it Toti! Imagine!'</p>	<p>I infer that it is funny when they hear the woman say this, because it took them so long to figure out that the game has so many different names!</p>
<p>They finally had enough tins. Chinedu, Bulelwa, and Xihlala looked at each other and smiled, 'Let's play Bhathi-Chicago-Toti' Xihlala said, laughing.</p>	<p>I infer that it is funny, because it took them such a long time to realise they were all talking about the same game! They spent so long feeling confused!</p>

Follow up questions	Possible responses
How can we infer that the characters all come from different places?	<ul style="list-style-type: none"> • Because they are all visiting family in Soweto. • Because they have just become friends. • Because they all have a different name for the same game.
What do the children need to collect before they can play?	They need to collect tins.
Why question	Possible responses
Why did the characters laugh at the end of the story?	<ul style="list-style-type: none"> • Because it took them so long to realise that they were all talking about the same game. • Because they had spent so long being confused. • Because Bhathi-Chicago-Toti is a long and funny name for the game.



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.
 - score
 - compete
 - competitive

Rhyme or song	Actions
Fasten your laces,	<i>Pretend to tie your shoes</i>
Toes behind the line!	<i>Line your feet up</i>
The sun is shining,	<i>Hold arms over your head like a sun</i>
It's Athletics time!	--
It's time to race,	<i>Look to the people on your left and right</i>
Let's have some fun.	--
On your marks, get set, ready!	<i>Put one knee on the ground, like you're ready to race</i>
Let's run, run, run.	<i>Run in place</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - This story is about...
 - One rule of Bhathi is...
 - This story is connected to our theme *Sports and Games* because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



Phonemic Awareness and Phonics:

15 minutes

Word Find

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

y	z	e
t	s	i
n	a	p

MODEL

- 1 Remind learners of the sounds of the week: /y/ and /z/
- 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: /y/ - /e/ - /t/ = **yet**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /y/ or /z/
- 6 Show learners how to make another word, like: /p/ - /i/ - /n/

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **y, z**
- 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): **yes, yet, zap, zen, zip, pan, pin, pen, net, nap, ten, tan, tap**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **make an inference and draw** about what might happen next if the story continued.
- 3 **Model** how you **make an inference** about what could happen next, like: I think that next, the characters in the story would play the game all day, until dark!
- 4 Draw your own picture on the chalkboard of the Bulelwa, Chinedu and Xihlala playing Bhathi.
- 5 Next, tell learners that they are going to make an inference about what could happen next.
- 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 their ideas about what could happen next.
- 8 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



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.

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 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 entire page, creating a textured, thematic background.

Grade 1

TERM 2

Week

9

THEME:

The three little...



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 the three little pigs.
- 5 Do some research on the internet to prepare for the theme. For example: different kinds of houses.
- 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 58, Let's read

Activity 2: DBE Workbook 1: Page 59 & 60, Let's write

Activity 3: DBE Workbook 1: Page 61, Let's write

Activity 4: Draw a picture of the big bad wolf.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the front cover of the Big Book story: The three little pigs
- 2 Tell learners that we are starting a new theme called: The three little...
- 3 Draw a circle with the name of the **theme** in the middle, on the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a Have you ever read or heard this story?
 - b What building materials do the pigs use?
 - c Who is after them?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - build
 - material
 - sturdy

Rhyme or song	Actions
Little pigs, little pigs, let me in!	<i>Knock on something (like a desk)</i>
Not by the hairs of our chinny chin chins!	<i>Shake your finger 'no'</i>
Then I'll huff and I'll puff and I'll blow your house in!	<i>Blow</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)
 - a yes
 - b yet
 - c yell
 - d zap

e zen

f zip

- 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: _____



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: The three little pigs
- 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 what materials you would like to build a house from.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I want to build....

MODELLING

- 1 Explain that today, learners will write about the materials they would use to build a house.

- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I would build my house from stones because they are sturdy like bricks.
- 4 Use **modelling** to draw a picture of yourself collecting stones to build a house.
- 5 Explain which words you will write. **Draw a line for each word**, like: I want to build a stone house.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some building materials with learners.
- 2 Write the words on the chalkboard, like: bricks, mud, wood, cement, cinder blocks, etc.
- 3 Ask learners: What material would you like to use to build a house?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you the material they would choose.
- 6 They must say: I want to build...
- 7 Explain that learners will now draw and write their own ideas!

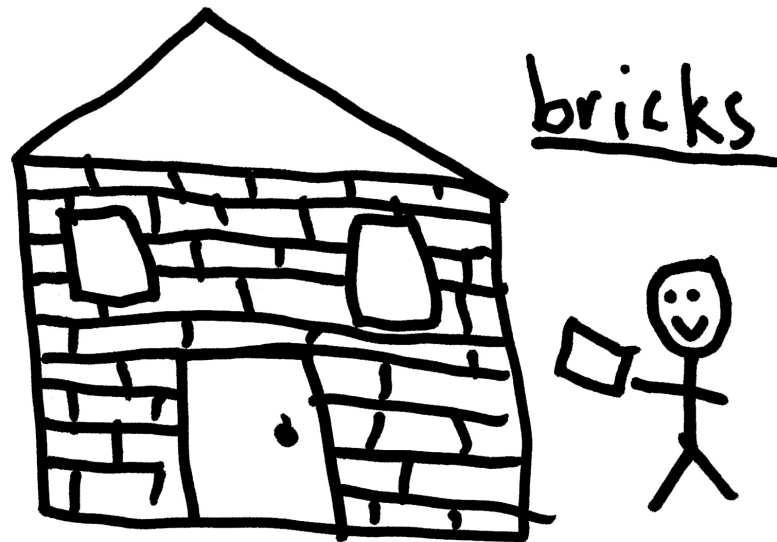
WRITING

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

TURN AND TALK

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

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



I want to build a brick house.



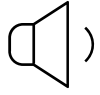
Group Guided Reading

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

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /ai/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how when you see the /a/ sound and the /i/ sound together, it makes a new sound. We say them as one sound /ai/
- 4 Ask learners: Can you think of words that have the /ai/ sound?
- 5 Brainstorm words with learners, like: **pain, rain, gain**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **pain, rain, jail, sail, mail**
- 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: _____

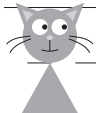


Handwriting:

15 minutes


Write new letter(s) / words / sentences


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

 ai ai ai ai

 pain pain

 rain rain

 jail jail

 sail sail

 mail mail

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: SEARCH THE TEXT

Text	First Read (Think Aloud)
<p><u>The three little pigs</u></p> <p>Once upon a time there were three little pigs. The little pigs were all grown up. It was time for them to leave home and to make houses of their own! They waved goodbye to their mother.</p>	<p>Where were the little pigs going? Oh! They were going to build their own houses!</p>
<p>'Build strong houses!' called their mother, 'And be careful of the Big Bad Wolf!'</p>	<p>--</p>
<p>As they walked, they noticed the Big Bad Wolf following them. 'We must build our houses as soon as possible!' agreed the little pigs.</p>	<p>Who was following the little pigs? Oh! It was the big bad wolf!</p>
<p>The first little pig bought some grass. He worked quickly to make his house.</p> <p>The second little pig bought some sticks. She worked quickly to make her house.</p> <p>The third little pig bought some bricks and mortar to stick them together. She worked quickly and carefully to build her strong house.</p>	<p>What materials did the little pigs build their houses out of? Oh, I learn that the first pig used grass, the second pig used sticks, and the third pig used bricks!</p>
<p>One night the big bad wolf came along and saw the first little pig in his house of grass.</p> <p>'Little pig, little pig, let me in!' called the Wolf.</p> <p>The little pig replied 'Not by the hair of my chinny chin chin!'</p> <p>The wolf was angry. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!' And he did. The first pig ran to his sister's stick house.</p>	<p>What happened to the first little house? Oh no! I learn that it blew down!</p>
<p>The big bad wolf came and knocked on the stick door.</p> <p>'Little pigs, little pigs, let me in!' called the Wolf.</p> <p>The little pigs replied 'Not by the hair of our chinny chin chins!'</p> <p>The wolf was even angrier. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!' And he did. The little pigs ran to their sister's brick house.</p>	<p>What happened to the second little house? Oh no! I learn that it blew down!</p>

Text	First Read (Think Aloud)
<p>The big bad wolf came and knocked on the brick door.</p> <p>'Little pigs, little pigs, let me in!' called the Wolf.</p> <p>The little pigs replied 'Not by the hair of our chinny chin chins!'</p> <p>The wolf was very angry and very hungry now. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!'</p>	--
<p>The wolf huffed and he puffed. He puffed and he huffed. But, he couldn't blow the brick house down! The little pigs were safe.</p>	<p>What happened to the third little house? Oh! It was very sturdy!</p>
Follow up questions	Possible responses
What materials do the little pigs use to build their houses?	They use grass, sticks, and bricks.
Who is chasing the three little pigs?	The big bad wolf!
Why question	Possible responses
Why did the little pigs run to the brick house?	<ul style="list-style-type: none"> • The first two houses were blown down. • The little pigs run to their sister's house. • Their sister's house didn't blow down because it was sturdy. • The pigs didn't want to get eaten.



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

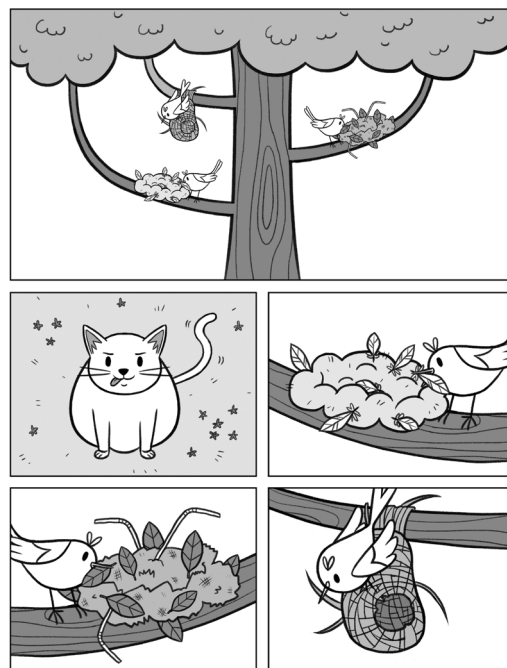
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - bricks
 - mortar
 - safe

Rhyme or song	Actions
Little pigs, little pigs, let me in!	Knock on something (like a desk)
Not by the hairs of our chinny chin chins!	Shake your finger 'no'
Then I'll huff and I'll puff and I'll blow your house in!	Blow

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

- 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: /tr/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how when you see the /t/ sound and the /r/ sound together, it makes a new sound. We say them as one sound /tr/
- 4 Ask learners: Can you think of words that begin with /tr/?
- 5 Brainstorm words with learners, like: **truck, trick, train, try**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **train, trip, trap, trot, truck**
- 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: _____

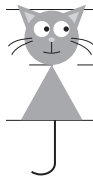


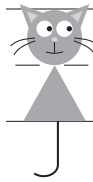
Handwriting:

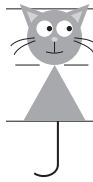
15 minutes

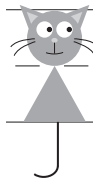
Write new letter(s) / words / sentences

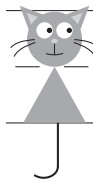
- 1 Teach learners to correctly form the lower case letter(s): **tr**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners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

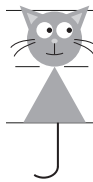
 t r t r t r t r

 train train

 trip trip

 trap trap

 trot trot

 truck truck

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about your favourite character from *The three little pigs*.

TASK: Draw a picture and add a sentence.

WRITING FRAME: My favourite character is...

MODELLING

- 1 Explain that today, learners will write about the character they like best from *The three little pigs*.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I like the third little pig because she built the sturdiest house.
- 4 Use **modelling** to draw a picture of the third little pigs.
- 5 Explain which words you will write. **Draw a line for each word**, like: My favourite character is the third little pig.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm the characters from *The three little pigs* with learners.
- 2 Write the names on the chalkboard, like: The first little pig, the second little pig, the big bad wolf, etc.
- 3 Ask learners: Who is your favourite character from the story?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you their favourite character.
- 6 They must say: My favourite character is...
- 7 Explain that learners will now 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 tell you about their writing.
- 4 Help learners to add a sentence.
- 5 Encourage learners.

TURN AND TALK

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

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



My favourite character is
the last pig.

**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

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p><u>The three little pigs</u></p> <p>Once upon a time there were three little pigs. The little pigs were all grown up. It was time for them to leave home and to make houses of their own! They waved goodbye to their mother.</p>	<p>Why were the little pigs waving goodbye to their mother? Oh! It's because they are all grown up and leaving home!</p>
<p>'Build strong houses!' called their mother, 'And be careful of the Big Bad Wolf!'</p>	--
<p>As they walked, they noticed the Big Bad Wolf following them. 'We must build our houses as soon as possible!' agreed the little pigs.</p>	--
<p>The first little pig bought some grass. He worked quickly to make his house.</p> <p>The second little pig bought some sticks. She worked quickly to make her house.</p> <p>The third little pig bought some bricks and mortar to stick them together. She worked quickly and carefully to build her strong house.</p>	<p>Who works carefully to build her house? I learn that only the third little pig works carefully!</p>
<p>One night the big bad wolf came along and saw the first little pig in his house of grass.</p> <p>'Little pig, little pig, let me in!' called the Wolf.</p> <p>The little pig replied 'Not by the hair of my chinny chin chin!'</p> <p>The wolf was angry. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!' And he did. The first pig ran to his sister's stick house.</p>	<p>Why did the first little pig run to his sister's house? Oh! He because his own house was destroyed and the wolf was chasing him!</p>
<p>The big bad wolf came and knocked on the stick door.</p> <p>'Little pigs, little pigs, let me in!' called the Wolf.</p> <p>The little pigs replied 'Not by the hair of our chinny chin chins!'</p> <p>The wolf was even angrier. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!' And he did. The little pigs ran to their sister's brick house.</p>	<p>Why did the first and second little pigs run to their sister's house? Oh! Because their own houses were destroyed and the wolf was chasing them!</p>

Text	Second Read (Think Aloud)
<p>The big bad wolf came and knocked on the brick door.</p> <p>'Little pigs, little pigs, let me in!' called the Wolf.</p> <p>The little pigs replied 'Not by the hair of our chinny chin chins!'</p> <p>The wolf was very angry and very hungry now. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!'</p>	--
<p>The wolf huffed and he puffed. He puffed and he huffed. But, he couldn't blow the brick house down! The little pigs were safe.</p>	<p>Did the wolf eat the pigs? No! I learn that the pigs were safe in the sturdy, brick house!</p>
Follow up questions	Possible responses
Which houses were destroyed?	The grass and stick houses were destroyed.
Which house was sturdy?	The brick house was sturdy. It did not blow down.
Why question	Possible responses
Why were the little pigs safe in the end?	<ul style="list-style-type: none"> • Because they ran to the brick house. • Because the wolf couldn't blow down the brick house. • Because the third little pig made a strong and sturdy house that kept them safe!



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.
 - chase
 - protect
 - huff and puff

Rhyme or song	Actions
Little pigs, little pigs, let me in!	<i>Knock on something (like a desk)</i>
Not by the hairs of our chinny chin chins!	<i>Shake your finger 'no'</i>
Then I'll huff and I'll puff and I'll blow your house in!	<i>Blow</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - I liked when...
 - I didn't like when...
- 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.

ai	tr	n
p	r	j
m	l	a
i	u	ck

MODEL

- 1 Remind learners of the sounds of the week: /**ai**/ and /**tr**/
- 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: /**tr**/ - /**ai**/ - /**n**/ = **train**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**ai**/ or /**tr**/
- 6 Show learners how to make another word, like: /**l**/ - /**i**/ - /**p**/ = **lip**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ai, tr**
- 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): **pain, rain, jail, mail, train, trip, trap, truck, lip, luck, nap, map, man, run**

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 like about the story: The three little pigs
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** about the story, like: **I liked that** the big bad wolf tried and tried to blow down the third house, but he couldn't. I liked this part **because** the pigs were finally safe.
- 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 what **they like** and why.
- 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 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.

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 1

TERM 2

Week

10

THEME:

The three little...



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 orangutans.
- 5 Do some research on the internet to prepare for the theme. For example: what makes orangutans interesting.
- 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 62, Let's read

Activity 2: DBE Workbook 1: Page 63 & 64, Let's write

Activity 3: DBE Workbook 1: Page 65, Let's read

Activity 4: Draw a picture of how the little pigs felt when their houses were destroyed.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of the big bad bulldozer trying to destroy a house in the Big Book story: The three little orangutans
- 2 Tell learners that we are continuing our theme: The three little...
- 3 Draw a circle with the name of the **theme** in the middle, on the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are the important events in the story?
 - b What is the pattern in the story?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - orangutan
 - bulldozer
 - destroy

Rhyme or song	Actions
Little orangutan, little orangutan, get out of that tree!	<i>Stomp your feet</i>
I won't! I'll never! Try and you'll see!	<i>Shake your finger 'no'</i>
Then I'll drive and I'll push and destroy your home!	<i>Pretend to drive</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)
 - a bat
 - b hat
 - c box

- d** fox
- e** run
- f** fun
- g** zen
- h** hen
- i** fin
- j** win

- 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: _____



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: The three little orangutans
- 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: Think of three little characters and a big bad character for your own story.

TASK: Draw a picture and add a sentence.

WRITING FRAME: My story is called: The three little...and the big bad...

MODELLING

- 1 Explain that today, learners will write about their own three little...and big bad character.
- 2 Use **modelling** to show learners that you **think before you write.**
- 3 Tell learners your idea for your drawing, like: I want to have a story with three little kittens and a big bad puppy.
- 4 Use **modelling** to draw a picture of three little kittens and a big bad puppy.
- 5 Explain which words you will write. **Draw a line for each word**, like: My story is called: The three little kittens and the big bad puppy.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Ask learners: Who will your three little characters be? Who will your big bad character be?
- 2 Instruct learners to **think before they write.**
- 3 Call on 2–3 learners to tell you about their characters.
- 4 They must say: My story is called: The three little...and the big bad...
- 5 Explain that learners will now draw and write their own ideas!

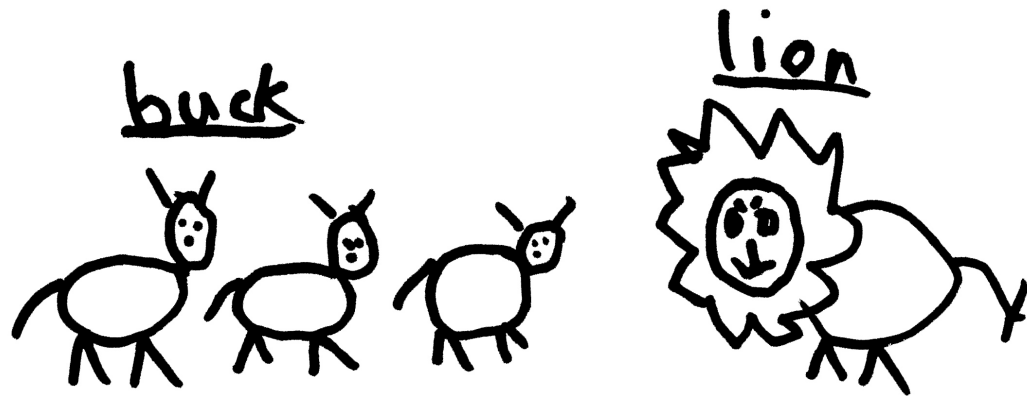
WRITING

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

TURN AND TALK

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

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



My story is called:
The three little buck and
the big bad lion.



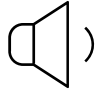
Group Guided Reading

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: /b/ /h/ /u/ /r/ /f/ /ff/ /l/ /ll/ /ss/ /j/ /qu/ /v/ /w/ /x/ /y/ /z/ /ai/ /tr/
- 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 duck will quack.



The fox will jog to the vet.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p><u>The three little orangutans</u></p> <p>Once upon a time, on an island in Borneo, there lived a family of orangutans. Bulldozers were slowly clearing their forest and planting coffee trees, causing their habitat to shrink by the day.</p> <p>It was with sadness that Mama Orangutan sent her three children away.</p> <p>‘Choose your homes carefully! You must try to keep safe from the big bad bulldozers which are destroying our forests,’ Mama Orangutan said with tears in her eyes.</p>	<p>I can connect this text to <i>The three little pigs</i>, because at the beginning of both stories, three little siblings leave home!</p>
<p>The three little orangutans began to swing through the trees that were left, laughing and playing along their way. Soon the first little orangutan became tired. She stopped at the edge of the forest – just before a big clearing.</p> <p>‘I will stay here,’ she said.</p> <p>‘But this is not far enough!’ her sister said, ‘The big bad bulldozer will surely come and destroy your home if you stay here!’</p>	<p>When I connect this to <i>The three little pigs</i>, I can predict that this house will get destroyed – just like the first little pig’s house.</p>
<p>The other two little orangutans continued to walk through the cleared land. There were no shady trees to swing from. They felt hot and sad.</p> <p>‘I’m very hungry!’ said the second little orangutan. At that moment, he saw a banana plantation.</p> <p>‘I will stay here, where there are plenty of bananas to eat! I am too hot and hungry to keep going!’ he said.</p> <p>‘But there are many bulldozers in banana plantations!’ said the third little orangutan. ‘It is not safe!’</p>	<p>When I connect this to <i>The three little pigs</i>, I can predict that this house will get destroyed – just like the second little pig’s house.</p>

Text	First Read (Think Aloud)
<p>But the second little orangutan did not listen to his sister's warning.</p>	
<p>The third little orangutan walked and walked until she found a beautiful thick forest. She read a sign that said 'Semenggoh Wildlife Preserve.'</p> <p>'This will be perfect!' she said. 'No bulldozers are allowed in here!' Her legs ached from walking for days, but she knew it was worth it!</p>	<p>When I connect this to <i>The three little pigs</i>, I can predict that this house will not get destroyed – because the third little orangutan is careful, just like the third little pig.</p>
<p>The next morning, the first little orangutan awoke to the familiar humming of the big bad bulldozer. She watched as the trees around her were pushed to the ground. Finally, the bulldozer reached her tree.</p> <p>'Little orangutan, little orangutan, get out of that tree!' demanded the bulldozer.</p> <p>'I won't! I'll never! Try and you'll see!' the little orangutan shouted.</p> <p>'Then I'll drive and I'll push and destroy your home!' the bulldozer warned. He took one big push and knocked the tree down. Little orangutan ran away to find her brother.</p>	<p>My connection helped me make the right prediction! The first little orangutan's house was destroyed – just like the first little pig's house.</p>
<p>Just a few weeks later, after a breakfast of the most delicious bananas, the first and second little orangutans heard the familiar humming of the big bad bulldozer. Finally, the bulldozer reached their tree.</p> <p>'Little orangutans, little orangutans, get out of that tree!' demanded the bulldozer.</p> <p>'We won't! We'll never! Try and you'll see!' the little orangutans shouted.</p> <p>'Then I'll drive and I'll push and destroy your home!' the bulldozer warned.</p> <p>He took one big push and knocked the tree down. The orangutans ran away to find their sister.</p>	<p>Again, my connection helped me make the right prediction! The second little orangutan's house was destroyed – just like the second little pig's house.</p>
<p>A few months later, after a morning filled with swinging and playing in the trees, the three little orangutans heard the familiar humming of the big bad bulldozer.</p> <p>'But bulldozers aren't allowed in the preserve!' the third little orangutan said. The three little orangutans swung to border fence to see what was happening. There was the big bad bulldozer, trying to get inside.</p>	<p>--</p>

Text	First Read (Think Aloud)
<p>'Little orangutans, little orangutans, get out of that tree!' demanded the bulldozer.</p> <p>'We won't! We'll never! Try and you'll see!' the little orangutans shouted.</p> <p>'Then I'll drive and I'll push and destroy your home!' the bulldozer warned.</p>	<p>When I connect this to <i>The three little pigs</i>, I can predict that the three little orangutans will be safe – because the third house will not be destroyed!</p>
<p>But as the bulldozer began to drive, a group full of humans with signs appeared. They stood against the fence.</p> <p>'Go away! Leave this preserve!' they shouted and chanted, until the bulldozer was forced to leave.</p>	<p>My connection helped me make the right prediction! In both stories, the third house was the strongest. It couldn't be destroyed. These stories followed the same pattern!</p>
<p>The three little orangutans happily lived in the Semenggoh Wildlife Preserve. They hoped that their new home would remain bulldozer free forever.</p>	<p>In both stories, the characters live happily ever after.</p>
Follow up questions	Possible responses
Who is the big bad character in this story?	It is the Big Bad Bulldozer.
Who are the three little characters in this story?	They are the three little orangutans.
Why question	Possible responses
How is this story similar to <i>The three little pigs</i> ?	<ul style="list-style-type: none"> • There are 'three little' characters in both stories. • There is a bad character in both stories. • The bad character destroys the first two houses in both stories. • The big bad character doesn't destroy the third house in either story.



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

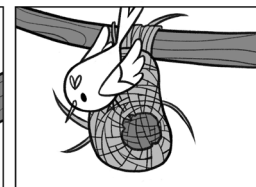
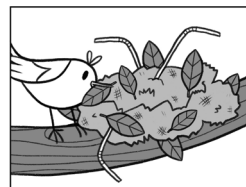
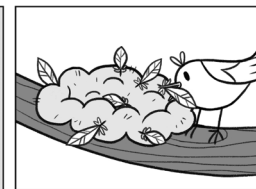
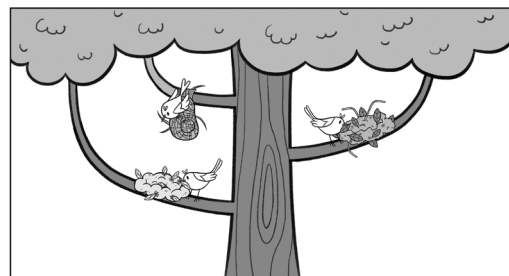
THEME VOCABULARY

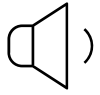
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - habitat
 - shrink
 - clearing

Rhyme or song	Actions
Little orangutan, little orangutan, get out of that tree!	<i>Stomp your feet</i>
I won't! I'll never! Try and you'll see!	<i>Shake your finger 'no'</i>
Then I'll drive and I'll push and destroy your home!	<i>Pretend to drive</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

- 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 learner to read it.
- 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.
- 3 Learners must then copy the sentences into their books.

 The buck will run.

 The bat bit the hen.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Think of the houses for your three little characters

TASK: Draw a picture and add a sentence.

WRITING FRAME: The little...made their houses from ..., ..., and ...

MODELLING

- 1 Explain that today, learners will draw about the houses their three little character will make.
- 2 Use **modelling** to show learners that you **think before you write.**
- 3 Tell learners your idea for your drawing, like: My little kittens like soft, cuddly houses. The little kittens build their houses from old T-shirts, blankets, and pillows
- 4 Use **modelling** to draw a picture of the little houses.
- 5 Explain which words you will write. **Draw a line for each word**, like: The little kittens made their houses from old T-shirts, blankets and pillows.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some words about materials for houses with learners.
- 2 Write the words on the chalkboard, like: stones, wood, bricks, grass, twigs, etc.
- 3 Ask learners: What materials will your three little characters build houses from?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you about the materials they have chosen.
- 6 They must say: The characters will build from...
- 7 Explain that learners will now 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 tell you about their writing.
- 4 Help learners to add a sentence.
- 5 Encourage learners.

TURN AND TALK

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

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



The little buck made their
houses from grass, sticks,
and leaves.



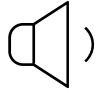
Group Guided Reading

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: **jug; jog**
- 2 Say the word: **jug**
- 3 Segment the word into the individual sounds: /j/ - /u/ - /g/
- 4 Say the beginning sound of the word: /j/
- 5 Say the middle sound of the word: /u/
- 6 Say the end sound of the word: /g/
- 7 Write the word on the chalkboard: **jug**
- 8 Model pointing and blending the sounds to make a word: /j/ - /u/ - /g/ = **jug**
- 9 Repeat this with the next word: **jog**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p><u>The three little orangutans</u></p> <p>Once upon a time, on an island in Borneo, there lived a family of orangutans. Bulldozers were slowly clearing their forest and planting coffee trees, causing their habitat to shrink by the day.</p> <p>It was with sadness that Mama Orangutan sent her three children away.</p> <p>‘Choose your homes carefully! You must try to keep safe from the big bad bulldozers which are destroying our forests,’ Mama Orangutan said with tears in her eyes.</p>	<p>I can make a connection! In <i>The three little pigs</i> there was a Big Bad Wolf. In this story there are big bad bulldozers! Both stories have bad characters – but the characters are different!</p>
<p>The three little orangutans began to swing through the trees that were left, laughing and playing along their way. Soon the first little orangutan became tired. She stopped at the edge of the forest – just before a big clearing.</p> <p>‘I will stay here,’ she said.</p> <p>‘But this is not far enough!’ her sister said, ‘The big bad bulldozer will surely come and destroy your home if you stay here!’</p>	<p>In <i>The three little pigs</i> the characters built their houses, but in this story the orangutans find homes in trees. They all need homes, but their homes are different.</p>
<p>The other two little orangutans continued to walk through the cleared land. There were no shady trees to swing from. They felt hot and sad.</p> <p>‘I’m very hungry!’ said the second little orangutan. At that moment, he saw a banana plantation.</p> <p>‘I will stay here, where there are plenty of bananas to eat! I am too hot and hungry to keep going!’ he said.</p> <p>‘But there are many bulldozers in banana plantations!’ said the third little orangutan. ‘It is not safe!’</p> <p>But the second little orangutan did not listen to his sister’s warning.</p>	<p>When I connect this to <i>The three little pigs</i>, I feel scared for the second little orangutan, because I know his house will be destroyed.</p>
<p>The third little orangutan walked and walked until she found a beautiful thick forest. She read a sign that said ‘Semenggoh Wildlife Preserve.’</p> <p>‘This will be perfect!’ she said. ‘No bulldozers are allowed in here!’ Her legs ached from walking for days, but she knew it was worth it!</p>	<p>When I connect this to <i>The three little pigs</i>, I feel confident in the third little orangutan’s decision, because I know the third sibling is the most careful. Her home will not get destroyed.</p>

Text	Second Read (Think Aloud)
<p>The next morning, the first little orangutan awoke to the familiar humming of the big bad bulldozer. She watched as the trees around her were pushed to the ground. Finally, the bulldozer reached her tree.</p> <p>'Little orangutan, little orangutan, get out of that tree!' demanded the bulldozer.</p> <p>'I won't! I'll never! Try and you'll see!' the little orangutan shouted.</p> <p>'Then I'll drive and I'll push and destroy your home!' the bulldozer warned. He took one big push and knocked the tree down. Little orangutan ran away to find her brother.</p>	<p>Even though both stories have big bad characters, their motivation for destroying the houses is different. The big bad wolf wanted to eat the pigs, but the bulldozer just wants to destroy the trees.</p>
<p>Just a few weeks later, after a breakfast of the most delicious bananas, the first and second little orangutans heard the familiar humming of the big bad bulldozer. Finally, the bulldozer reached their tree.</p> <p>'Little orangutans, little orangutans, get out of that tree!' demanded the bulldozer.</p> <p>'We won't! We'll never! Try and you'll see!' the little orangutans shouted.</p> <p>'Then I'll drive and I'll push and destroy your home!' the bulldozer warned.</p> <p>He took one big push and knocked the tree down. The orangutans ran away to find their sister.</p>	<p>Oh no! I wish the pattern changed and the second little orangutan's home was safe!</p>
<p>A few months later, after a morning filled with swinging and playing in the trees, the three little orangutans heard the familiar humming of the big bad bulldozer.</p> <p>'But bulldozers aren't allowed in the preserve!' the third little orangutan said. The three little orangutans swung to border fence to see what was happening. There was the big bad bulldozer, trying to get inside.</p>	<p>When I connect this to The three little pigs, I don't feel too worried, because I feel confident that the orangutans will be safe in the third home.</p>
<p>'Little orangutans, little orangutans, get out of that tree!' demanded the bulldozer.</p> <p>'We won't! We'll never! Try and you'll see!' the little orangutans shouted.</p> <p>'Then I'll drive and I'll push and destroy your home!' the bulldozer warned.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>But as the bulldozer began to drive, a group full of humans with signs appeared. They stood against the fence.</p> <p>'Go away! Leave this preserve!' they shouted and chanted, until the bulldozer was forced to leave.</p>	<p>Oh! There are humans in this story who help to protect the little orangutans. That is different from <i>The three little pigs</i>.</p>
<p>The three little orangutans happily lived in the Semenggoh Wildlife Preserve. They hoped that their new home would remain bulldozer free forever.</p>	--
Follow up questions	Possible responses
<p>Where did the orangutans decide to live?</p>	<ul style="list-style-type: none"> • The first little orangutan decided to live at the edge of the forest. • The second little orangutan decided to live in a banana plantation. • The third little orangutan decided to live in Semenggoh Wildlife Preserve.
<p>Why don't the orangutans build houses, like the three little pigs?</p>	<p>Because orangutans live in trees – they don't need houses.</p>
Why question	Possible responses
<p>How is this story different from <i>The three little pigs</i>?</p>	<ul style="list-style-type: none"> • The setting is different • The characters are different • The materials of the houses are different • The way the bad characters destroy the houses is different • Etc.



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

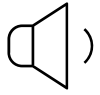
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - preserve
 - humming
 - demand

Rhyme or song	Actions
Little orangutan, little orangutan, get out of that tree!	<i>Stomp your feet</i>
I won't! I'll never! Try and you'll see!	<i>Shake your finger 'no'</i>
Then I'll drive and I'll push and destroy your home!	<i>Pretend to drive</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - This story was similar to the three little pigs because...
 - This story was different from the three little pigs because...
 - I liked...better because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



Phonemic Awareness and Phonics:

15 minutes

Word Find

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

b	a	h
u	r	n
e	l	g
w	t	ai
tr	ll	s

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 / MAKE CONNECTIONS

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: The three little orangutans
- 2 They will also talk about a **connection** they can make to *The three little pigs*.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and a **connection**, like: **I liked that** humans came to help the little orangutans when they were in the Preserve. This was different from *The three little pigs*. But, I can **connect** the stories because all the little pigs and orangutans were safe at the end of the story.
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they like** and a **connection to** the story *The three little pigs*.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form sentences.
- 7 Explain and correct any common problems to learners.
- 8 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners own ideas!*)



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.

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