

Grade 3

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:
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isindebele@homelanguage.co.za
isixhosa@homelanguage.co.za
sesotho@homelanguage.co.za
setswana@homelanguage.co.za
afrikaans@homelanguage.co.za
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- 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.**

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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

| | | | | | |
|-------------|-------------|------------|-------------|---------------|----------------|
| practice | balance | wobble | shook | determined | give up |
| embarrassed | succeed | fail | challenging | archer | accurate |
| accuracy | target | praise | persistence | arrogant | admire |
| admirer | folktale | care | caring | puppet | perform |
| distracted | focussed | froze | slice | toast | patient |
| patience | adventure | successful | instruct | instructions | persistent |
| ashamed | mutter | spectator | cruel | spoilt | relieved |
| dribble | score | talented | foreigner | immigrant | language |
| accent | self-doubt | ignore | support | alone | lonely |
| detective | clue | diary | investigate | investigation | suspicious |
| print | cursive | message | invent | invention | technology |
| temple | worship | scribe | record | tally | tablet |
| clay | reaction | dream | nightmare | monster | terrified |
| tiptoe | scratch | slam | shaky | shriek | sudden |
| suddenly | attack | blood | bloody | suspense | surrounded |
| panic | frantically | sur face | shock | sigh | sigh of relief |

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

| | | | | | |
|----|----|----|-----|----|-----|
| pl | ur | sp | ow | nk | ou |
| th | or | sl | ay | bl | a-e |
| wh | y | pr | igh | | |

Learners should be able to break the following words into syllables

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

READING

Learners should be able to decode the following words

| | | | | | |
|-------|-------|-------|-------|--------|-------|
| plot | plan | plug | plum | fur | turn |
| burn | hurt | spot | spit | spin | spun |
| cow | how | now | brown | crown | pink |
| sink | wink | link | plank | out | shout |
| loud | spout | mouse | that | then | this |
| them | they | worm | word | work | worst |
| slap | slam | slim | slip | sleep | slay |
| stay | play | way | pay | crayon | bleed |
| bloom | blush | black | block | blink | cake |
| bake | take | name | blame | same | when |
| which | wheel | whale | whip | my | try |
| why | dry | cry | shy | pray | prick |
| preen | prank | press | proud | light | high |
| fight | tight | night | right | | |

Learners should be able to read the following words by sight

| | | | | | |
|----------|-----------|---------|-------|----------|----------|
| bicycle | tried | again | fell | couldn't | known |
| believed | better | there | one | always | toast |
| please | special | thought | teach | wait | practice |
| scared | adventure | school | mean | bully | group |
| why | ignore | bullies | how | your | today |
| write | diary | secrets | calm | hide | humans |

| | | | | | |
|---------|----------|---------|---------|---------|-------|
| created | simple | records | tablets | strange | noise |
| scary | cupboard | what | panic | below | surf |
| shark | blood | | | | |

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

I will go. I will go on an adventure. I will go on an adventure on my bicycle. I will go on an adventure on my bicycle at night. Is it good to go on an adventure? Is it good to go on an adventure at night? No! I went on my adventure at night. I fell. I had to try to fight not to fall. It is not good to go on an adventure at night. I will not go again.

COMPREHENSION

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

WRITING

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

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.



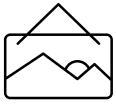
Themes and Reading Schedule

| WEEK NUMBER | THEME | SHARED READING TEXT | READING WORKSHEET |
|-------------|--------------------------------|------------------------------------------|-------------------|
| 1 | Practice makes perfect! | Bheki's new bike | 1 |
| 2 | Practice makes perfect! | Li Jie, the fabulous and talented archer | 2 |
| 3 | Families caring for each other | Hot toast coming up | 3 |
| 4 | Families caring for each other | Candice and Carla's big adventure | 4 |
| 5 | Bullying | Jojo's new school | 5 |
| 6 | Bullying | Timeo helps his family | 6 |
| 7 | We are writers | Mandu's secret diary | 7 |
| 8 | We are writers | The world's first writers | 8 |
| 9 | Things that frighten us | There's a monster in my cupboard | 9 |
| 10 | Things that frighten us | Dolphins to the rescue | 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

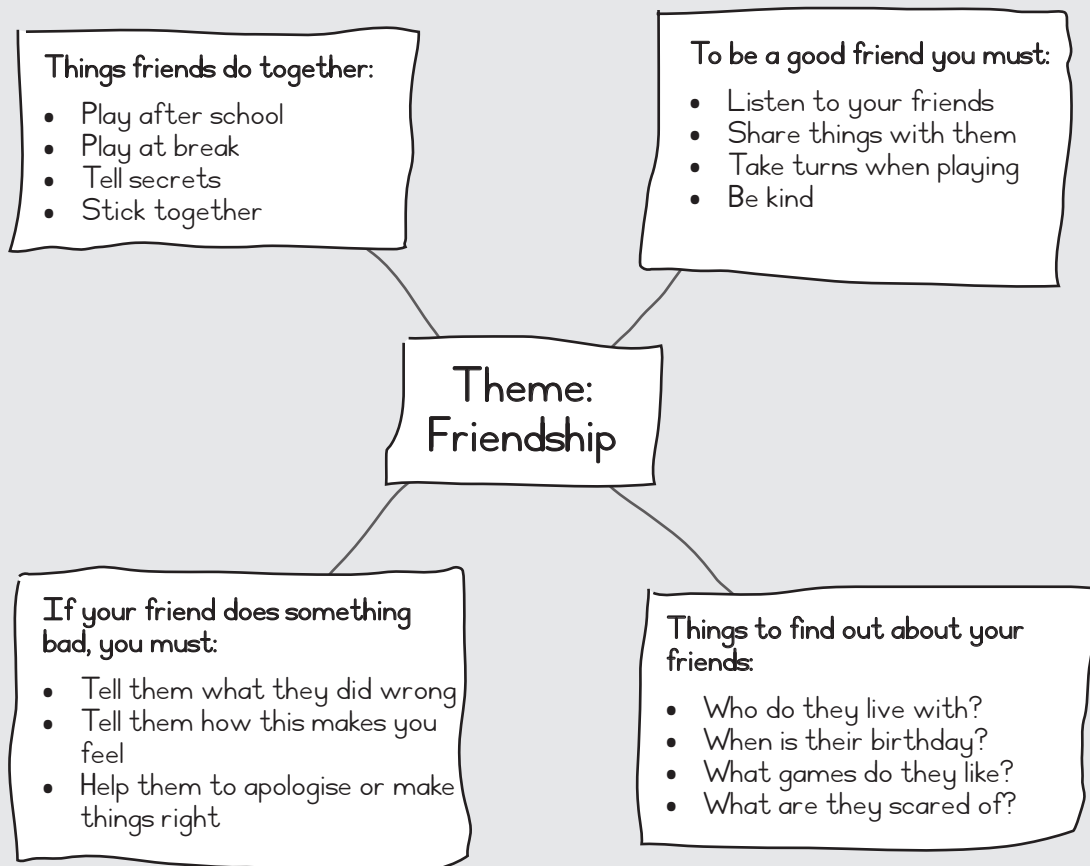
Objective: *To consolidate learners' knowledge of new vocabulary. To learn through play.*

- 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 Afriks – 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 the 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

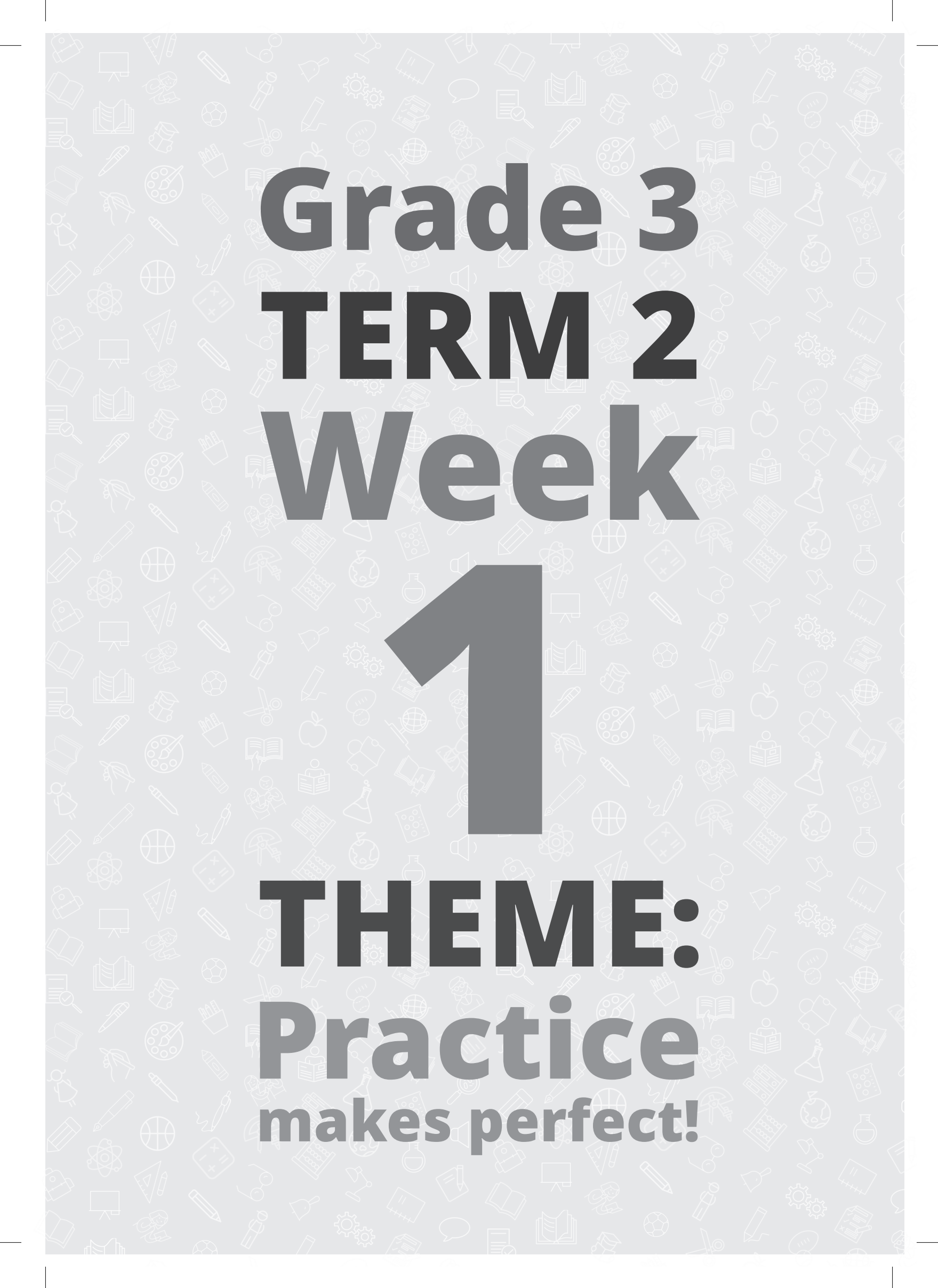
- a** Learners read their sentences aloud to themselves or to a peer. Reading one's writing to a classmate makes the writing process more meaningful.
- b** As they do this, they check that they have not left out any words.
- c** They also check that the word order is correct.
- d** Most importantly,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

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 3 TERM 2 Week

1

THEME: **Practice makes perfect!**



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: stories of famous sports stars on teams in high school, stories of famous singers learning how to sing, etc.
- 5 Do some research on the internet to prepare for the theme. For example: pictures of famous athletes as children practicing their sport or pictures of famous singers in church choirs, etc.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

Activity 1: DBE Workbook 1: Page 22 & 23, Let's write

Activity 2: DBE Workbook 1: Page 24 & 25, Let's write

Activity 3: DBE Workbook 1: Page 26, Let's read

Activity 4: Draw a picture of yourself practicing something

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of the front cover of the Big Book story: Bheki's new bike
- 2 Tell learners that we are starting a new theme called: Practice makes perfect
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What kinds of things do we practice?
 - b What do we have to practice to be successful in school?
 - c What do we practice outside of school?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - practice
 - balance
 - wobble
 - shook

| Rhyme or song | Actions |
|---------------------------------------------------------------|---------------------------------------------|
| I tried and tried to whistle but I couldn't make a sound. | <i>Pretend to whistle, only blowing air</i> |
| I blew and blew but nothing! I stomped my foot on the ground. | <i>Stomp your foot on the ground</i> |
| But I felt so determined, I practiced night and day! | <i>Pretend to whistle, only blowing air</i> |
| Finally, a sound came out! I laughed and shouted YAY! | <i>Whistle if you can!</i> |



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: I like to dance in my house.

- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
 - 2 He
 - 3 We
 - 4 You
 - 5 They
- 5 Tell learners to rewrite sentence starting with the word provided.
- 6 In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 7 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 8 Underline any patterns, like:
 - 1 I like to dance in my house.
 - 2 He likes to dance in his house.
 - 3 We like to dance in our house.
 - 4 You like to dance in your house.
 - 5 They like to dance in their house.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan and Draft

TOPIC: Write about a time you practiced in order to learn something new or improve at something.

TASK: Write a paragraph of at least 10 sentences.

PLANNING STRATEGY: Write a list

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your paragraph, like:
I think I will write about drawing. I will write about how I practiced every weekend in different places. I will write about how I practiced for a long time and sometimes I felt frustrated, but I kept practicing because I really wanted to improve. Eventually, I saw that my drawing did start to improve.

MODELLING THE PLANNING STRATEGY (I DO)

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

| <u>Planning Questions</u> | <u>Plan</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Paragraph 1</p> <ol style="list-style-type: none"> 1 What did you want to learn or improve at? 2 How did you practice? 3 Where did you practice? 4 When did you practice? 5 How often did you practice? <p>Paragraph 2</p> <ol style="list-style-type: none"> 1 How did you feel while you were practicing? 2 What made you decide not to give up? 3 How did you feel when you finally achieved this task? 4 What did you learn from the experience? | <p>Paragraph 1</p> <ol style="list-style-type: none"> 1 drawing 2 every weekend, I practiced drawing 3 outside in the garden with a pencil and paper or inside at the table in my kitchen 4 in the morning 5 every weekend for a whole year. <p>Paragraph 2</p> <ol style="list-style-type: none"> 1 sometimes happy, but sometimes annoyed because it took a long time to improve. 2 I was determined to improve! 3 I can see my drawing is improved, but I still practice – I can always improve. 4 That with practice, I can become better and better |

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of something they have practiced in order to learn something new or improve at something.
- 2 Next, tell learners to **turn and talk** with a partner, to share their stories.
- 3 Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.
- 5 Tell learners they must write their own ideas – they must **not** copy your plan.
- 6 As learners work, walk around the room and hold mini-conferences.

plan

paragraph 1

1. singing
2. evry day before and after
school, i practised singing
3. outside in the garden or
inside in my bedroom
4. in the morning and afternoon
5. evry day

paragraph 2

1. happy and joyful
2. My dream is to be a famous
singer
3. My singing is better but I
still practise
4. If i practise hard enough I
can acheeve my goal



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

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **pl words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 **plot**
 - 2 **plan**
 - 3 **plug**
 - 4 **plum**
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

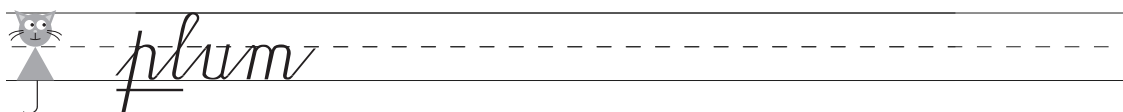
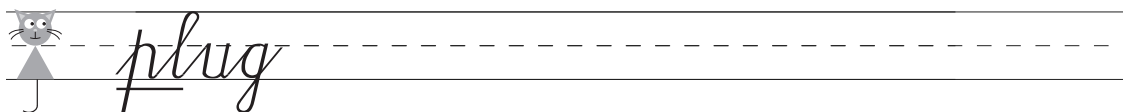
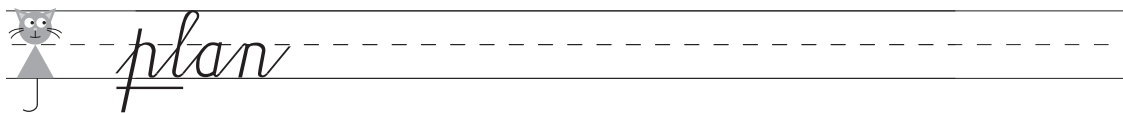
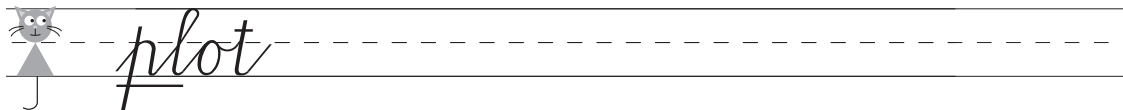
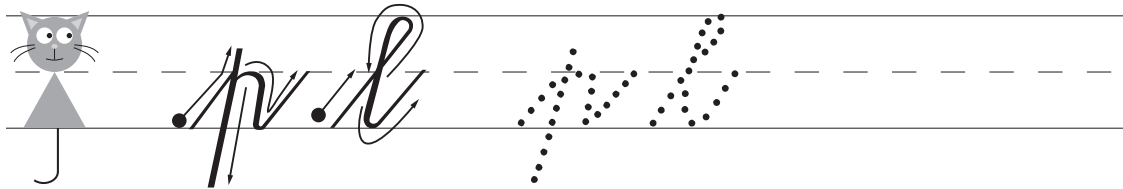


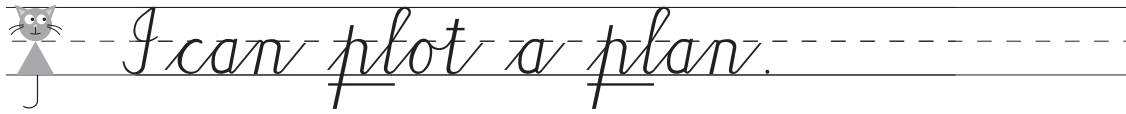
Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

- 8 Teach learners to correctly form the lower case letter(s) in cursive: **pl**
- 9 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 10 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 11 After this tell learners to write the letter(s) on their desks with their fingers.
- 12 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 13 Learners must then copy the sound/words/sentences into their books.
- 14 Learners must underline the targeted sound in any words/sentences written.



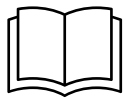


ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

| Text | First Read (Think Aloud) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Bheki's new bike</u></p> <p>All Bheki's friends had bicycles. Bheki had to walk to school alone, because all of his friends rode their bikes to school. Bheki also had to play on the playground alone, because after school, his friends all rode their bikes. 'I wish I had a bike too!' Bheki thought, as his friends rode by.</p> | <p>I can infer that Bheki wants a bike because all of his friends have bikes! Bheki must feel left out because all his friends can ride together but he can't join them!</p> |
| <p>Bheki begged and begged his parents for a bicycle, but they always said no.</p> <p>'We don't have enough money to just go and buy a bicycle,' his mother said.</p> <p>'Maybe someday?' his father said.</p> <p>But on his 8th birthday, Bheki walked downstairs to find a bright red bike! 'Oh thank you, Mama! Thank you, Papa!' Bheki shouted.</p> | <p>I can infer that Bheki really wants a bike so he can ride with all of his friends. I can infer that he is so excited because now he will be able to ride just like his friends!</p> |
| <p>Bheki took his new bike outside. He jumped excitedly onto his new bike. Then, he lifted his feet and tried to pedal, but the bike fell over. Bheki tried again and again, but every time Bheki lifted his feet to the pedals, he tipped over!</p> | <p>I can infer that this is the first time Bheki is riding a bike. I can infer that he didn't know that riding a bike takes lots of practice!</p> |

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Bheki quickly pushed his new bike back inside. He didn't want his friends to ride by – he didn't want them to know that he had a new bicycle that he couldn't ride!</p> <p>'What will my friends think of me if they know I can't ride a bike?' Bheki wondered. He decided he wouldn't tell anyone.</p> | <p>I can infer that Bheki is worried that his friends will laugh at him if they know he can't ride a bike. I can infer that they are all good at riding bikes because they ride all the time!</p> |
| <p>'Why don't you go and ride with your friends?' asked Bheki's mother. 'I am busy making a new hooter for my bike,' Bheki replied.</p> <p>As Bheki worked on his new hooter, he thought about all of his falls.</p> <p>'How will I ever learn to ride a bike?' Bheki thought.</p> | <p>I can infer that Bheki's mother doesn't even know that he can't ride his new bike! I wonder why Bheki wanted a bike if he couldn't ride? Oh! It must be because all his friends had bikes!</p> |
| <p>That night, Bheki lay in bed, looking out the window. Then suddenly, he got an idea! 'I know! If I practice riding at night, no one will ever see me!' Bheki thought. He sneaked into the garden where no one else would see him if he fell. He tried and he tried but he just could not balance!</p> <p>'How will I ever learn to ride a bike?' Bheki thought.</p> | <p>Bheki wanted a bike to ride with his friends. But I can infer that he didn't realise riding a bike would be such a challenge! I wonder if he is still so excited about getting a new bike?</p> |
| <p>Just then, Jane from next door yelled to him. 'Bheki, let me hold the bike so that it stays up! Then you won't fall!'</p> <p>'Oh no!' Bheki thought. 'I didn't want anyone to know!' But then Bheki thought about how Jane had already seen him fall,</p> <p>'Okay, thanks,' he said.</p> | <p>--</p> |
| <p>Jane held the bike and ran behind Bheki. The bike shook and wobbled, but Bheki didn't fall down. Bheki rode faster and faster with Jane holding the bike.</p> | <p>I can infer that Jane knows how to ride a bike. I can infer that someone probably helped Jane learn to ride just like she is helping Bheki!</p> |
| <p>Once he was going fast enough, Jane let go! 'Yippee! You're riding on your own!' screamed Jane.</p> <p>'Yay!' screamed Bheki as he pedalled quickly. They practiced and practiced until Bheki didn't need Jane's help at all.</p> <p>'Tomorrow I can go to school by bike! Thanks Jane!' Bheki said confidently.</p> | <p>I can infer that Bheki is excited about his new bike again. He must be excited because he will finally be able to ride with his friends – just like he wanted!</p> |

| Text | First Read (Think Aloud) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The next morning, Bheki took his bike outside early.</p> <p>'Wait for me!' he shouted as his friends rode by.</p> <p>'Wow, you got a bike!' they yelled, 'Yippee!'</p> <p>Bheki rode with his friends all the way to school. He didn't fall once!</p> | -- |
| Follow up questions | Possible responses |
| What does Bheki get for his 8th birthday? | He gets a new bike. |
| Who does Bheki tell that he cannot ride a bike? | He doesn't tell anyone! |
| Why question | Possible responses |
| Why did Bheki beg his parents for a bike? | <ul style="list-style-type: none"> • Because he wanted to be able to ride with his friends. • Because all his friends could ride bikes. • Because he felt left out for not having a bike. |



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.
 - determined
 - give up
 - embarrassed

| Rhyme or song | Actions |
|---------------------------------------------------------------|---------------------------------------------|
| I tried and tried to whistle but I couldn't make a sound. | <i>Pretend to whistle, only blowing air</i> |
| I blew and blew but nothing! I stomped my foot on the ground. | <i>Stomp your foot on the ground</i> |
| But I felt so determined, I practiced night and day! | <i>Pretend to whistle, only blowing air</i> |
| Finally, a sound came out! I laughed and shouted YAY! | <i>Whistle if you can!</i> |

CREATIVE STORYTELLING

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





Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

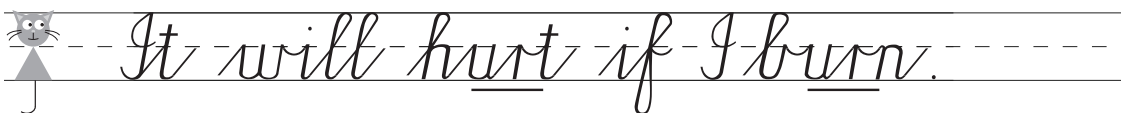
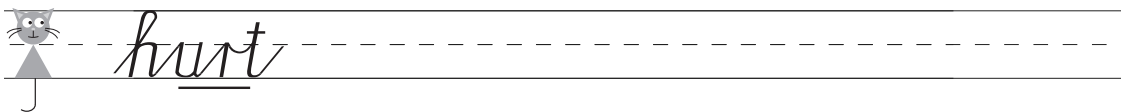
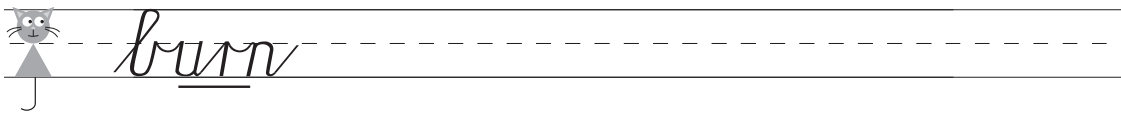
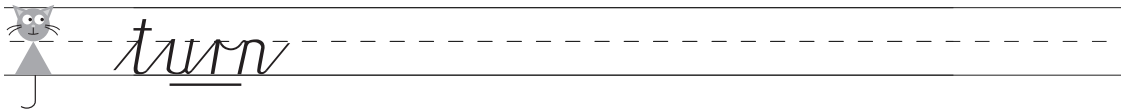
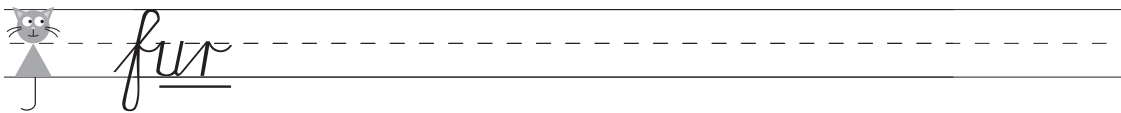
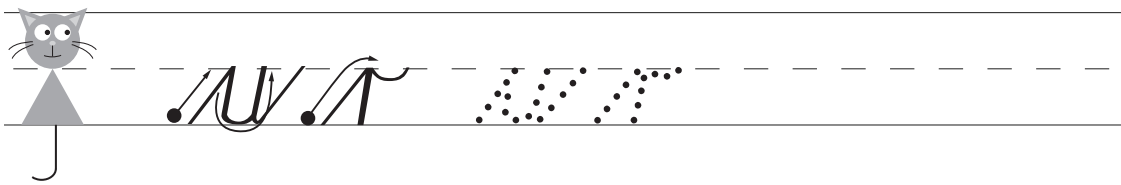


Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write about a time you practiced in order to learn something new or improve at something

TASK: Write a paragraph of at least 10 sentences.

WRITING FRAME:

I really wanted to...

I knew I needed to...

I practiced...

While I was learning...

I kept practicing because...

I learnt that...

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

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:

I really wanted to become a better drawer. **I knew I needed to** practice and practice. **I practiced** every weekend. Sometimes I practiced inside at my kitchen table. Sometimes, I practiced outside in my garden.

While I was learning to be a better drawer, I sometimes felt like it would take forever to achieve my goal. **I kept practicing** though, because I know practice makes perfect. After a few months, I started to notice my drawings were looking better. To this day, I am still practicing and improving. **I learnt that** with practice, I can improve at anything!

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

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

I really wanted to practise my singing.

I knew I needed to get better if I wanted to be a famous singer one day.

I practised evry day before and after school.

While I was learning i felt happy and joyfull because I knew I was getting better.

I kept practising because I wanted to realise my dream one day.

i learnt that you should have a dream and work hard to acheeve it.



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

Letter swap

I DO...

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

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **plot, slot**
- 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: **plot, slot**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **plan**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **man, can, pan, clan, plain, plane**

YOU DO...

- 1 Write this word on the chalkboard: **hurt**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
hit, hat, hut, hate, heat, fart



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

| Text | Second Read (Think Aloud) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Bheki's new bike</u></p> <p>All Bheki's friends had bicycles. Bheki had to walk to school alone, because all of his friends rode their bikes to school. Bheki also had to play on the playground alone, because after school, his friends all rode their bikes. 'I wish I had a bike too!' Bheki thought, as his friends rode by.</p> | <p>I can infer that it must be lonely for Bheki to be the only friend without a bike!</p> |
| <p>Bheki begged and begged his parents for a bicycle, but they always said no.</p> <p>'We don't have enough money to just go and buy a bicycle,' his mother said.</p> <p>'Maybe someday?' his father said.</p> <p>But on his 8th birthday, Bheki walked downstairs to find a bright red bike! 'Oh thank you, Mama! Thank you, Papa!' Bheki shouted.</p> | <p>I bet Bheki is thinking about showing his new bike to his friends!</p> |
| <p>Bheki took his new bike outside. He jumped excitedly onto his new bike. Then, he lifted his feet and tried to pedal, but the bike fell over. Bheki tried again and again, but every time Bheki lifted his feet to the pedals, he tipped over!</p> | <p>I can infer that Bheki didn't know too much about riding a bike when he begged his parents for one. I can infer that he was only thinking about riding with his friends, but he wasn't thinking about all the work it would take to learn how to ride a bike!</p> |
| <p>Bheki quickly pushed his new bike back inside. He didn't want his friends to ride by – he didn't want them to know that he had a new bicycle that he couldn't ride!</p> <p>'What will my friends think of me if they know I can't ride a bike?' Bheki wondered. He decided he wouldn't tell anyone.</p> | <p>I can infer that all of Bheki's friends are good at riding bikes. I can infer that they make riding a bike look easy! Bheki must feel embarrassed that he can't do something that is easy for all of his friends!</p> |
| <p>'Why don't you go and ride with your friends?' asked Bheki's mother. 'I am busy making a new hooter for my bike,' Bheki replied.</p> <p>As Bheki worked on his new hooter, he thought about all of his falls.</p> <p>'How will I ever learn to ride a bike?' Bheki thought.</p> | <p>I can infer that Bheki feels embarrassed that he cannot ride a bike. He doesn't want anyone to know, and he doesn't want to ask for help. It is hard to learn how to do something new if we feel embarrassed to ask for help! I wonder what Bheki will do?</p> |
| <p>That night, Bheki lay in bed, looking out the window. Then suddenly, he got an idea! 'I know! If I practice riding at night, no one will ever see me!' Bheki thought. He sneaked into the garden where no one else would see him if he fell. He tried and he tried but he just could not balance!</p> | <p>Bheki only wants to ride in the dark, which lets me infer that he is so embarrassed that he cannot ride a bike like his friends.</p> |

| Text | Second Read (Think Aloud) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'How will I ever learn to ride a bike?' Bheki thought.</p> | |
| <p>Just then, Jane from next door yelled to him. 'Bheki, let me hold the bike so that it stays up! Then you won't fall!'</p> <p>'Oh no!' Bheki thought. 'I didn't want anyone to know!' But then Bheki thought about how Jane had already seen him fall,</p> <p>'Okay, thanks,' he said.</p> | <p>I can infer that Bheki doesn't even want Jane to know he can't ride a bike. I can infer that he is embarrassed that Jane has seen him try and fail!</p> |
| <p>Jane held the bike and ran behind Bheki. The bike shook and wobbled, but Bheki didn't fall down. Bheki rode faster and faster with Jane holding the bike.</p> | <p>I can infer that it is much easier to ride a bike if you have help! It must be difficult to learn how to ride a bike if you have no one to help you!</p> |
| <p>Once he was going fast enough, Jane let go! 'Yippee! You're riding on your own!' screamed Jane.</p> <p>'Yay!' screamed Bheki as he pedalled quickly. They practiced and practiced until Bheki didn't need Jane's help at all.</p> <p>'Tomorrow I can go to school by bike! Thanks Jane!' Bheki said confidently.</p> | <p>Jane is so excited that Bheki can ride! I can infer that she feels good about helping him! It is fun to help someone learn something new!</p> |
| <p>The next morning, Bheki took his bike outside early.</p> <p>'Wait for me!' he shouted as his friends rode by.</p> <p>'Wow, you got a bike!' they yelled, 'Yippee!'</p> <p>Bheki rode with his friends all the way to school. He didn't fall once!</p> | <p>I wonder what would have happened if Bheki had asked his friends for help? I don't think they would have laughed at him. I think they would have been happy to help him!</p> |
| Follow up questions | Responses |
| <p>How did Bheki finally learn to ride a bike?</p> | <p>He rode at night in the garden, and his neighbour Jane helped him!</p> |
| <p>What inference can you make about learning to ride a bike?</p> | <ul style="list-style-type: none"> • It is easier to learn how to ride a bike with help. • It is difficult to learn how to ride a bike. • Riding a bike takes practice! |
| Why question | Possible responses |
| <p>Why didn't Bheki want his friends to see that he couldn't ride a bike?</p> | <ul style="list-style-type: none"> • Because they could all ride bikes • Because he didn't know what his friends would think of him if they knew he couldn't ride a bike. • Because his friends made riding a bike look easy! • Because he felt embarrassed that he didn't know how to ride a bike like his friends. |



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

WEEK 1

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - succeed
 - fail
 - challenging

| Rhyme or song | Actions |
|---------------------------------------------------------------|---------------------------------------------|
| I tried and tried to whistle but I couldn't make a sound. | <i>Pretend to whistle, only blowing air</i> |
| I blew and blew but nothing! I stomped my foot on the ground. | <i>Stomp your foot on the ground</i> |
| But I felt so determined, I practiced night and day! | <i>Pretend to whistle, only blowing air</i> |
| Finally, a sound came out! I laughed and shouted YAY! | <i>Whistle if you can!</i> |

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - We can describe Bheki as...because...
 - I think the message of 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.

| | | |
|-----------|-----------|----------|
| pl | ur | a |
| o | t | h |
| b | n | f |
| u | g | m |

MODEL

- 1 Remind learners of the sounds of the week: **/pl/** and **/ur/**
- 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: **/pl/-/o/-/t/ = plot**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/pl/** or **/ur/**
- 6 Show learners how to make another word, like: **/m/-/a/-/t/ = mat**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **pl, ur**
- 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): **plot, plan, plug, plum, fur, turn, burn, hurt, mat, man, fat, hat, bat, nag**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

WEEK 1

COMPREHENSION STRATEGY: SUMMARISE

WRITTEN COMPREHENSION

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

BHEKI'S NEW BIKE

- 1 What colour was Bheki's new bike?
Bheki's new bike was...
- 2 Why did Bheki want a bike?
Bheki wanted a new bike because...
- 3 Why was Bheki embarrassed?
Bheki was embarrassed because...

BHEKI'S NEW BIKE - ANSWERS

- 1 What colour was Bheki's new bike?
Bheki's new bike was bright red.
- 2 Why did Bheki want a bike?
Bheki wanted a new bike because all his friends had bikes / because he didn't want to walk to school alone.
- 3 Why was Bheki embarrassed?
Bheki was embarrassed because he didn't know how to ride a bike, but all his friends did.



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.

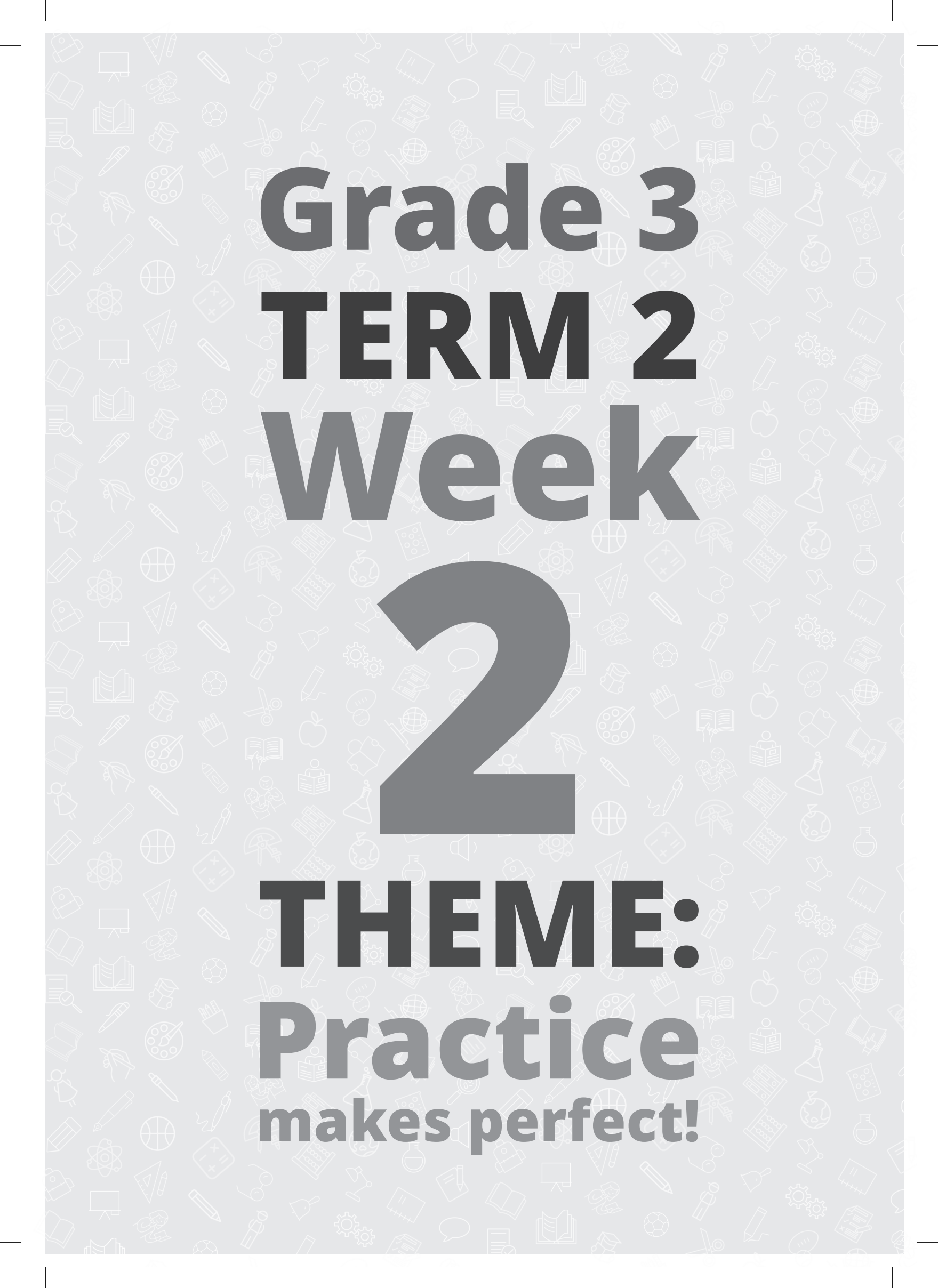


End of week language learning review

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 3 TERM 2 Week

2

THEME: Practice makes perfect!



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: ask learners' parents to write a short note about something they had to practice to be good at now (like growing vegetables, cooking, singing, etc)
- 5 Do some research on the internet to prepare for the theme. For example: stories of famous people who failed before they were successful – like Michael Jordan getting cut from the basketball team in high school.
- 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 27 & 28, Let's write

Activity 2: DBE Workbook 1: Page 29, Let's write

Activity 3: DBE Workbook 1: Page 30, Let's read

Activity 4: Draw a picture of something new you would like to begin practicing (to be good at in the future!)

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Li Jie shooting arrows in the Big Book story: Li Jie, the fabulous and talented archer
- 2 Tell learners that we are continuing our theme: Practice makes perfect
- 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 feelings can we have when we practice?
 - b When might we feel frustrated?
 - c When might we feel proud?
 - d Who needs to practice things?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - archer
 - accurate
 - accuracy
 - target

| Rhyme or song | Actions |
|---------------------------------------------------------------|---------------------------------------------|
| I tried and tried to whistle but I couldn't make a sound. | <i>Pretend to whistle, only blowing air</i> |
| I blew and blew but nothing! I stomped my foot on the ground. | <i>Stomp your foot on the ground</i> |
| But I felt so determined, I practiced night and day! | <i>Pretend to whistle, only blowing air</i> |
| Finally, a sound came out! I laughed and shouted YAY! | <i>Whistle if you can!</i> |



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular words as follows. Learners must write these words next to the correct number.

Singular to Plural Words

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

Singular to Plural Words

- 1 plum
plums
 - 2 book
books
 - 3 cup
cups
 - 4 tooth
teeth
 - 5 foot
feet
- 8 Tell learners to think about these patterns when they are reading or writing.
 - 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____

**Shared Reading:**

15 minutes

Pre-Read**COMPREHENSION STRATEGY: PREDICT**

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

**Writing:**

30 minutes

Edit

TOPIC: Write about a time you practiced in order to learn something new or improve at something.

TASK: Write a paragraph of at least 10 sentences.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I use the past tense?
- 2 Did I use first person ('I' and 'we')?
- 3 Are my events in the order of when they happened?
- 4 Do I have at least 10 complete sentences organised into two paragraphs?
- 5 Did I spell all words correctly?
- 6 Does every sentence start with a capital letter?
- 7 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

I really wanted to practise my singing.

I knew I needed to get better if I wanted to be a famous singer one day.

I practised every day before and after school.

While I was learning I felt happy and joyfull because I knew I was getting better.

I kept practising because I wanted to realise my dream one day.

I learnt that you should have a dream and work hard to achieve it.



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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **sp**
- 2 Say the word: **spin**
- 3 Segment the word into the individual sounds: /sp/-/i/-/n/
- 4 Say the first sound of the word: /sp/
- 5 Say the second sound of the word: /i/
- 6 Say the last single sound of the word: /n/
- 7 Write the word on the chalkboard: **spin**
- 8 Model pointing to and blending the sounds to make a word: /sp/-/i/-/n/ = **spin**

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **sp words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 **spot**
 - 2 **spit**
 - 3 **spin**
 - 4 **spun**
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

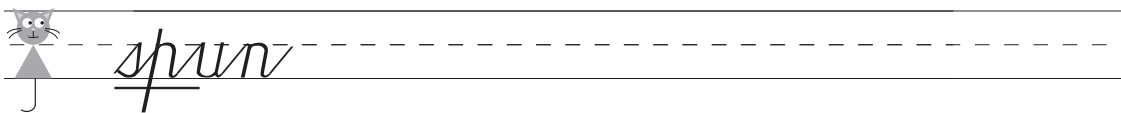
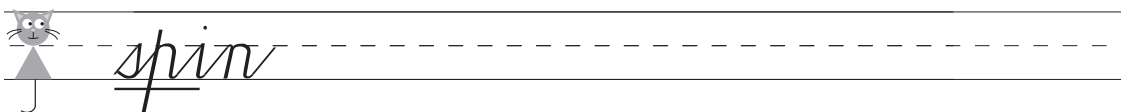
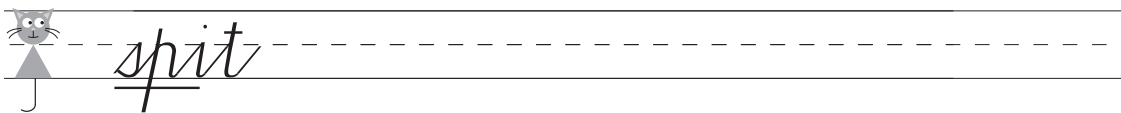
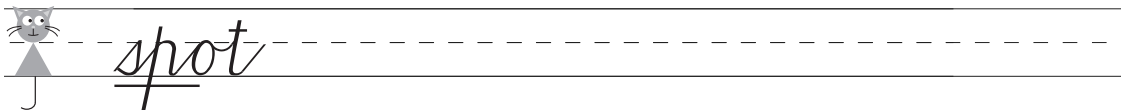
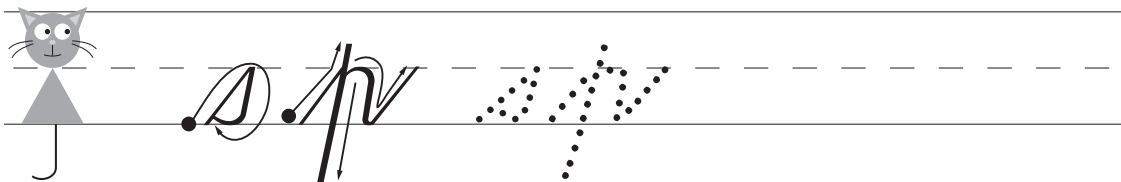


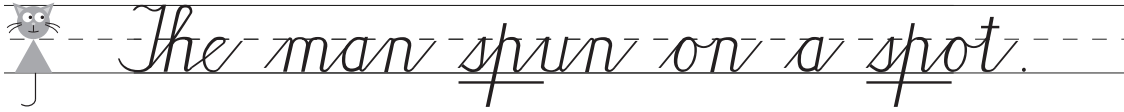
Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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





ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER / MAKE EVALUATIONS

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Li Jie, the fabulous and talented archer <i>This story is based on a Chinese folktale.</i></p> | <p>A folktale is a story that has been told over and over again for a long time. Folktales are often meant to teach us a lesson. I wonder what lesson this folktale will teach us?</p> |
| <p>Long ago in ancient China, there lived a young archer named Li Jie. He was known throughout the land for shooting arrows with incredible accuracy. Whenever he walked down the street, he heard whispers. 'There is no one better!' whispered the men. 'We've never seen such accuracy!' whispered the women.</p> | <p>I wonder how Li Jie became such a great archer?</p> |
| <p>Li Jie believed that he was fabulous. He walked with his nose in the air. 'There is no one better than me!' he thought.</p> | <p>This makes me wonder how long Li Jie has been a great archer for? I wonder if he was born with great archery skills?</p> |
| <p>One day he was practicing shooting targets at the archery grounds. A crowd gathered to watch Li Jie. As he raised his arrow, he heard whispers. 'There is no one better!' whispered the men. 'We've never seen such accuracy!' whispered the women.</p> | <p>I wonder if Li Jie had an archery coach, or if he learnt how to shoot arrows through practice?</p> |

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>When Li Jie’s arrow hit the center of the target, the crowd burst into applause. Li Jie turned around to see his admirers and to take a bow. But as he turned around, he noticed an old man selling oil. The old man watched, but he did not clap.</p> | <p>I wonder why the old man didn’t clap for Li Jie?</p> |
| <p>Li Jie believed that everyone must admire him. He walked over to the old man.</p> <p>‘I have seen you watching but not clapping. Have you ever seen a better archer than me?’ he asked.</p> <p>‘No I haven’t!’ replied the old man.</p> <p>‘Then why don’t you clap for me?’ Li Jie asked angrily.</p> | <p>The old man doesn’t seem too impressed by Li Jie. I wonder why he didn’t clap for Li Jie?</p> |
| <p>The old man paused for a moment.</p> <p>Then he replied, ‘You are not a superhero. You are not a god. You have become a skilled archer because you practice. I am impressed by your persistence more than your accuracy.’</p> <p>Li Jie could not believe his ears. He believed that everyone must admire him.</p> <p>‘What can you do then? What skill do you have that you’re not impressed with me?’ he asked, raising his voice slightly.</p> | <p>Oh! The old man didn’t clap because he believes that anyone who practiced archery as much as Li Jie could be a great archer. He doesn’t think Li Jie is overly special.</p> |
| <p>The old man said nothing. Instead, he took a bottle from his table and placed it onto the ground. Then, he took a copper cash coin and placed it over the opening. The old man then scooped out a ladle of oil from his big jar, held it high and began to fill the bottle through the tiny hole of the coin.</p> | <p>I wonder if Li Jie is impressed by the old man’s skill?</p> |
| <p>The crowd watched with amazement. As the oil filled the bottle, Li Jie heard whispers.</p> <p>‘There is no one better!’ whispered the men.</p> <p>‘We’ve never seen such accuracy!’ whispered the women.</p> | <p>I wonder what Li Jie will think when he hears people saying exactly the same things about the old man’s skill and his archery?</p> |
| <p>But the old man did not believe he was fabulous. He did not walk with his nose in the air.</p> <p>‘This is nothing special, he said. ‘I have this skill because I practice. If you practice persistently, you can become as accurate as me.’ And with those words, he left.</p> | <p>I wonder what lesson the old man wanted to teach the archer? I think it must be that he should not feel arrogant about his skill – he should realise that it is through practice that we become good at things!</p> |

| Text | First Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Li Jie was left on the field, deep in thought. The crowd was left on the sidelines, whispering.</p> <p>'I thought no man or woman could ever be as fabulous and accurate as me!' Li Jie thought.</p> <p>'Maybe if we practiced archery, we could be better!' whispered the men.</p> <p>'Maybe we have never seen such accuracy because no one else has worked so hard!' whispered the women.</p> <p>And from that day forward, the people of the land valued hard work and practice more than any skill.</p> | <p>Oh! At the beginning of the story I was wondering what the lesson of this folktale might be! I think the lesson is that we can all be experts at something with practice!</p> |
| Follow up questions | Possible responses |
| <p>What is Li Jie an expert at?</p> | <p>He is an expert archer.</p> |
| <p>What does the old man value?</p> | <p>He values practice more than skill.</p> |
| Why question | Possible responses |
| <p>Why didn't the old man clap for Li Jie?</p> | <ul style="list-style-type: none"> • Because he did not think Li Jie was a superhero or a god. • Because he realised Li Jie was a good archer through practice. • Because he was not impressed with Li Jie. • Because everyone can be an expert at something if they practice. |



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

WEEK 2

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - praise
 - persistence
 - arrogant

| Rhyme or song | Actions |
|---------------------------------------------------------------|---------------------------------------------|
| I tried and tried to whistle but I couldn't make a sound. | <i>Pretend to whistle, only blowing air</i> |
| I blew and blew but nothing! I stomped my foot on the ground. | <i>Stomp your foot on the ground</i> |
| But I felt so determined, I practiced night and day! | <i>Pretend to whistle, only blowing air</i> |
| Finally, a sound came out! I laughed and shouted YAY! | <i>Whistle if you can!</i> |

CREATIVE STORYTELLING

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





Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **ow**
- 2 Say the word: **cow**
- 3 Segment the word into the individual sounds: /c/-/ow/
- 4 Say the first sound of the word: /c/
- 5 Say the last sound of the word: /ow/
- 6 Write the word on the chalkboard: **cow**
- 7 Model pointing to and blending the sounds to make a word: /c/-/ow/ = **cow**

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

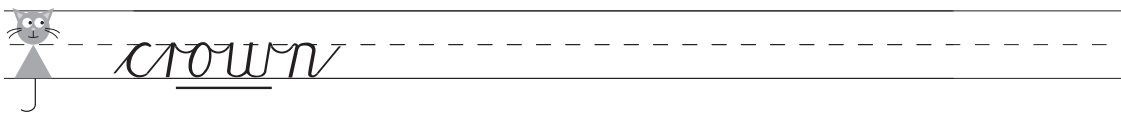
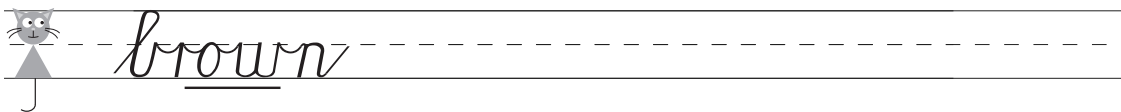
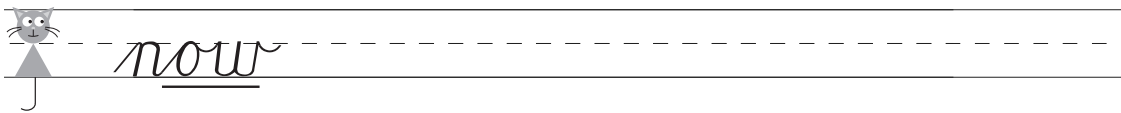
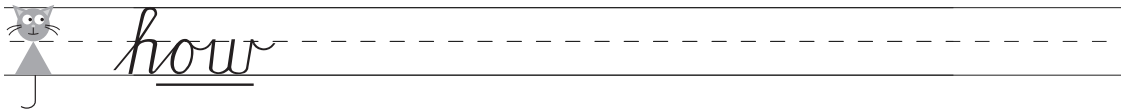
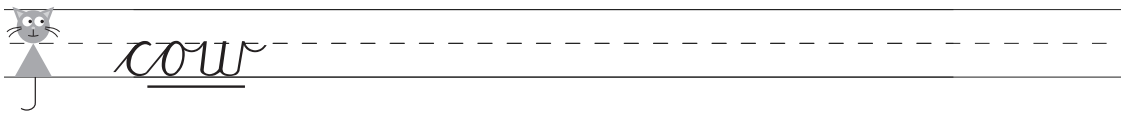
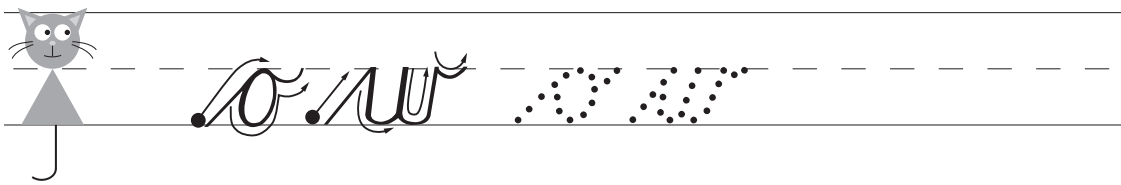


Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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





How now brown cow.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Write about a time you practiced in order to learn something new or improve at something.

TASK: Write a paragraph of at least 10 sentences.

WRITING FRAME:

I really wanted to...

I knew I needed to...

I practiced...

While I was learning...

I kept practicing because...

I learnt that...

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

MODELLING THE PUBLISHING PROCESS (I DO)

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

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **A time I practiced...**

- 3 Tell learners to neatly rewrite their final piece of writing, with no mistakes.
- 4 If learners have time, they can draw a quick illustration.
- 5 As learners write, walk around the classroom and help learners who are struggling.

LEARNERS PRESENT THEIR WRITING

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

I really wanted to practice my singing.

I knew I needed to get better if I wanted to be a famous singer one day.

I practiced every day before and after school.

While I was learning i felt happy and joyful because I knew I was getting better.

I kept practising because I wanted to realise my dream one day.

I learnt that you should have a dream and work hard to achieve it.



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

Letter swap

I DO...

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

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **how, now**
- 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: **how, now**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **spot**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **hot, dot, rot, shot, clot, spit, spat**

YOU DO...

- 1 Write this word on the chalkboard: **brown**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
crown, frown, down, brain, bran

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>Li Jie, the fabulous and talented archer</u> <i>This story is based on a Chinese folktale.</i></p> | <p>--</p> |
| <p>Long ago in ancient China, there lived a young archer named Li Jie. He was known throughout the land for shooting arrows with incredible accuracy. Whenever he walked down the street, he heard whispers. 'There is no one better!' whispered the men. 'We've never seen such accuracy!' whispered the women.</p> | <p>I wonder how it feels if people are always saying those things about you? I think it might make someone arrogant to hear that all the time!</p> |
| <p>Li Jie believed that he was fabulous. He walked with his nose in the air. 'There is no one better than me!' he thought.</p> | <p>I make the evaluation that Li Jie is arrogant because people are always saying that he is the best!</p> |
| <p>One day he was practicing shooting targets at the archery grounds. A crowd gathered to watch Li Jie. As he raised his arrow, he heard whispers. 'There is no one better!' whispered the men. 'We've never seen such accuracy!' whispered the women.</p> | <p>Li Jie hears that he is the best all the time. I wonder if he thinks it is impossible for someone to shoot like him?</p> |
| <p>When Li Jie's arrow hit the center of the target, the crowd burst into applause. Li Jie turned around to see his admirers and to take a bow. But as he turned around, he noticed an old man selling oil. The old man watched, but he did not clap.</p> | <p>I make the evaluation that Li Jie loves all the praise he gets, because he turns around to watch people clap for him.</p> |
| <p>Li Jie believed that everyone must admire him. He walked over to the old man. 'I have seen you watching but not clapping. Have you ever seen a better archer than me?' he asked.</p> | <p>I think this shows just how arrogant Li Jie is; he can't understand how anyone could not admire and be impressed by him.</p> |

| Text | Second Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'No I haven't!' replied the old man.</p> <p>'Then why don't you clap for me?' Li Jie asked angrily.</p> | |
| <p>The old man paused for a moment.</p> <p>Then he replied, 'You are not a superhero. You are not a god. You have become a skilled archer because you practice. I am impressed by your persistence more than your accuracy.'</p> <p>Li Jie could not believe his ears. He believed that everyone must admire him.</p> <p>'What can you do then? What skill do you have that you're not impressed with me?' he asked, raising his voice slightly.</p> | <p>I wonder how Li Jie feels when the old man says he is not a superhero or a god? I think he must feel shocked – because he thinks of himself as so much better than other people!</p> |
| <p>The old man said nothing. Instead, he took a bottle from his table and placed it onto the ground. Then, he took a copper cash coin and placed it over the opening. The old man then scooped out a ladle of oil from his big jar, held it high and began to fill the bottle through the tiny hole of the coin.</p> | <p>--</p> |
| <p>The crowd watched with amazement. As the oil filled the bottle, Li Jie heard whispers.</p> <p>'There is no one better!' whispered the men.</p> <p>'We've never seen such accuracy!' whispered the women.</p> | <p>I make the evaluation that Li Jie will feel confused, because all of his admirers are now praising the old man in the same exact way as they usually praise him!</p> |
| <p>But the old man did not believe he was fabulous. He did not walk with his nose in the air.</p> <p>'This is nothing special, he said. 'I have this skill because I practice. If you practice persistently, you can become as accurate as me.' And with those words, he left.</p> | <p>The old man is an expert at pouring oil – just like Li Jie is an expert archer. But Li Jie is arrogant while the old man isn't. I wonder why?</p> |
| <p>Li Jie was left on the field, deep in thought. The crowd was left on the sidelines, whispering.</p> <p>'I thought no man or woman could ever be as fabulous and accurate as me!' Li Jie thought.</p> <p>'Maybe if we practiced archery, we could be better!' whispered the men.</p> <p>'Maybe we have never seen such accuracy because no one else has worked so hard!' whispered the women.</p> <p>And from that day forward, the people of the land valued hard work and practice more than any skill.</p> | <p>I make the evaluation that Li Jie's experience with the old man will make him a less arrogant person!</p> |

| Follow up questions | Responses |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is the old man an expert at? | He is an expert at pouring oil carefully. |
| What evidence can we use to make the evaluation that Li Jie is an arrogant person? | <p>We can make this evaluation because:</p> <p>He believed that he was fabulous.</p> <p>He walked with his nose in the air.</p> <p>He was angry when he saw the old man not clapping for him.</p> <p>He thought everyone should admire him.</p> |
| Why question | Possible responses |
| Why is Li Jie surprised when the old man doesn't clap? | <ul style="list-style-type: none"> • Because everyone is always saying he is the best. • Because he is used to everyone admiring his archery skills. • Because he thinks he is the best. • Because he can't imagine that the old man has ever seen a better archer than him. |



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.
 - admire
 - admirer
 - folktale

| Rhyme or song | Actions |
|---------------------------------------------------------------|---------------------------------------------|
| I tried and tried to whistle but I couldn't make a sound. | <i>Pretend to whistle, only blowing air</i> |
| I blew and blew but nothing! I stomped my foot on the ground. | <i>Stomp your foot on the ground</i> |
| But I felt so determined, I practiced night and day! | <i>Pretend to whistle, only blowing air</i> |
| Finally, a sound came out! I laughed and shouted YAY! | <i>Whistle if you can!</i> |

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - In my opinion, Li Jie is...
 - I think the old man wanted Li Jie to know 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.

| | | |
|-----------|-----------|----------|
| sp | ow | t |
| i | o | n |
| u | c | h |
| b | r | a |

MODEL

- 1 Remind learners of the sounds of the week: **/sp/** and **/ow/**
- 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: **/sp/-/o/-/t/ = spot**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/sp/** or **/ow/**
- 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: **sp, ow**
- 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): **spot, spit, spin, spun, cow, how, now, brown, crown, bat, cat, hat, rat, tan, ran, can, chat, that**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

ORAL OR WRITTEN SUMMARY OF THE STORY

- 1 Explain that today we will *think about the most important parts of the text*.
- 2 We will also *think about what we are supposed to learn from the text*.
- 3 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:
This text is about...(2–3 sentences)
I liked...
I think this text was written to teach me...
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 6 Model your own example for learners. Say: ***This text is about*** *Li Jie who was a fabulous archer. ***I liked*** when the old man poured oil carefully through a hole. ***I think this text was written to teach me*** that we can all be experts at different things through practice.*
- 7 Give learners time to think about the most important parts of the text.
- 8 Tell learners to **turn and talk** with a partner to share their ideas. / Tell learners to write their own summaries using the frame.
- 9 Call the class back together.
- 10 Ask 1–2 learners to share their summaries with the class.
- 11 Come up with a class summary, like: ***This text is about*** *the day that Li Jie learns a lesson. ***We liked*** when Li Jie gets angry that the old man isn't clapping for him. ***We think this text was written to teach us*** that practice is the most important part of having a skill!*

WEEK 2



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 3

TERM 2

Week

3

THEME:

**Families caring
for each other**



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: Ask learners to bring in pictures (or to draw pictures) of their families, and to write a sentence about how people in their family care for or help each other.
- 5 Do some research on the internet to prepare for the theme. For example: How different kinds of animals care for members of their family.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

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

Activity 2: DBE Workbook 1: Page 36, Let's read

Activity 3: DBE Workbook 1: Page 37 & 38, Let's write

Activity 4: Draw a picture of your family

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Sibongile serving her mother toast in the Big Book story: Hot toast coming up
- 2 Tell learners that we are starting a new theme called: Families caring for each other
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What does it mean to care for someone?
 - b What are the different ways we care for people?
 - c How do people in your family care for each other?

WEEK 3

THEME VOCABULARY

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

| Rhyme or song | Actions |
|---------------------------------------|-----------------------------------------------|
| I am kind to the people I know, | <i>Point to yourself</i> |
| I care for others wherever I go! | <i>March in place</i> |
| When I'm caring in little ways, | <i>Use your fingers to show: a little bit</i> |
| I help make the world a kinder place! | <i>Give two thumbs up</i> |



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Sentences.**
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular sentences as follows. Learners must write these sentences next to the correct number:

Singular to Plural Sentences

- 1 I will eat a plum.
- 2 I like to sit and read a book.
- 3 The cup is broken.
- 4 My tooth is sore.
- 5 This shoe hurts my foot.
- 4 Next, instruct learners to rewrite the sentences as plurals, on the line below.
- 5 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.
- 6 Then, ask learners to point out any patterns they can see, like: where words change.
- 7 Underline these patterns, like:

Singular to Plural Sentences

- 1 I will eat a plum.
I will eat plums.
- 2 I like to sit and read a book.
I like to sit and read books.
- 3 The cup is broken.
The cups are broken
- 4 My tooth is sore.
My teeth are sore.
- 5 This shoe hurts my foot.
These shoes hurt my feet.
- 8 Tell learners to think about these patterns when they are reading or writing.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan and Draft

TOPIC: Write a fictional story about family members who care for each other.

TASK: Write a story of at least 10 sentences to contribute to a class book entitled: Families caring for each other.

PLANNING STRATEGY: Make a mind-map

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for a story, like:
I am going to write a story about an older sister who cares for her younger brother by helping him with his maths homework. She tutors him because he is having a hard time.

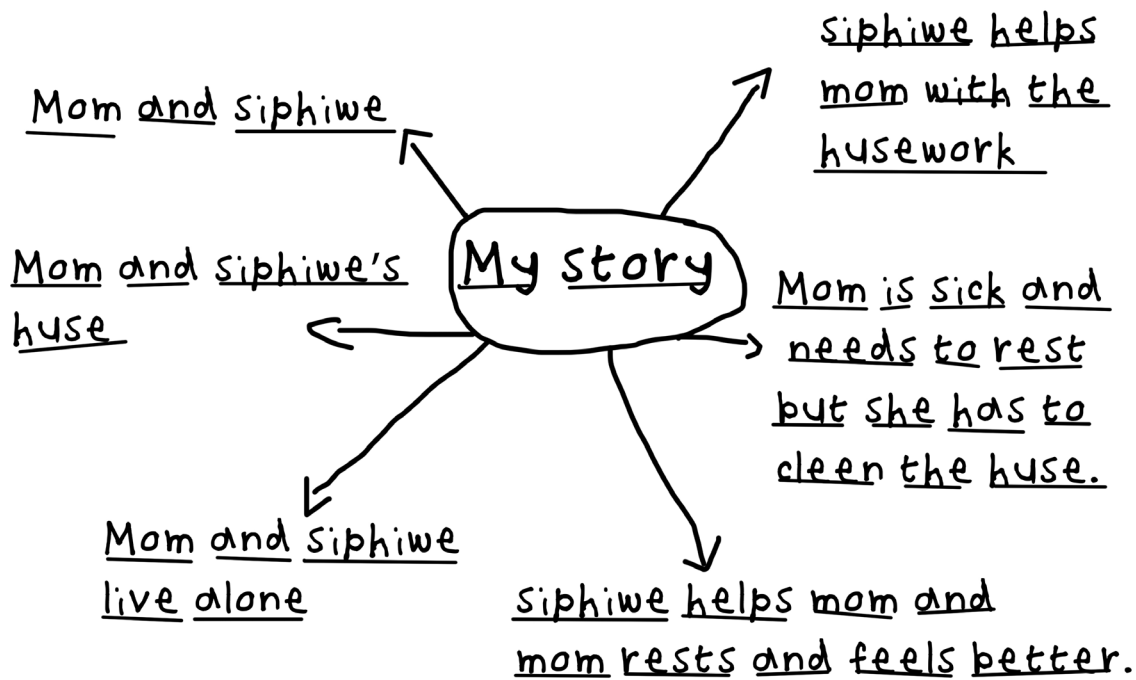
MODELLING THE PLANNING STRATEGY (I DO)

- 1 Draw a mind-map frame on one side of the chalkboard.
- 2 Show learners how you make a mind-map by answering the questions.
- 3 Complete the mind-map on the other side of the chalkboard.

| Mind-map plan | | | Mind-map | | |
|--------------------------------------|----------------------------------------|--------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------|
| Who are the characters in the story? | | How do we see the idea of a caring family? | Ithabeleng is the older sister, Thabo is the younger brother | | Ithabeleng tutors Thabo in maths |
| | My story | What is the problem in the story? | | My story | Thabo needs help. Everyone is too busy to help him |
| What is the setting of the story? | Are there any other important details? | How is the problem in the story solved? | At home | Ithabeleng has to stay up extra late to get her own work done | Ithabeleng sees that he is upset and offers to help |

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of the characters in their story, and how these characters show they care about each other.
- 2 Next, tell learners to **turn and talk** with a partner, to share their stories.
- 3 Show learners the mind-map frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.
- 5 Tell learners they must write their own ideas – they must **not** to copy your plan.
- 6 As learners work, walk around the room and hold mini-conferences.

Mind-map plan**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

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **nk words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 **pink**
 - 2 **sink**
 - 3 **wink**
 - 4 **link**
 - 5 **plank**
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

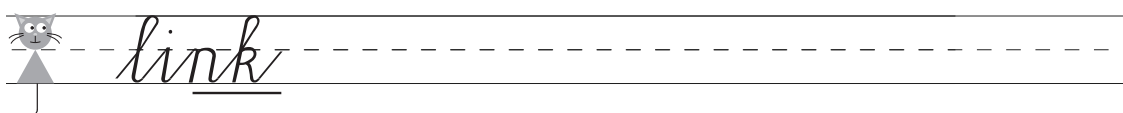
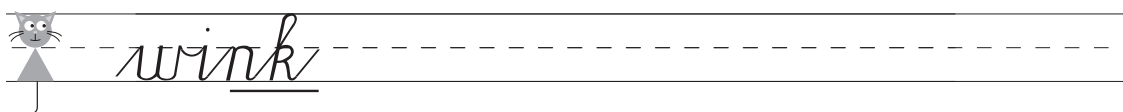
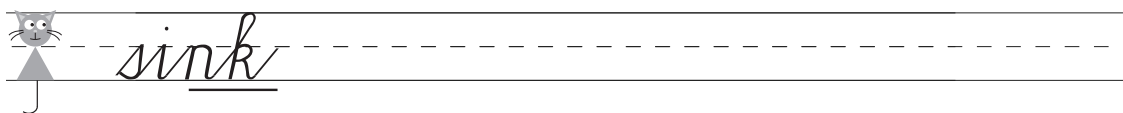
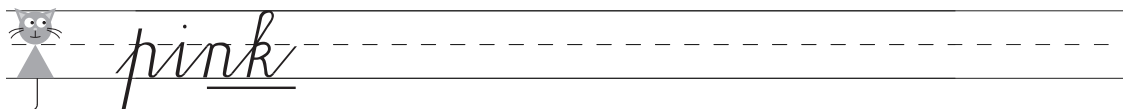
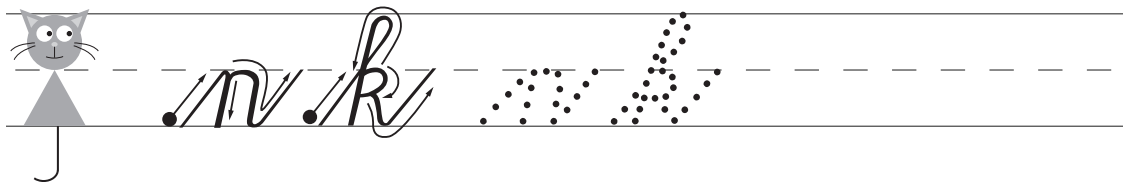



Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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



 *plank*

 *I wink by the pink sink.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER / MAKE EVALUATIONS

| Text | First Read (Think Aloud) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Hot toast coming up</u></p> <p>When Sibongile got home from school, she found her mother sick in bed.</p> <p>'Oh no Mama!' Sibongile said, 'I will take care of you!'</p> | <p>Oh no! I wonder if this is the first time Sibongile has ever seen her mother sick?</p> |
| <p>Sibongile thought about all the things her mother did for her when she was sick. 'Mama always makes me toast!' Sibongile thought. She went to the kitchen to make her mother some nice hot toast.</p> | <p>--</p> |
| <p>Sibongile's little brother Sipho came into the kitchen.</p> <p>'Mama always looks after us when we're sick,' she told Sipho, 'now it's our turn! Please help me to make some toast!'</p> <p>Sibongile wanted to do something extra special for her mother.</p> <p>'I need to go find something - I'll be right back!' she said.</p> | <p>I wonder what extra special thing Sibongile will do for her mother? I wonder why she is working so hard to make her mother's day special? It must be because her mother takes really good care of her when she is sick!</p> |

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Sibongile went to find her old sock – the one with holes in it. ‘This will be perfect!’ she thought. She took the sock and went to find the other things she would need.</p> | <p>I wonder what Sibongile is going to do with an old sock? I wonder how that will help her mother?</p> |
| <p>She walked through the kitchen. Siphon was supposed to be making the toast, but he was playing with their puppy. The toast was still sitting in the toaster. It was cold!</p> <p>‘Siphon! You’re supposed to be helping me take care of Mama!’ Sibongile said. She put new slices of bread in the toaster.</p> <p>‘Please watch the toast! You must bring it to Mama while it is hot!’ she said.</p> <p>‘I need to go find something – I’ll be right back!’ she said.</p> | <p>--</p> |
| <p>Sibongile went into her mother’s room.</p> <p>‘I am making something extra special for you – do you like monsters or snakes better?’ she asked.</p> <p>‘Monsters,’ her mother replied.</p> <p>‘Ok! I will be back soon!’ Sibongile said.</p> | <p>I wonder what Sibongile could be doing? I wonder why she needs to know if her mother likes monsters or snakes better?</p> |
| <p>She walked through to the kitchen again. Siphon was supposed to be making the toast, but now he was reading a book. The toast was sitting in the toaster. It was cold!</p> <p>‘Siphon! You’re supposed to be helping me take care of Mama!’ Sibongile said. She put new slices of bread in the toaster.</p> <p>‘Please watch the toast! You must bring it to Mama while it is hot!’ she said.</p> <p>‘I need to go do something – I’ll be right back!’ she said.</p> | <p>--</p> |
| <p>Sibongile found her markers and paint. She put the red sock on the table. She drew a nose and eyes on the sock. ‘A little monster puppet!’ Sibongile said, as she put on the puppet on her hand and ran to her mother’s room.</p> | <p>I wonder why Sibongile is making a puppet? I wonder what she will do with the puppet?</p> |
| <p>‘I’m going to put on a puppet show for you!’ Sibongile said.</p> <p>Sibongile made her little monster puppet talk and dance. She felt happy as she watched her mother smile and laugh. ‘I loved your puppet show!’ Mama said at the end.</p> | <p>I wonder where Sibongile got the idea to put on a puppet show for her mother? I wonder if her mother has ever put on a puppet show for her?</p> |

| Text | First Read (Think Aloud) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 'I'm feeling hungry,' Mama said, getting up. Sibongile froze! | I wonder what Siphon is doing? He was supposed to be looking after the toast! |
| 'No, no! I made you toast! I forgot!' Sibongile cried. 'Stay in bed, I will bring it!' | |
| Sibongile ran to the kitchen. Siphon was drawing with his crayons. The toast was cold. There was no more bread. 'I hope mom likes cold toast,' thought Sibongile. | I wonder if Sibongile's mother will eat the cold toast? |
| The toast was cold, but there was enough for Mama, Sibongile, Siphon and the little monster puppet to eat together! | -- |
| Follow up questions | Possible responses |
| What does Siphon get distracted by? | He gets distracted by a puppy, a book, and his crayons. |
| What kind of puppet does Sibongile make for her mother? | A little monster puppet. |
| Why question | Possible responses |
| Why did Sibongile serve her mother cold toast? | <ul style="list-style-type: none"> • Because she was trying to make a puppet show for her. • Because her brother was supposed to be helping her, but he kept forgetting about the toast. • Because Sibongile was so busy with her puppet show that she forgot about the toast. • Because she made the toast so many times she ran out of bread! |



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.
 - perform
 - distracted
 - focussed

| Rhyme or song | Actions |
|---------------------------------------|-----------------------------------------------|
| I am kind to the people I know, | <i>Point to yourself</i> |
| I care for others wherever I go! | <i>March in place</i> |
| When I'm caring in little ways, | <i>Use your fingers to show: a little bit</i> |
| I help make the world a kinder place! | <i>Give two thumbs up</i> |

CREATIVE STORYTELLING

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





Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



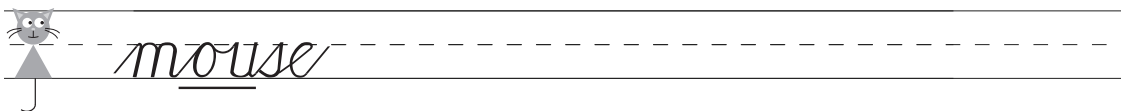
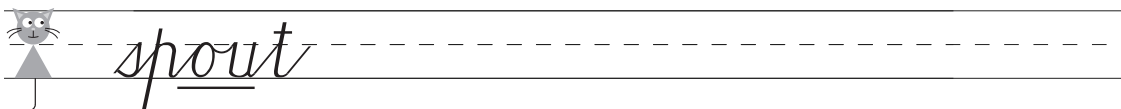
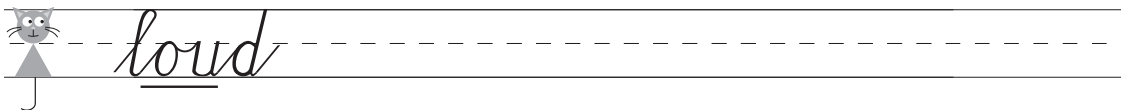
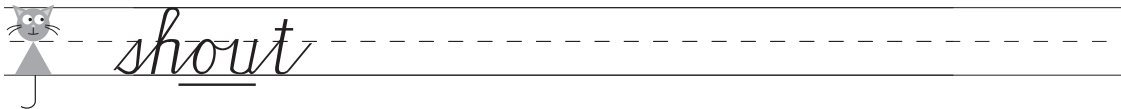
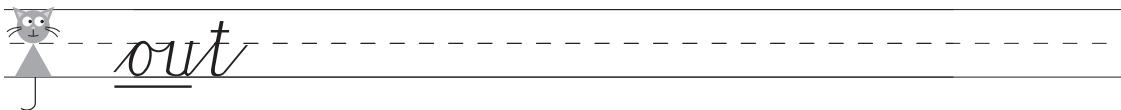
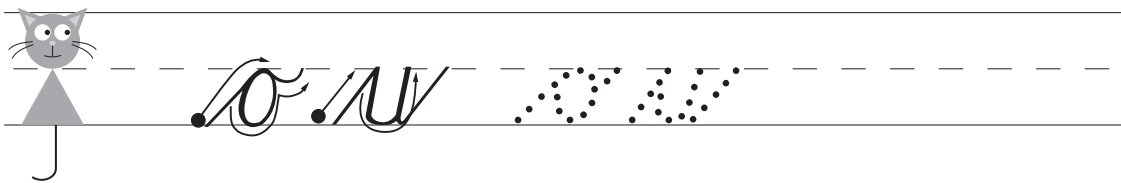
Handwriting:

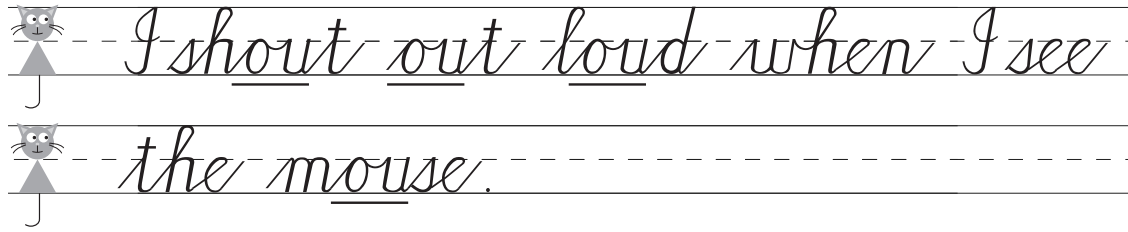
15 minutes

Write letter(s) / words / sentences in cursive

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

WEEK 3





ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC:

Write a fictional story about family members who care for each other.

TASK: Write a story of at least 10 sentences to contribute to a class book entitled: Families caring for each other.

WRITING FRAME:

Once there was... *(tell us about the setting and the characters)*

He / she was... *(explain the problem)*

But then... *(explain how the problem gets solved)*

In the end... *(what is the moral of the story?)*

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

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Show learners how to write a sentence using **inverted commas** while you model.
- 5 Model how you will complete the writing frame using your own plan, like:

- a **Once there was** a boy named Thabo. **He was** really struggling to learn maths. He wanted to improve, but he needed help. He asked his mother but she was too busy to help. He asked his uncle but he was too busy to help. He didn't know what to do.
- b **But then,** Thabo's older sister, Ithabeleng, heard Thabo crying in his room.
- c 'What's wrong?' she asked.
- d 'I don't know how to improve at maths. No one can help me!' Thabo said.
- e 'I will help you,' Ithabeleng said.
- f Every evening, Ithabeleng sat with Thabo for hours. She helped him. Then when he went to bed, she did her own homework.
- g **In the end,** Thabo improved in maths because of his caring sister.

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

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

Once there was a girl named
siphiwe and her mom. They lived
together in a little huse.

Mom was sick and needed to rest,
but she had to clean the huse.

But then siphiwe told her mom to
go and sleep and she helped her
mom clean the huse.

In the end mom felt much better
and the huse was clean.

It is always good to help your
family.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Letter swap

I DO...

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

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **loud, cloud**
- 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: **loud, cloud**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **loud**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **cloud, lid, led, lad, lead, louse, lout**

YOU DO...

- 1 Write this word on the chalkboard: **pink**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
sink, wink, link, think, clink, punk, ping

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>Hot toast coming up</u></p> <p>When Sibongile got home from school, she found her mother sick in bed.</p> <p>'Oh no Mama!' Sibongile said, 'I will take care of you!'</p> | <p>I can make an evaluation that Sibongile is a caring person. She wants to care for her mother, just like her mother cares for her!</p> |
| <p>Sibongile thought about all the things her mother did for her when she was sick. 'Mama always makes me toast!' Sibongile thought. She went to the kitchen to make her mother some nice hot toast.</p> | <p>I can make an evaluation that Sibongile is caring because her mother didn't ask for help, but Sibongile offers on her own! She really wants her mother to feel loved and cared for.</p> |
| <p>Sibongile's little brother Siphon came into the kitchen.</p> <p>'Mama always looks after us when we're sick,' she told Siphon, 'now it's our turn! Please help me to make some toast!'</p> <p>Sibongile wanted to do something extra special for her mother.</p> <p>'I need to go find something – I'll be right back!' she said.</p> | <p>I wonder if Siphon is as kind and caring as his big sister?</p> |
| <p>Sibongile went to find her old sock – the one with holes in it. 'This will be perfect!' she thought. She took the sock and went to find the other things she would need.</p> | <p>--</p> |
| <p>She walked through the kitchen. Siphon was supposed to be making the toast, but he was playing with their puppy. The toast was still sitting in the toaster. It was cold!</p> <p>'Siphon! You're supposed to be helping me take care of Mama!' Sibongile said. She put new slices of bread in the toaster.</p> <p>'Please watch the toast! You must bring it to Mama while it is hot!' she said.</p> | <p>I can make the evaluation that Siphon isn't as caring as Sibongile. Siphon didn't offer to help care for his mom. And, he keeps forgetting to help Sibongile even though she has asked him to help her!</p> |

| Text | Second Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ‘I need to go find something – I’ll be right back!’ she said. | |
| Sibongile went into her mother’s room. ‘I am making something extra special for you – do you like monsters or snakes better?’ she asked. ‘Monsters,’ her mother replied. ‘Ok! I will be back soon!’ Sibongile said. | -- |
| She walked through to the kitchen again. Siphon was supposed to be making the toast, but now he was reading a book. The toast was sitting in the toaster. It was cold! ‘Siphon! You’re supposed to be helping me take care of Mama!’ Sibongile said. She put new slices of bread in the toaster. ‘Please watch the toast! You must bring it to Mama while it is hot!’ she said. ‘I need to go do something – I’ll be right back!’ she said. | I can make the evaluation that Siphon gets distracted easily! First, he got distracted by their puppy and now he is distracted by his book! He is not as focused on helping his mother as Sibongile is. |
| Sibongile found her markers and paint. She put the red sock on the table. She drew a nose and eyes on the sock. ‘A little monster puppet!’ Sibongile said, as she put on the puppet on her hand and ran to her mother’s room. | -- |
| ‘I’m going to perform a puppet show for you!’ Sibongile said. Sibongile made her little monster puppet talk and dance. She felt happy as she watched her mother smile and laugh. ‘I loved your puppet show!’ Mama said at the end. | I can make the evaluation that Sibongile is a creative person! She made her own puppet and made up her own puppet show to help her mom smile and laugh! |
| ‘I’m feeling hungry,’ Mama said, getting up. Sibongile froze! ‘No, no! I made you toast! I forgot!’ Sibongile cried. ‘Stay in bed, I will bring it!’ | Oh no! Sibongile worked so hard to make the day special for her mother. I wonder if she will feel annoyed with her brother for not helping with the toast? |
| Sibongile ran to the kitchen. Siphon was drawing with his crayons. The toast was cold. There was no more bread. ‘I hope mom likes cold toast,’ thought Sibongile. | I can make the evaluation that Sibongile is a very kind and understanding person. Siphon is not being helpful, but she doesn’t become cross or shout! The only thing she is focused on is taking care of her mother. |
| The toast was cold, but there was enough for Mama, Sibongile, Siphon and the little monster puppet to eat together! | |

| Follow up questions | Possible responses |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What kind of person do you think Sipho is? | I can make the evaluation that Sipho is... because... |
| What kind of person do you think Sibongile is? | I can make the evaluation that Sibongile is... because... |
| Why question | Possible responses |
| Why did Sibongile work so hard to take care of her mother? | <ul style="list-style-type: none">• Because her mother always takes good care of her when she is sick.• Because she wants to show her mother she loves and cares about her.• Because she is a caring person.• Because she is a kind person.• Because she wants her mother to feel better! |



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.
 - froze
 - slice
 - toast

| Rhyme or song | Actions |
|---------------------------------------|-----------------------------------------------|
| I am kind to the people I know, | <i>Point to yourself</i> |
| I care for others wherever I go! | <i>March in place</i> |
| When I'm caring in little ways, | <i>Use your fingers to show: a little bit</i> |
| I help make the world a kinder place! | <i>Give two thumbs up</i> |

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 I think that Sibongile is...because...
 Sibongile teaches us about the theme '*Families caring for each other*' 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.

| | | |
|-----------|-----------|----------|
| nk | ou | t |
| s | h | p |
| i | w | l |
| d | c | e |

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **nk, ou**
- 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): **pink, sink, wink, link, out, shout, loud, spout, cloud, pet, did, lid, tip, wet, hip, ship, which**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE EVALUATIONS

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: Hot toast coming up
- 2 They will also talk about an evaluation that they have about the story.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and something **they connect to** in the story, like: **I liked that** Sibongile wants to take care of her mother. **I make the evaluation that** Sibongile is a very caring person, **because** she wants to perform a puppet show and make toast for her mother at the same time!
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they like** and what **evaluation** they can make about the story.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners own ideas!*)



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.

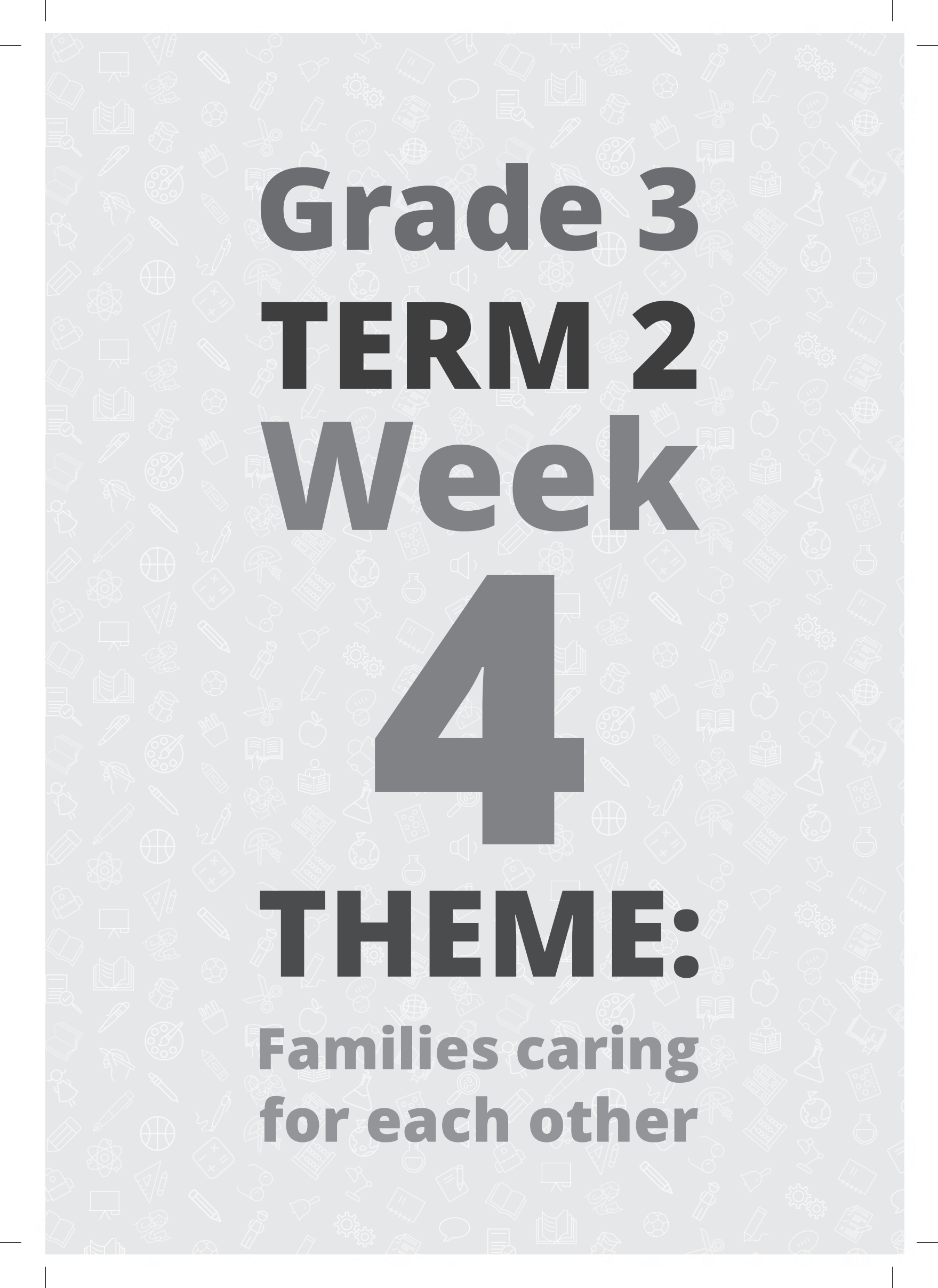


End of week language learning review

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 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 3 TERM 2 Week

4

THEME:

**Families caring
for each other**



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: a list of ways to show you care about your siblings; a list of ways we can show we care for the people around us
- 5 Do some research on the internet to prepare for the theme. For example: how to make a puppet, like Sibongile made
- 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 40, Let's read

Activity 2: DBE Workbook 1: Page 41 & 42, Let's write

Activity 3: DBE Workbook 1: Page 43, Let's write

Activity 4: Draw a picture of one way you show you care for someone in your family

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Candice teaching Carla to ride her bike in the Big Book story: Candice and Carla's big adventure
- 2 Tell learners that we are continuing our theme: Families caring for each other
- 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 Why do families care for each other?
 - b What are some fun ways you can show you care for someone?
 - c Why is it important to show people that you care about them?
 - d How do you feel when someone is caring?
 - e How do you feel when you are caring for someone else?

WEEK 4

THEME VOCABULARY

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

| Rhyme or song | Actions |
|---------------------------------------|-----------------------------------------------|
| I am kind to the people I know, | <i>Point to yourself</i> |
| I care for others wherever I go! | <i>March in place</i> |
| When I'm caring in little ways, | <i>Use your fingers to show: a little bit</i> |
| I help make the world a kinder place! | <i>Give two thumbs up</i> |



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: They will write their test.

- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
 - 2 I
 - 3 We
 - 4 He
 - 5 She
- 5 Tell learners to rewrite sentence starting with the word provided.
- 6 In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 7 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 8 Underline any patterns, like:
 - 1 They will write their test.
 - 2 I will write my test.
 - 3 We will write our test.
 - 4 He will write his test.
 - 5 She will write her test.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Edit

TOPIC: Write a fictional story about family members who care for each other.

TASK: Write a story of at least 10 sentences to contribute to a class book entitled: Families caring for each other.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I use the past tense?
- 2 Did I use my imagination to make up an interesting story?
- 3 Is there a problem in my story?
- 4 Does the problem in my story get solved?
- 5 Did I use inverted commas correctly?
- 6 Did I spell all words correctly?
- 7 Does every sentence start with a capital letter?
- 8 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

5 Once there was a girl named S
Siphwe and her mom. They lived
together in a little h
huse.
Mom was sick and needed to rest,
but she had to clean the h
huse.
But then S
Siphwe told her mom to
go and sleep and she helped her
mom clean the h
huse.

In the end mom felt much better
and the h
huse was clean.
It is always good to help your
family.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **th** (hard sound)
- 2 Say the word: **them**
- 3 Segment the word into the individual sounds: /**th**/-/e/-/m/
- 4 Say the first sound of the word: /**th**/
- 5 Say the second sound of the word: /e/
- 6 Say the last single sound of the word: /m/
- 7 Write the word on the chalkboard: **them**
- 8 Model pointing to and blending the sounds to make a word: /**th**/-/e/-/m/ = **them**

WE DO...

- 1 Say the sound: **th** (hard sound)
- 2 Say the word: **that**
- 3 Ask learners: What is the first sound in the word? /**th**/
- 4 Ask learners: What is the second sound in the word? /a/
- 5 Ask learners: What is the last sound in the word? /t/
- 6 Ask learners to segment the word into each individual sound: /**th**/-/a/-/t/
- 7 Write the word on the chalkboard: **that**
- 8 Instruct learners to blend the sounds in the word with you: /**th**/-/a/-/t/ = **that**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **th words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 that
 - 2 then
 - 3 this
 - 4 them
 - 5 they
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

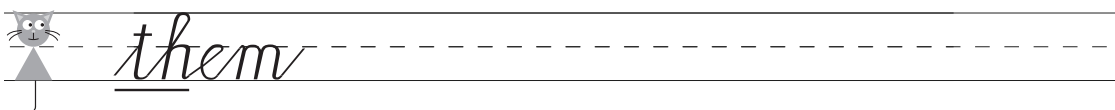
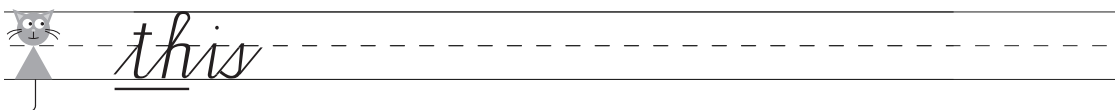
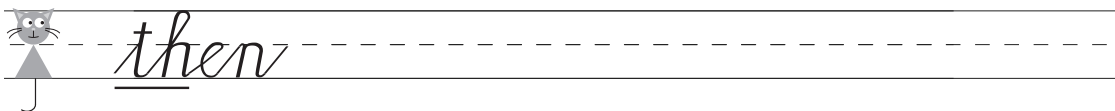
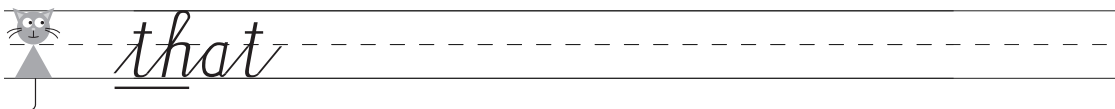
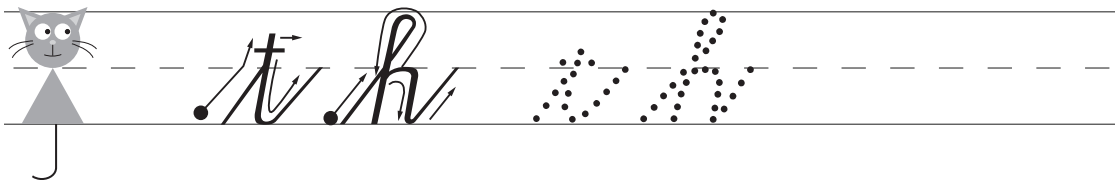



Handwriting:


15 minutes

Write letter(s) / words / sentences in cursive

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



 they

 That man is not fat.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____

WEEK 4



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

| Text | First Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <p><u>Candice and Carla's big adventure</u></p> <p>It was finally Carla's birthday. Her older sister Candice had been waiting for this day to come. Candice and her grandmother had picked out a bright yellow bicycle for Carla. Candice couldn't wait to teach Carla how to ride her bicycle.</p> | <p>I can infer that Candice must already know how to ride a bicycle.</p> |
| <p>After dinner, Grandmother let Candice roll the new bicycle into the house. They tied a big red bow onto the handlebars. Then, Candice called for Carla to come. Candice couldn't wait to see Carla's smile at the sight of a brand-new bicycle.</p> | <p>I infer that Candice thinks that Carla will love her new present, because she is expecting Carla to smile!</p> |
| <p>Carla ran into the room. Her face lit up when she saw the bright yellow bicycle. But then her smile faded a bit.</p> <p>'But...I don't know how to ride,' she said.</p> <p>'Don't worry! My birthday present is to teach you how!' Candice said excitedly.</p> | <p>I infer that Candice didn't have money to buy her sister a present. Instead, she planned such a kind gift!</p> |

| Text | First Read (Think Aloud) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The next morning was Saturday. Candice woke Carla up early.</p> <p>'Let's go to the park! I want to teach you how to ride so we can go on an adventure!' Candice said.</p> <p>Candice got onto her bike. 'Watch me. Then you will know what to do,' she told her sister.</p> <p>Candice peddled her bike up and down the path while Carla watched.</p> <p>'Now you try!' Candice told Carla.</p> <p>'I'm too scared!' said Carla, 'What if I fall?' she asked.</p> | <p>Oh! I infer that Candice thought Carla could learn just from watching her carefully. But Carla doesn't feel confident enough to try on her own after watching.</p> |
| <p>Candice had thought it would be easy to teach Carla. She thought about how she could teach her sister to peddle. Then she had an idea.</p> <p>'Come, get on your bike,' Candice said. Then Candice held onto the bike so it couldn't move. 'Now you can practice peddling,' she told Carla.</p> <p>Carla put her feet onto the peddles while Candice held on tight. She peddled and peddled. After a few minutes, Candice thought Carla had the hang of it.</p> <p>'Now you try on your own!' Candice instructed Carla. Candice let go of the bike.</p> <p>Carla lifted her feet onto the peddles but felt the bike wobble. She put her feet down.</p> <p>'I'm too scared to peddle on my own! What if I fall?' Carla asked.</p> | <p>I can infer that Carla needs a lot of practice in order to build up her confidence to ride on her own!</p> |
| <p>Candice had thought it would be easy to teach Carla. Now that Carla could peddle, she thought about how she could teach her sister to balance on the bike. Then she had an idea.</p> <p>'Come, get on your bike,' Candice said. Then Candice held onto the back of the bike. 'Now you can practice balancing,' she told Carla.</p> <p>Carla began peddling while Candice ran behind her, holding on tight. After a few minutes, Candice thought Carla had the hang of it.</p> <p>'Now you try on your own!' Candice instructed Carla. Candice let go of the bike.</p> <p>Carla felt the bike wobble and she put her feet down.</p> <p>'I'm too scared to balance on my own! What if I fall?' Carla asked.</p> | <p>I infer that Candice has never taught someone to ride a bicycle before, because she doesn't realise that it takes a lot of practice to feel confident enough to ride on your own.</p> |

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Candice realised there would not be a big biking adventure today.</p> <p>Candice held onto the back of the bike again. 'For now, I think you just need to practice peddling and balancing,' she told Carla.</p> <p>Up and down the path they went for hours and hours – Carla on her bike and Candice running behind.</p> | <p>I can infer that Candice really wants to help her sister learn, because she runs behind her bike all day helping her practice!</p> |
| <p>The sun began to sink low in the sky. Candice was exhausted after running all day. 'Let's go home,' she said.</p> | <p>I can infer that Candice must feel tired because she has tried to help Carla ride all day, but she still can't do it on her own!</p> |
| <p>'One more time,' Carla said.</p> <p>Candice ran behind her, holding on tight. But after a few seconds, Carla yelled, 'Let go!'</p> <p>Candice pulled her hand away and watched as Carla rode down the path, all on her own. Candice began to clap and cheer as she watched her sister ride.</p> | <p>Candice's patience helped Carla get the practice she needed. I can infer that Candice must feel so proud!</p> |
| <p>What an adventure today had been after all.</p> | <p>Teaching Carla turned out to be a big adventure – even if it wasn't the kind of adventure Candice had imagined!</p> |
| Follow up questions | Possible responses |
| <p>What colour was Carla's new bicycle?</p> | <p>It was bright yellow.</p> |
| <p>What was Candice's gift to Carla?</p> | <p>Her gift was to teach her how to ride a bike.</p> |
| Why question | Possible responses |
| <p>Why did Candice run behind her sister's bike all day?</p> | <ul style="list-style-type: none"> • Because she wanted to help her sister learn how to ride a bike. • Because her sister was afraid to ride her bike alone. • Because she thought that it would help her get practice peddling and balancing. • Because she was being a kind and caring sister. |

WEEK 4



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.
 - successful
 - determined
 - instruct
 - instructions

| Rhyme or song | Actions |
|---------------------------------------|-----------------------------------------------|
| I am kind to the people I know, | <i>Point to yourself</i> |
| I care for others wherever I go! | <i>March in place</i> |
| When I'm caring in little ways, | <i>Use your fingers to show: a little bit</i> |
| I help make the world a kinder place! | <i>Give two thumbs up</i> |

WEEK 4

CREATIVE STORYTELLING

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





Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



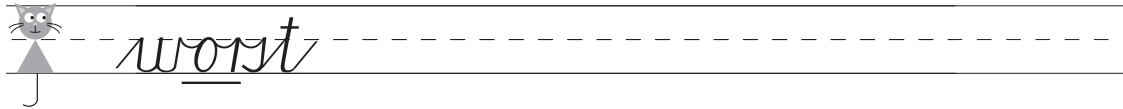
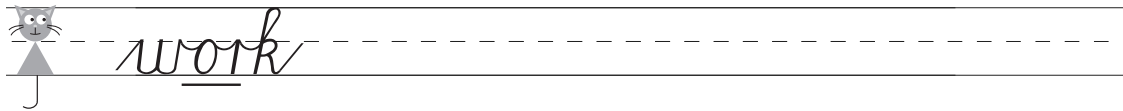
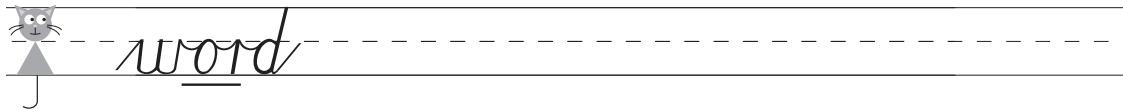
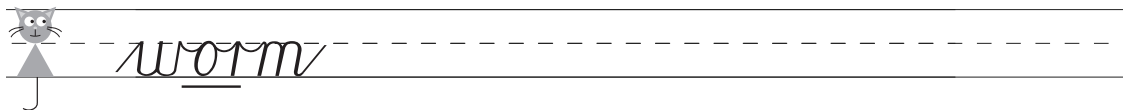
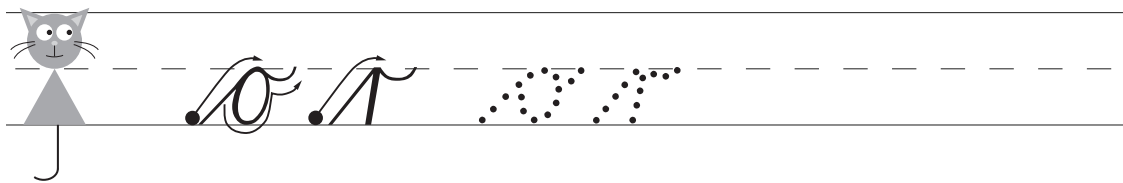
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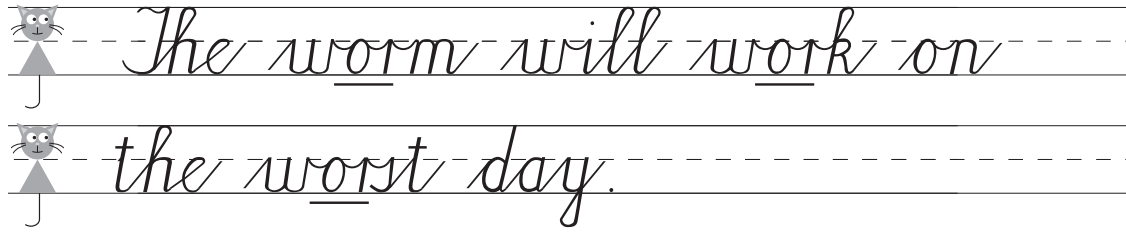
15 minutes

Write letter(s) / words / sentences in cursive

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

WEEK 4





ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Write a fictional story about family members who care for each other.

TASK: Write a story of at least 10 sentences to contribute to a class book entitled: Families caring for each other.

WRITING FRAME:

Once there was... *(tell us about the setting and the characters)*

He / she was... *(explain the problem)*

But then... *(explain how the problem gets solved)*

In the end... *(what is the moral of the story?)*

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

MODELLING THE PUBLISHING PROCESS (I DO)

- 1 Remind learners that on Monday you used the editing checklist to edit your drafts.
- 2 Next, tell learners that today we will publish and present our final piece of writing.
- 3 Show learners how you rewrite your own piece of writing, with a title and date.
- 4 Explain that if learners have time, they should add an illustration to their story. An illustration shows a picture of what is happening in the story.

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **...caring for each other**
- 3 Tell learners to neatly rewrite their final piece of writing, with no mistakes.
- 4 If learners have time, they can draw a quick illustration.
- 5 As learners write, walk around the classroom and help learners who are struggling.

LEARNERS PRESENT THEIR WRITING

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

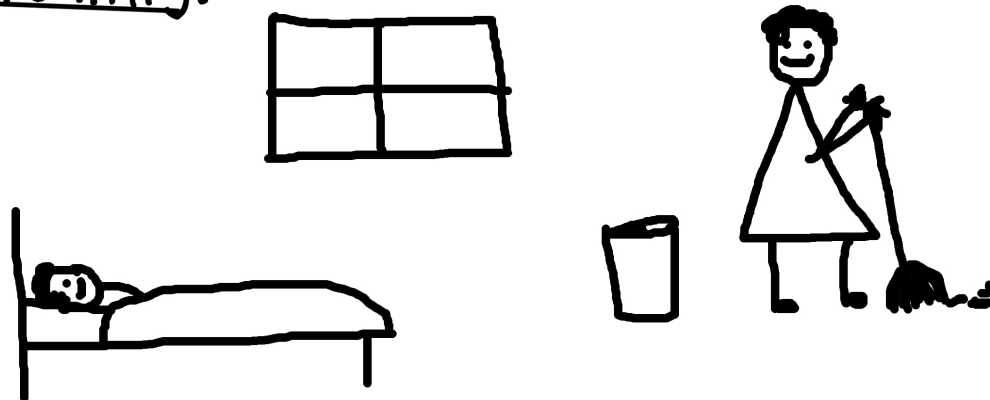
Once there was a girl named
Siphiwe and her mom. They lived
together in a little house.

Mom was sick and needed to rest,
but she had to clean the house.

But then Siphiwe told her mom to
go and sleep and she helped her
mom clean the house.

In the end mom felt much better
and the huse was clean.

It is always good to help your
family.





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

Letter swap

I DO...

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

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **word, ward**
- 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: **word, ward**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **work**
- 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: **week, weak, worm, worst, word**

YOU DO...

- 1 Write this word on the chalkboard: **that**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swopped.
hat, cat, rat, mat, fat

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

| Text | Second Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Candice and Carla's big adventure</u></p> <p>It was finally Carla's birthday. Her older sister Candice had been waiting for this day to come. Candice and her grandmother had picked out a bright yellow bicycle for Carla. Candice couldn't wait to teach Carla how to ride her bicycle.</p> | <p>Candice must be excited to teach Carla how to ride so they can ride bikes together!</p> |
| <p>After dinner, Grandmother let Candice roll the new bicycle into the house. They tied a big red bow onto the handlebars. Then, Candice called for Carla to come. Candice couldn't wait to see Carla's smile at the sight of a brand-new bicycle.</p> | <p>I infer that Candice is a loving and caring sister, because she is so excited to see Carla's smile!</p> |
| <p>Carla ran into the room. Her face lit up when she saw the bright yellow bicycle. But then her smile faded a bit.</p> <p>'But...I don't know how to ride,' she said.</p> <p>'Don't worry! My birthday present is to teach you how!' Candice said excitedly.</p> | <p>I can infer that Candice is so kind and thoughtful to her sister, because she has planned to teach her how to ride!</p> |
| <p>The next morning was Saturday. Candice woke Carla up early.</p> <p>'Let's go to the park! I want to teach you how to ride so we can go on an adventure!' Candice said.</p> <p>Candice got onto her bike. 'Watch me. Then you will know what to do,' she told her sister.</p> <p>Candice peddled her bike up and down the path while Carla watched.</p> <p>'Now you try!' Candice told Carla.</p> <p>'I'm too scared!' said Carla, 'What if I fall?' she asked.</p> | <p>I infer that Candice loves spending time with her sister, because she wants to teach her how to ride so that they can go on adventures together!</p> |

WEEK 4

| Text | Second Read (Think Aloud) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Candice had thought it would be easy to teach Carla. She thought about how she could teach her sister to peddle. Then she had an idea.</p> <p>'Come, get on your bike,' Candice said. Then Candice held onto the bike so it couldn't move. 'Now you can practice peddling,' she told Carla.</p> <p>Carla put her feet onto the peddles while Candice held on tight. She peddled and peddled. After a few minutes, Candice thought Carla had the hang of it.</p> <p>'Now you try on your own!' Candice instructed Carla. Candice let go of the bike.</p> <p>Carla lifted her feet onto the peddles but felt the bike wobble. She put her feet down.</p> <p>'I'm too scared to peddle on my own! What if I fall?' Carla asked.</p> | <p>--</p> |
| <p>Candice had thought it would be easy to teach Carla. Now that Carla could peddle, she thought about how she could teach her sister to balance on the bike. Then she had an idea.</p> <p>'Come, get on your bike,' Candice said. Then Candice held onto the back of the bike. 'Now you can practice balancing,' she told Carla.</p> <p>Carla began peddling while Candice ran behind her, holding on tight. After a few minutes, Candice thought Carla had the hang of it.</p> <p>'Now you try on your own!' Candice instructed Carla. Candice let go of the bike.</p> <p>Carla felt the bike wobble and she put her feet down.</p> <p>'I'm too scared to balance on my own! What if I fall?' Carla asked.</p> | <p>I infer that Candice wants to be a good teacher. She doesn't get frustrated with her sister when she is scared. Instead, she is patient and thinks of new and creative ways to help her sister learn!</p> |
| <p>Candice realised there would not be a big biking adventure today.</p> <p>Candice held onto the back of the bike again. 'For now, I think you just need to practice peddling and balancing,' she told Carla.</p> <p>Up and down the path they went for hours and hours – Carla on her bike and Candice running behind.</p> | <p>I can infer that Candice is very patient with her sister, because she helps her all day even though she thought her sister would learn very quickly!</p> |
| <p>The sun began to sink low in the sky. Candice was exhausted after running all day. 'Let's go home,' she said.</p> | <p>--</p> |

| Text | Second Read (Think Aloud) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'One more time,' Carla said.</p> <p>Candice ran behind her, holding on tight. But after a few seconds, Carla yelled, 'Let go!'</p> <p>Candice pulled her hand away and watched as Carla rode down the path, all on her own. Candice began to clap and cheer as she watched her sister ride.</p> | <p>Oh! I infer that Candice must be so proud when she sees Carla riding on her own. She is clapping and cheering. She must feel so proud of both of their hard work and practice.</p> |
| <p>What an adventure today had been after all.</p> | <p>Teaching someone something new can be a big adventure!</p> |
| Follow up questions | Responses |
| <p>How can you infer that Candice is a kind and caring sister?</p> | <ul style="list-style-type: none"> • Because she planned to teach her sister to ride her bike as a gift. • Because she held the bike while her sister peddled. • Because she ran behind the bike all day. • Because she was so patient while her sister was too scared to ride alone. • Because she cheered and clapped when Carla finally did it! |
| <p>How did Candice help her sister?</p> | <ul style="list-style-type: none"> • She held the bike while her sister practiced peddling. • She held the bike and ran so her sister could practice peddling and balancing at the same time. |
| Why question | Possible responses |
| <p>Why did Candice clap and cheer as she watched her sister ride?</p> | <ul style="list-style-type: none"> • Because her sister was riding her bike for the first time. • Because she was so proud of her sister. • Because her sister had worked so hard all day. • Because she had worked so hard all day to help her sister. • Because all day, her sister had been too afraid to ride alone but she was finally trying it! • Because she is a kind and caring sister – she is happy when her sister is successful at something new. |



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.
 - adventure
 - persistent
 - wobble
 - balance

| Rhyme or song | Actions |
|---------------------------------------|-----------------------------------------------|
| I am kind to the people I know, | <i>Point to yourself</i> |
| I care for others wherever I go! | <i>March in place</i> |
| When I'm caring in little ways, | <i>Use your fingers to show: a little bit</i> |
| I help make the world a kinder place! | <i>Give two thumbs up</i> |

WEEK 4

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - I think that Candice is...because...
 - Candice teaches us about the theme '*Families caring for each other*' 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.

| | | |
|-----------|-----------|----------|
| th | or | a |
| e | t | n |
| m | i | s |
| w | d | k |

MODEL

- 1 Remind learners of the sounds of the week: **/th/** and **/or/**
- 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: **/th/-/e/-/n/ = then**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/th/ or /or/**
- 6 Show learners how to make another word, like: **/d/-/i/-/s/-/k/ = disk**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **th, or**
- 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): **that, then, this, them, worm, word, work, worst, disk, win, mist, weak, need**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

WRITTEN COMPREHENSION

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

CANDICE AND CARLA'S BIG ADVENTURE

- 1 How did Candice teach Carla how to ride her bike?
Candice taught Carla by...
- 2 How can we infer that Candice is a caring older sister?
We can infer this because...
- 3 Why did Candice decide to teach Carla how to ride a bike?
Candice decided to teach Carla to ride a bike because...

CANDICE AND CARLA'S BIG ADVENTURE – ANSWERS

- 1 How did Candice teach Carla how to ride her bike?
Candice taught Carla by holding onto the bike while she peddled / running behind the bike and holding on.
- 2 How can we infer that Candice is a caring older sister?
We can infer this because Candice is patient and helps her sister all day.
- 3 Why did Candice decide to teach Carla how to ride a bike?
Candice decided to teach Carla to ride a bike because she wants them to go on adventures together.



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 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 3

TERM 2

Week

5

THEME:

Bullying



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: anti-bullying posters, resources about what children can do if they are being bullied.
- 5 Do some research on the internet to prepare for the theme. For example: Common things children get bullied for, and how you can work against bullying in your classroom.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

Activity 1: DBE Workbook 1: Page 44, Let's read

Activity 2: DBE Workbook 1: Page 45 & 46, Let's write

Activity 3: DBE Workbook 1: Page 48, Let's read

Activity 4: Draw a picture of one thing you can do if you see someone being teased or bullied

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Jojo getting bullied in the Big Book story: Jojo's new school
- 2 Tell learners that we are starting a new theme called: Bullying
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What do bullies do?
 - b What kinds of things do people get bullied for?
 - c What should you do if you know someone is getting bullied?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - ashamed
 - mutter
 - spectator

| Rhyme or song | Actions |
|------------------------------------------------------------|-----------------------------------------------------------------------|
| This little bully threw a punch | Show baby finger Pretend to punch someone |
| This little bully stole my lunch | Show ring finger Pretend to grab something from someone |
| This little bully called me names | Show middle finger Sneer, and pretend to be calling someone a name |
| This little bully spoilt my games | Show index finger Look sad |
| So I went to play with other friends, and had lots of fun! | Show a thumb's up Then fold arms across chest; look proud |



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular words as follows. Learners must write these words next to the correct number.

Singular to Plural Words

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

Singular to Plural Words

- 1 man
men
 - 2 child
children
 - 3 goose
geese
 - 4 person
people
 - 5 mouse
mice
- 8 Tell learners to think about these patterns when they are reading or writing.
 - 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan and Draft

TOPIC: Write a story about someone who is getting bullied. This can be based on a true story or can be a fictional story.

TASK: Write a story of at least 10 sentences.

PLANNING STRATEGY: Make a mind-map

WEEK 5

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your story, like:
I am going to write about a little boy named Thina. He is getting bullied because he is overweight. A girl in his class named Maya is teasing him about his weight.

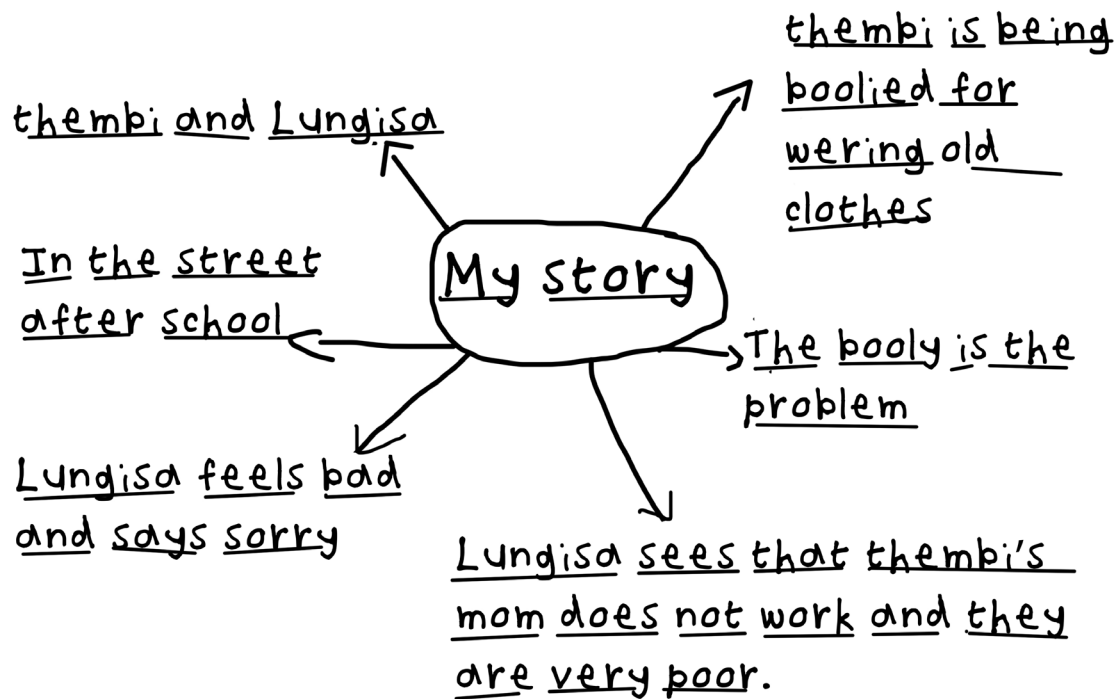
MODELLING THE PLANNING STRATEGY (I DO)

- 1 Draw a mind-map frame on one side of the chalkboard.
- 2 Show learners how you make a mind-map by answering the questions.
- 3 Complete the mind-map on the other side of the chalkboard.

| Mind-map plan | | | Mind-map | | |
|--------------------------------------|----------------------------------------|-----------------------------------------|-------------------------------------------|-----------------|-------------------------------------------------------------------|
| Who are the characters in the story? | | Why was the person being bullied? | Thembi and Maya | | Thina is being bullied for being overweight |
| | My story | What is the problem in the story? | | My story | The bullying is the problem |
| What is the setting of the story? | Are there any other important details? | How is the problem in the story solved? | School – a primary school in South Africa | Maya says sorry | A teacher sits Maya down and tells her it is important to be nice |

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of the characters in their story, and someone was being bullied.
- 2 Next, tell learners to **turn and talk** with a partner, to share their stories.
- 3 Show learners the mind-map frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.
- 5 Tell learners they must write their own ideas – they must **not** to copy your plan.
- 6 As learners work, walk around the room and hold mini-conferences.

Mind-map plan**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

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **sl words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 slap
 - 2 slam
 - 3 slim
 - 4 slip
 - 5 slee**p**
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

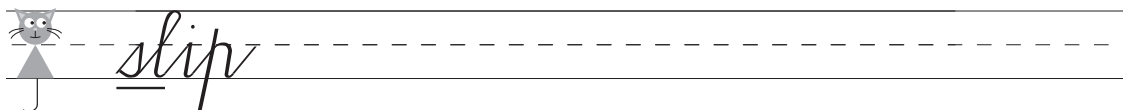
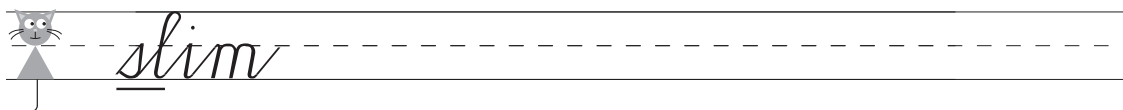
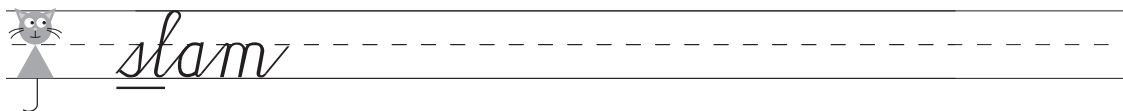
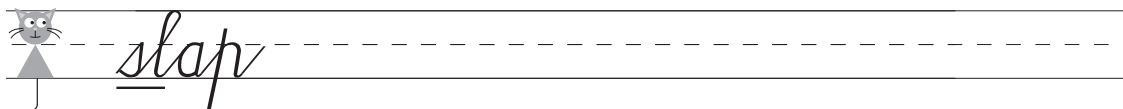
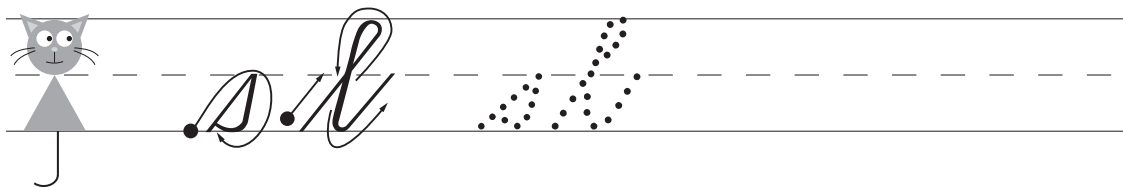


Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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





sleep



I will sleep in my bed.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER / SEARCH THE TEXT

| Text | First Read (Think Aloud) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Jojo's new school</u></p> <p>Jojo was having a tough time at his new school. 'Why did I have to come to this school?' he muttered as he sat with his face in his hands. 'The kids at my old school were never this mean!'</p> | <p>I learn here that Jojo is at a new school. I learn that he is unhappy because other children are being mean to him!</p> |
| <p>Jojo's parents had decided that he could get a better education if he went to live with his father in Johannesburg. Jojo was excited to begin Grade 3 in a new school. But he felt sad to leave his mother and sister behind. He felt sad to leave his small school and all of his friends behind. Now that he was in Johannesburg, he wished he had never left.</p> | <p>I learn here that Jojo is now living in Johannesburg with his father. I learn that Jojo's parents live in different places – they do not live together.</p> |

| Text | First Read (Think Aloud) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Jojo was being bullied by a group older boys at his new school. Every afternoon, they picked on Jojo as he walked home. They called him names and threw his things. Today, Bruce, one of the biggest boys in the school, knocked Jojo's glasses to the ground. He picked them up and then threw them into the road. Then, they ran away laughing.</p> | <p>Who is being mean to Jojo? I learn here that the older boys are bullying Jojo. I learn that they are picking on him! I wonder why the older boys are being mean to Jojo?</p> |
| <p>Jojo bent down to pick up his glasses. When he looked up, he saw the shopkeeper from the sports shop running towards him. Jojo had tears in his eyes. He didn't want the shopkeeper to see. Jojo turned around and continued to walk home.</p> <p>'I saw those boys picking on you!' the shopkeeper called. 'I'm so sorry – they are very cruel! It's okay to be upset,' he said kindly.</p> <p>'I have an idea for you! Maybe you should try playing a sport after school. Then, it will be difficult for those boys to bully you.'</p> <p>Jojo thought about it. 'Well, the only sport I like is soccer,' he said. 'But I don't have any soccer boots.' Jojo said sadly.</p> <p>'It's your lucky day,' the shopkeeper said, beckoning Jojo inside the shop. 'I'm cleaning up the shop. I have lots of old shoes and boots that I need to get rid of!'</p> | <p>Why does the shopkeeper think Jojo should play a sport? Oh! I learn that he thinks this will make it more difficult for the older boys to bully Jojo.</p> |
| <p>Jojo laced up a pair of cool black and red soccer boots.</p> <p>'They fit perfectly!' Jojo said.</p> <p>'Then they're yours!' said the shopkeeper, 'as long as you promise to play on the soccer team at school!'</p> | <p>I learn that the shopkeeper will give Jojo boots so that he can join the soccer team!</p> |
| <p>Jojo was lucky because the next day at school, there was a soccer practice. After school, Jojo laced up his new boots and went out to the soccer field. He felt nervous as he stepped onto the field. He looked around at all the spectators. The bullies were sitting on the edge of the field, laughing and pointing at him.</p> <p>At that moment, the ball came straight to Jojo. He dribbled towards the goal. Then he gave the ball a hard kick. Jojo scored! All the spectators cheered – all of them except his bullies.</p> | <p>I learn here that Jojo is a talented soccer player! He can dribble the ball and he scores many goals!</p> |
| <p>Jojo played the best game of his life – he scored goal after goal. At the end of the game, the spectators cheered and chanted his name 'Jojo! Jojo!'</p> | |

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'You are on the A team!' the coach said to Jojo at the end of the game. 'Grade 3 learners almost never make the A team! You are very talented!' he said. Jojo's new teammates gathered together, cheering.</p> <p>Jojo looked over at the bullies. They weren't laughing or pointing now. 'I think everything will be ok,' Jojo thought to himself.</p> | <p>I learn here that Jojo is makes the A team! He is on the team for the best soccer players, because he is very good at soccer!</p> |
| Follow up questions | Responses |
| Where did Jojo move to? | He moved to Johannesburg to live with his father. |
| Who is bullying Jojo? | A group of older boys at his new school. |
| Why question | Possible responses |
| Why did Jojo join the soccer team? | <ul style="list-style-type: none"> • Because the shopkeeper said it might make it more difficult for the older boys to bully him. • Because the shopkeeper gave him boots. • Because he promised the shopkeeper he would join the team if he gave him the new boots. • Because he likes soccer. • Because he is good at soccer. • Because he scores so many goals and makes the A team! • Because he wanted the older boys to stop bullying him! |



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

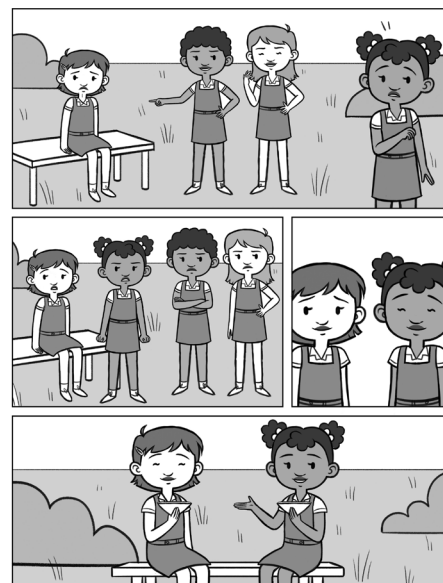
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - cruel
 - spoilt
 - relieved

| Rhyme or song | Actions |
|------------------------------------------------------------|-----------------------------------------------------------------------|
| This little bully threw a punch | Show baby finger Pretend to punch someone |
| This little bully stole my lunch | Show ring finger Pretend to grab something from someone |
| This little bully called me names | Show middle finger Sneer, and pretend to be calling someone a name |
| This little bully spoilt my games | Show index finger Look sad |
| So I went to play with other friends, and had lots of fun! | Show a thumb's up Then fold arms across chest; look proud |

WEEK 5

CREATIVE STORYTELLING

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





Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ay words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 slay
 - 2 stay
 - 3 play
 - 4 way
 - 5 pay
 - 6 crayon
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



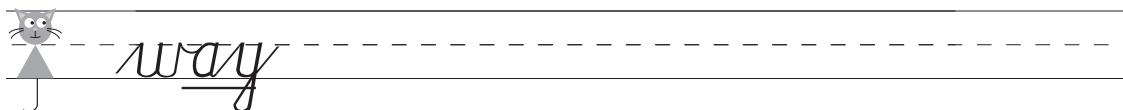
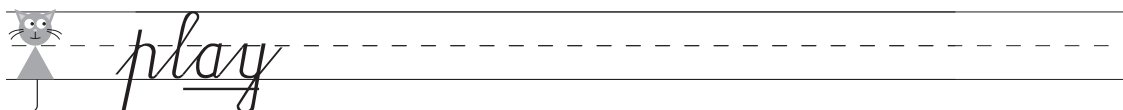
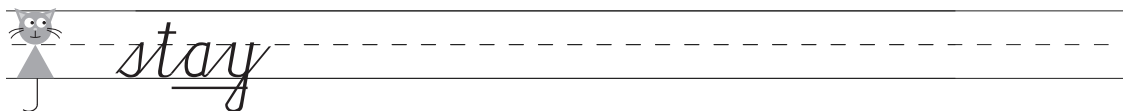
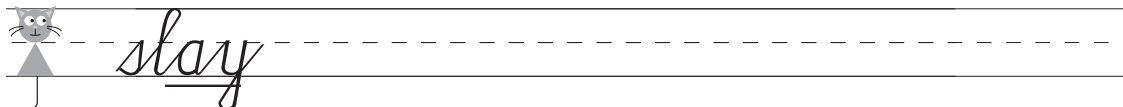
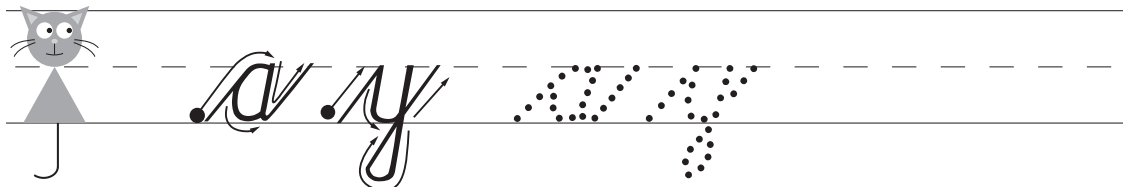
Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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

WEEK 5





pay



crayon



I will not pay to stay.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write a story about someone who is getting bullied. This can be based on a true story or can be a fictional story.

TASK: Write a story of at least 10 sentences.

WRITING FRAME:

Once there was... *(tell us about the setting and the characters)*

He / she was... *(explain the problem)*

But one day... *(explain how the problem gets solved)*

In the end... *(what is the moral of the story?)*

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

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.

- 3 Next, read through the writing frame with learners.
- 4 Show learners how to write a sentence using **inverted commas** while you model.
- 5 Model how you will complete the writing frame using your own plan, like:
Once there was a boy named Thina. He had lots of friends. But **he was** a bit bigger than the other children in his class. This wouldn't have been a problem except that a girl in Grade 4 teased Thina every day. She called him fat and made pig noises when he walked by.
But one day, Thina's teacher called him into the classroom at break. 'I saw Maya has been teasing you – I am going to speak to her.'
That very day, Mrs Moeng talked to Maya. She told Maya that it is never fine to tease someone about their weight. Later that afternoon, Maya apologised to Thina. From that day on, Maya stopped teasing Thina.

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

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

Once there was a girl named
thembi. She was very kind and
sweet

She would come to school neatly
dressed but her clothes were old
and a bit small. Lungisa always
teased her and called her the
dustbin girl.

But one day when they were walking
home Lungisa saw that thembi's
mother did not work and they were
very poor.

In the end Lungisa felt bad and
said sorry. She also gave thembi
some of her clothes that she did
not wear anymore.



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

Letter swap

I DO...

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

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **slim, slam**
- 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: **slim, slam**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **pay**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **way, day, play, pad, pack, pan, pat**

YOU DO...

- 1 Write this word on the chalkboard: **sleep**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
keep, weep, beep, sheep, slip, slap, sleet, sleek

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER / SEARCH THE TEXT

| Text | Second Read (Think Aloud) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Jojo's new school</u></p> <p>Jojo was having a tough time at his new school. 'Why did I have to come to this school?' he muttered as he sat with his face in his hands. 'The kids at my old school were never this mean!'</p> | <p>Why is Jojo sitting with his face in his hands? Oh! I learn that it is he is feeling so upset. I learn that the kids at his old school weren't mean to him like the kids at his new school!</p> |
| <p>Jojo's parents had decided that he could get a better education if he went to live with his father in Johannesburg. Jojo was excited to begin Grade 3 in a new school. But he felt sad to leave his mother and sister behind. He felt sad to leave his small school and all of his friends behind. Now that he was in Johannesburg, he wished he had never left.</p> | <p>I learn that Jojo is missing his old school. I learn that he wishes he could go back to his old school!</p> |
| <p>Jojo was being bullied by a group older boys at his new school. Every afternoon, they picked on Jojo as he walked home. They called him names and threw his things. Today, Bruce, one of the biggest boys in the school, knocked Jojo's glasses to the ground. He picked them up and then threw them into the road. Then, they ran away laughing.</p> | <p>--</p> |
| <p>Jojo bent down to pick up his glasses. When he looked up, he saw the shopkeeper from the sports shop running towards him. Jojo had tears in his eyes. He didn't want the shopkeeper to see. Jojo turned around and continued to walk home.</p> <p>'I saw those boys picking on you!' the shopkeeper called. 'I'm so sorry – they are very cruel! It's okay to be upset,' he said kindly.</p> | <p>Why does Jojo have tears in his eyes? I learn that their bullying is making Jojo feel upset. I learn that the older boys are so cruel that they are making Jojo cry.</p> |

| Text | Second Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'I have an idea for you! Maybe you should try playing a sport after school. Then, it will be difficult for those boys to bully you.'</p> <p>Jojo thought about it. 'Well, the only sport I like is soccer,' he said. 'But I don't have any soccer boots.' Jojo said sadly.</p> <p>'It's your lucky day,' the shopkeeper said, beckoning Jojo inside the shop. 'I'm cleaning up the shop. I have lots of old shoes and boots that I need to get rid of!'</p> | |
| <p>Jojo laced up a pair of cool black and red soccer boots.</p> <p>'They fit perfectly!' Jojo said.</p> <p>'Then they're yours!' said the shopkeeper, 'as long as you promise to play on the soccer team at school!'</p> | -- |
| <p>Jojo was lucky because the next day at school, there was a soccer practice. After school, Jojo laced up his new boots and went out to the soccer field. He felt nervous as he stepped onto the field. He looked around at all the spectators. The bullies were sitting on the edge of the field, laughing and pointing at him.</p> <p>At that moment, the ball came straight to Jojo. He dribbled towards the goal. Then he gave the ball a hard kick. Jojo scored! All the spectators cheered – all of them except his bullies.</p> <p>Jojo played the best game of his life – he scored goal after goal. At the end of the game, the spectators cheered and chanted his name 'Jojo! Jojo!'</p> | <p>How does Jojo feel? I learn that Jojo felt nervous at the beginning of the practice! But, I learn that he scored many goals! I wonder how Jojo feels at the end of the game, when everyone is cheering for him?</p> |
| <p>'You are on the A team!' the coach said to Jojo at the end of the game. 'Grade 3 learners almost never make the A team! You are very talented!' he said. Jojo's new teammates gathered together, cheering.</p> <p>Jojo looked over at the bullies. They weren't laughing or pointing now. 'I think everything will be ok,' Jojo thought to himself.</p> | <p>I learn that the older boys have stopped laughing and pointing at Jojo. I also learn that Jojo thinks that everything will be ok now. I wonder if the shopkeeper is right, that now the bullying will stop?</p> |

| Follow up questions | Responses |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who cheered and chanted for Jojo? | All the spectators – everyone except for the bullies. |
| How do you know Jojo is talented at soccer? | He dribbles, he scores lots of goals, he makes the A team and Grade 3 learners almost never make the A team! |
| Why question | Possible responses |
| How do you think Jojo felt when he made the A team? | <ul style="list-style-type: none"> • I think he felt happy because the coach told him he was talented. • I think he felt happy because the big boys weren't laughing or pointing at him anymore. • I think he felt proud because Grade 3 learners almost never make the A team. • I think he felt happy because everyone was cheering for him. • I think he felt relieved because it seems like the bullying might stop! • Etc. |



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.
 - dribble
 - score
 - talented

| Rhyme or song | Actions |
|------------------------------------------------------------|-----------------------------------------------------------------------|
| This little bully threw a punch | Show baby finger Pretend to punch someone |
| This little bully stole my lunch | Show ring finger Pretend to grab something from someone |
| This little bully called me names | Show middle finger Sneer, and pretend to be calling someone a name |
| This little bully spoilt my games | Show index finger Look sad |
| So I went to play with other friends, and had lots of fun! | Show a thumb's up Then fold arms across chest; look proud |

WEEK 5

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - This story is about...
 - I like / don't like this story because...
 - I think that Jojo feels better at the end 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.

| | | |
|-----------|-----------|----------|
| sl | ay | a |
| i | p | m |
| e | s | t |
| l | w | d |

MODEL

- 1 Remind learners of the sounds of the week: /sl/ and /ay/
- 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: /sl/-/a/-/p/ = **slap**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /sl/ or /ay/
- 6 Show learners how to make another word, like: /w/-/e/-/t/ = **wet**

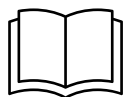
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **sl, ay**
- 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): **slap, slam, slim, slip, sleep, slay, stay, play, way, pay, day, wet, meal, deal, team, sit, set, date**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / SEARCH THE TEXT

WRITTEN COMPREHENSION

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

JOJO'S NEW SCHOOL

- 1 Where was Jojo's new school?
Jojo's new school was...
- 2 Who was bullying Jojo?
...were bullying Jojo.
- 3 Why did the shopkeeper give Jojo new soccer boots?
The shopkeeper gave Jojo new boots because...

JOJO'S NEW SCHOOL - ANSWERS

- 1 Where was Jojo's new school?
Jojo's new school was in Johannesburg.
- 2 Who was bullying Jojo?
The older boys were bullying Jojo.
- 3 Why did the shopkeeper give Jojo new soccer boots?
The shopkeeper gave Jojo new boots because he didn't want Jojo to get bullied / he thought Jojo should play a sport after school to make it more difficult for the older boys to bully him / because Jojo wanted to play soccer but didn't have boots.



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 3

TERM 2

Week

6

THEME:

Bullying



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: books for children about bullying
- 5 Do some research on the internet to prepare for the theme. For example: activities to build empathy in your classroom.
- 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 49 & 50, Let's write

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

Activity 3: DBE Workbook 1: Page 52, Let's read

Activity 4: Draw a picture of how someone getting bullied might feel

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of the family meeting in the Big Book story: Timeo helps his family
- 2 Tell learners that we are continuing our theme: Bullying
- 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 Why do people bully others?
 - b What can you do to help prevent bullying?
 - c Who can you talk to if someone is bullying you?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - foreigner
 - immigrant
 - language
 - accent

| Rhyme or song | Actions |
|------------------------------------------------------------|-----------------------------------------------------------------------|
| This little bully threw a punch | Show baby finger Pretend to punch someone |
| This little bully stole my lunch | Show ring finger Pretend to grab something from someone |
| This little bully called me names | Show middle finger Sneer, and pretend to be calling someone a name |
| This little bully spoilt my games | Show index finger Look sad |
| So I went to play with other friends, and had lots of fun! | Show a thumb's up Then fold arms across chest; look proud |



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Sentences**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular sentences as follows. Learners must write these sentences next to the correct number:

Singular to Plural Sentences

- 1 The man will walk to the shop.
 - 2 The child will go to school.
 - 3 The goose will chase the child.
 - 4 That person is rude.
 - 5 The mouse will run and hide.
- 4 Next, instruct learners to rewrite the sentences as plurals, on the line below.
 - 5 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.
 - 6 Then, ask learners to point out any patterns they can see, like: where words change.
 - 7 Underline these patterns, like:

Singular to Plural Sentences

- 1 The man will walk to the shop.
The men will walk to the shops.
 - 2 The child will go to school.
The children will go to school.
 - 3 The goose will chase the child.
The geese will chase the children.
 - 4 That person is rude.
Those people are rude.
 - 5 The mouse will run and hide.
The mice will run and hide.
- 8 Tell learners to think about these patterns when they are reading or writing.
 - 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____

**Shared Reading:**

15 minutes

Pre-Read**COMPREHENSION STRATEGY: PREDICT**

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

**Writing:**

30 minutes

Edit

TOPIC: Write a story about someone who is getting bullied. This can be based on a true story or can be a fictional story.

TASK: Write a story of at least 10 sentences.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I use the past tense?
- 2 Did I use my imagination to make up an interesting story?
- 3 Is there a problem in my story?
- 4 Does the problem in my story get solved?
- 5 Did I use inverted commas correctly?
- 6 Did I spell all words correctly?
- 7 Does every sentence start with a capital letter?
- 8 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

Once there was a girl named
Thembi. She was very kind and
sweet.

She would come to school neatly
dressed but her clothes were old
and a bit small. Lungisa always
teased her and called her the
dustbin girl.

But one day when they were walking
home, Lungisa saw that Thembi's
mother did not work and they were
very poor.

In the end Lungisa felt bad and
said sorry. She also gave Thembi
some of her clothes that she did
not wear anymore.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **bl words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 **bleed**
 - 2 **bloom**
 - 3 **blush**
 - 4 **black**
 - 5 **block**
 - 6 **blink**
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

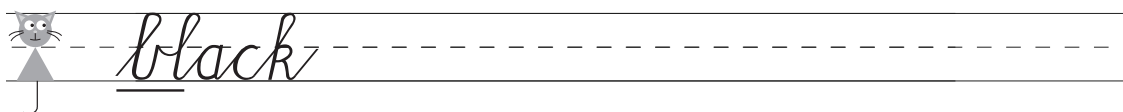
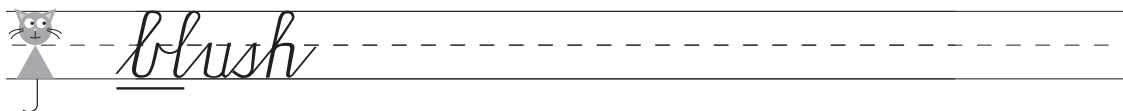
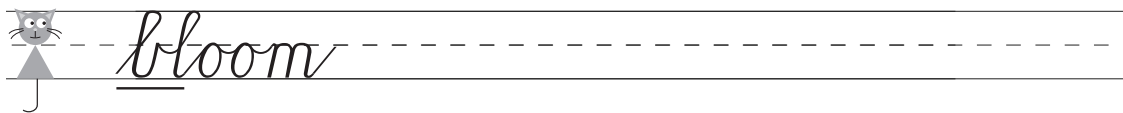
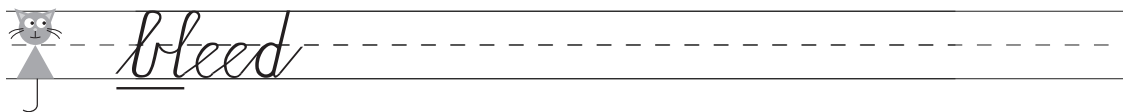
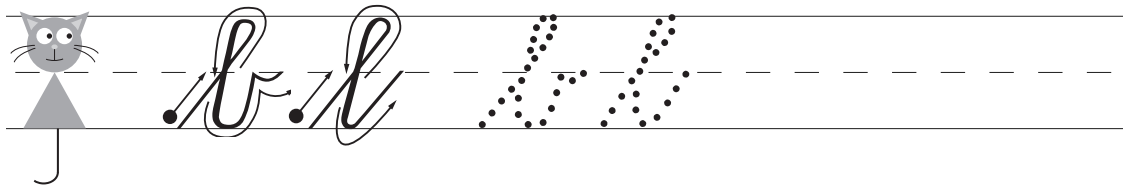



Handwriting:


15 minutes

Write letter(s) / words / sentences in cursive

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



 block

 blink

 I blush if I bleed.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE CONNECTIONS

| Text | First Read (Think Aloud) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p><u>Timeo helps his family</u></p> <p>'How was school today?' Timeo asked as his daughter Eva walked through the door.</p> <p>Eva shrugged her shoulders. 'It was okay,' she replied solemnly.</p> <p>'What's wrong?' Timeo asked.</p> <p>'Sometimes there is a girl who picks on me. She calls me chubby. Is there something wrong with the way I look?' Eva asked.</p> <p>'Listen,' Timeo said thoughtfully, 'Bullies are everywhere. Sometimes, all you can do is ignore them. Find your friends and the people who are kind to you, and spend time with them.'</p> | -- |

| Text | First Read (Think Aloud) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'How was work?' Timeo asked his wife Gloria as she walked through the door.</p> <p>Gloria shook her head. 'It was okay,' she replied solemnly.</p> <p>'What happened?' he asked.</p> <p>'There are some women who say that I should not have a job. They say that I must go home. But we have lived here for 11 years. Isn't this our home?' Gloria asked.</p> | <p>I can make a connection. Both Eva and Gloria are being bullied. I see that they are both doubting themselves because of someone's unkind comments.</p> |
| <p>'Listen,' Timeo said thoughtfully, 'Bullies are everywhere. Sometimes, all you can do is ignore them. Find your friends and the people who are kind to you, and spend time with them.'</p> | |
| <p>'How was soccer practice?' Timeo asked his son Emmanuel as he walked through the door.</p> <p>Emmanuel rolled his eyes. 'It was okay,' he replied solemnly.</p> <p>'What happened?' he asked.</p> <p>'Sometimes there is a guy who teases me. He says that I don't know how to dribble or pass. Am I a bad soccer player?' Emmanuel asked.</p> <p>'Listen,' Timeo said thoughtfully, 'Bullies are everywhere. Sometimes, all you can do is ignore them. Find your friends and the people who are kind to you, and spend time with them.'</p> | <p>Oh! Emmanuel is being bullied too. I wonder if Eva, Gloria, and Emmanuel know that they are all feeling self-doubt because of being bullied?</p> |
| <p>Timeo sat on the sofa, deep in thought about his family. He hated to see his family members doubting themselves because of bullies. He decided to call a family meeting.</p> | <p>Timeo connects Eva, Gloria and Emmanuel's problems – he sees that they are very similar! I think he must be calling a family meeting to help them make the connection too.</p> |
| <p>Timeo made some popcorn and called his family into the kitchen. They sat around the table. Gloria looked worried.</p> <p>'Did something bad happen?' she asked anxiously.</p> <p>Timeo looked around the table seriously.</p> <p>'Sometimes there is a man who gives me a hard time when I go to his office to make deliveries. He pretends that he can't understand me because I have an accent. He says my accent sounds terrible. I used to doubt my English skills. But then, I made friends with Uncle Themba and Uncle Steven. That man says the same insulting things to me, but those comments don't bother me now. I know who my friends are. I wouldn't want to be friends with that man if you paid me,' he said.</p> | <p>I can make a connection. Timeo has faced bullying, just like each of the members in his family. I think he is bringing his family together so they can connect to each other, rather than feel alone.</p> |

WEEK 6

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Timeo looked around at his family. 'All of us have felt down. All of us have felt self-doubt. All of us have felt bullied. But we are not alone. We can support each other and remind each other that we aren't chubby, or stealing jobs, or bad soccer players, or bad at speaking English,' Timeo said.</p> <p>Eva smiled.</p> <p>Gloria smiled.</p> <p>Emmanuel smiled, and took a handful of popcorn.</p> | <p>They are all smiling now. I think Timeo's family meeting helped all the members of his family feel connected to each other. Now they know that bullies can impact everyone – it isn't just about them.</p> |
| <p>The next afternoon, Timeo waited for Eva to come home from school.</p> <p>'How was school today?' he asked.</p> <p>'It was a little bit better,' Eva said smiling.</p> | <p>--</p> |
| <p>Timeo waited for Gloria to come home from work.</p> <p>'How was work today?' he asked.</p> <p>'It was a little bit better,' Gloria said smiling.</p> | <p>--</p> |
| <p>Finally, Emmanuel got home from soccer.</p> <p>'How was soccer practice?' he asked.</p> <p>'It was still hard,' Emmanuel said seriously, 'but I think it will get better.'</p> | <p>I can make a connection. Eva, Gloria, and Emmanuel all had better days after the family meeting. I wonder if they all listened to Timeo's advice?</p> |
| <p>Timeo sat on the sofa, deep in thought about his family. He knew the problem wasn't solved, but he felt glad that he had helped each of them to have a better day.</p> | <p>I think that by connecting the problems that his family was facing, and talking to them about his own bullying Timeo really helped his family. I think they felt supported and not alone!</p> |
| Follow up questions | Possible responses |
| <p>Who is getting bullied in this story?</p> | <p>All of the family members (Eva, Gloria, Emmanuel) are getting bullied.</p> |
| <p>What snack did Timeo make for the family meeting?</p> | <p>He made popcorn.</p> |
| Why question | Possible responses |
| <p>Why did Timeo decide to call a family meeting?</p> | <ul style="list-style-type: none"> • Because all of his family members were having the same kind of problem. • Because he thought it might help each person in his family to know that they were not alone – that bullies can impact everyone. • Because he wanted to support his family. • Because he wanted to help his family feel better. • Because he wanted to tell everyone in his family that he sometimes gets bullied too. |



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

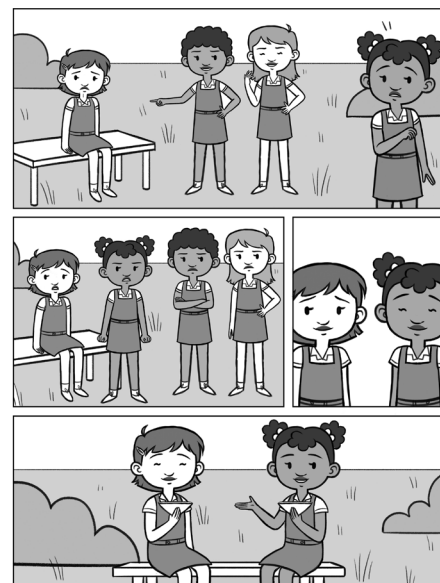
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - self-doubt
 - ignore
 - support

| Rhyme or song | Actions |
|------------------------------------------------------------|-----------------------------------------------------------------------|
| This little bully threw a punch | Show baby finger Pretend to punch someone |
| This little bully stole my lunch | Show ring finger Pretend to grab something from someone |
| This little bully called me names | Show middle finger Sneer, and pretend to be calling someone a name |
| This little bully spoilt my games | Show index finger Look sad |
| So I went to play with other friends, and had lots of fun! | Show a thumb's up Then fold arms across chest; look proud |

CREATIVE STORYTELLING

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





Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

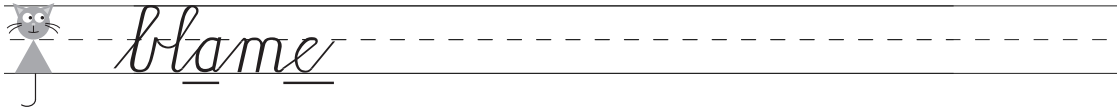
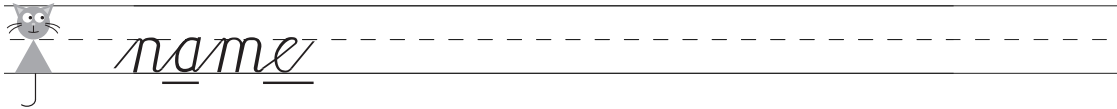
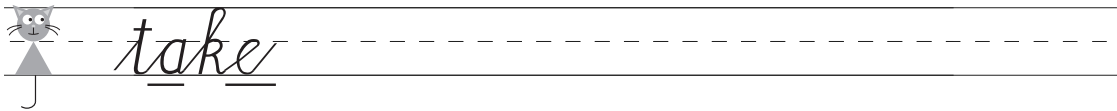
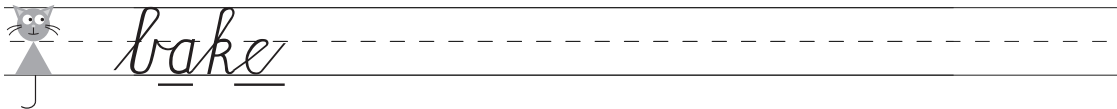
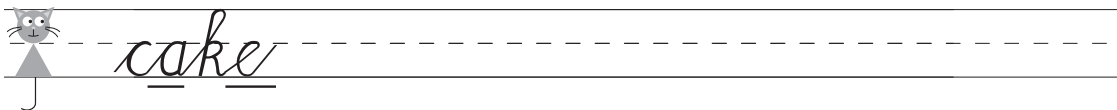
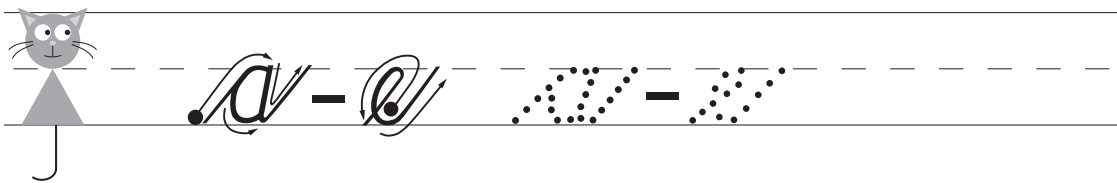


Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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





same



I will bake the same cake.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Write a story about someone who is getting bullied. This can be based on a true story or can be a fictional story.

TASK: Write a story of at least 10 sentences.

WRITING FRAME:

Once there was... *(tell us about the setting and the characters)*

He / she was... *(explain the problem)*

But one day... *(explain how the problem gets solved)*

In the end... *(what is the moral of the story?)*

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

MODELLING THE PUBLISHING PROCESS (I DO)

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

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

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

LEARNERS PRESENT THEIR WRITING

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

Once there was a girl named Thembi.
She was very kind and sweet.

She would come to school neatly
dressed but her clothes were old and a
bit small. Lungisa always teased her and
called her the dustbin girl.

But one day when they were walking
home, Lungisa saw that Thembi's mother
did not work and they were very poor.
In the end Lungisa felt bad and said
sorry. She also gave Thembi some of her
clothes that she did not wear anymore.





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

Letter swap

I DO...

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

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **bake, cake**
- 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: **bake, cake**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **blush**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **rush, crush, lush, brush, plush**

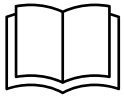
YOU DO...

- 1 Write this word on the chalkboard: **bake**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
cake, make, rake, bike, bane, bare, bark

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE CONNECTIONS

| Text | Second Read (Think Aloud) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Timeo helps his family</u></p> <p>'How was school today?' Timeo asked as his daughter Eva walked through the door.</p> <p>Eva shrugged her shoulders. 'It was okay,' she replied solemnly.</p> <p>'What's wrong?' Timeo asked.</p> <p>'Sometimes there is a girl who picks on me. She calls me chubby. Is there something wrong with the way I look?' Eva asked.</p> <p>'Listen,' Timeo said thoughtfully, 'Bullies are everywhere. Sometimes, all you can do is ignore them. Find your friends and the people who are kind to you, and spend time with them.'</p> | <p>I remember that Timeo has also been bullied. I think Timeo understands Eva's feelings because he can make a connection to himself.</p> |
| <p>'How was work?' Timeo asked his wife Gloria as she walked through the door.</p> <p>Gloria shook her head. 'It was okay,' she replied solemnly.</p> <p>'What happened?' he asked.</p> <p>'There are some women who say that I should not have a job. They say that I must go home. But we have lived here for 11 years. Isn't this our home?' Gloria asked.</p> <p>'Listen,' Timeo said thoughtfully, 'Bullies are everywhere. Sometimes, all you can do is ignore them. Find your friends and the people who are kind to you, and spend time with them.'</p> | <p>--</p> |
| <p>'How was soccer practice?' Timeo asked his son Emmanuel as he walked through the door.</p> <p>Emmanuel rolled his eyes. 'It was okay,' he replied solemnly.</p> <p>'What happened?' he asked.</p> | <p>I think Timeo connects to the feelings of self-doubt his family members are feeling. I think he is able to give each of them helpful advice because he has felt the same feelings himself.</p> |

| Text | Second Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>‘Sometimes there is a guy who teases me. He says that I don’t know how to dribble or pass. Am I a bad soccer player?’ Emmanuel asked.</p> <p>‘Listen,’ Timeo said thoughtfully, ‘Bullies are everywhere. Sometimes, all you can do is ignore them. Find your friends and the people who are kind to you, and spend time with them.’</p> | |
| <p>Timeo sat on the sofa, deep in thought about his family. He hated to see his family members doubting themselves because of bullies. He decided to call a family meeting.</p> | |
| <p>Timeo made some popcorn and called his family into the kitchen. They sat around the table. Gloria looked worried.</p> <p>‘Did something bad happen?’ she asked anxiously.</p> <p>Timeo looked around the table seriously. ‘Sometimes there is a man who gives me a hard time when I go to his office to make deliveries. He pretends that he can’t understand me because I have an accent. He says my accent sounds terrible. I used to doubt my English skills. But then, I made friends with Uncle Themba and Uncle Steven. That man says the same insulting things to me, but those comments don’t bother me now. I know who my friends are. I wouldn’t want to be friends with that man if you paid me,’ he said.</p> | <p>I think that Timeo wants to tell his family about his experience so they will know why he has given them the advice to ignore bullies and to stick with your friends. He wants his family members to connect to his experience and to take his advice seriously!</p> |
| <p>Timeo looked around at his family. ‘All of us have felt down. All of us have felt self-doubt. All of us have felt bullied. But we are not alone. We can support each other and remind each other that we aren’t chubby, or stealing jobs, or bad soccer players, or bad at speaking English,’ Timeo said.</p> <p>Eva smiled.</p> <p>Gloria smiled.</p> <p>Emmanuel smiled, and took a handful of popcorn.</p> | <p>I think Timeo wants his family members to see that bullying is everywhere so they don’t feel alone. If they hear how untrue the things bullies say to their family members are, they might think differently about what bullies say to them.</p> |
| <p>The next afternoon, Timeo waited for Eva to come home from school.</p> <p>‘How was school today?’ he asked.</p> <p>‘It was a little bit better,’ Eva said smiling.</p> | -- |
| <p>Timeo waited for Gloria to come home from work.</p> <p>‘How was work today?’ he asked.</p> <p>‘It was a little bit better,’ Gloria said smiling.</p> | -- |

| Text | Second Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Finally, Emmanuel got home from soccer. 'How was soccer practice?' he asked. 'It was still hard,' Emmanuel said seriously, 'but I think it will get better.'</p> | <p>I can make a connection. I am more likely to take someone's advice if I know they have been through something like me. I think Eva, Gloria and Emmanuel must have taken Timeo's advice, because he shared his experience with them.</p> |
| <p>Timeo sat on the sofa, deep in thought about his family. He knew the problem wasn't solved, but he felt glad that he had helped each of them to have a better day.</p> | <p>I think Timeo knows that bullies can't be eliminated, but that we can try to control our feelings of self-doubt! Bullies say mean things but that doesn't make them true. I think he helped his family by connecting all of their feelings.</p> |
| Follow up questions | Responses |
| <p>How does Timeo think that his family members should solve their feelings of self-doubt?</p> | <ul style="list-style-type: none"> • By ignoring the bullies. • By finding our friends and the people who are kind, and spending time with them. |
| <p>Can you make a connection? Have you ever felt teased or bullied? What did you do to feel better?</p> | <p>I can make a connection. When I was teased / bullied, I...</p> |
| Why question | Possible responses |
| <p>Why did Timeo decide to tell his family about getting bullied at work?</p> | <ul style="list-style-type: none"> • Because he wanted to make a connection to each of their experiences. • Because he didn't want anyone in his family to feel alone. • Because he wanted to show his family that his solution worked to help him feel better. • Because he wanted his family members to try out the solution he had suggested to them. |



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.
 - alone
 - lonely
 - support

| Rhyme or song | Actions |
|------------------------------------------------------------|-----------------------------------------------------------------------|
| This little bully threw a punch | Show baby finger Pretend to punch someone |
| This little bully stole my lunch | Show ring finger Pretend to grab something from someone |
| This little bully called me names | Show middle finger Sneer, and pretend to be calling someone a name |
| This little bully spoilt my games | Show index finger Look sad |
| So I went to play with other friends, and had lots of fun! | Show a thumb's up Then fold arms across chest; look proud |

WEEK 6

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - The characters in this story are bullied because...
 - A lesson I can learn 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.

| | | |
|-----------|------------|----------|
| bl | a-e | e |
| u | s | h |
| c | k | a |
| i | n | d |
| o | m | b |

MODEL

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

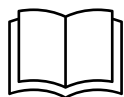
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **bl, a-e**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **bloom, bleed, blush, black, block, blink, cake, bake, name, blame, same, skin, shin, skid, chin, check**

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: Timeo helps his family
- 2 They will also talk about something that they **connect to** in the story.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and something **they connect to** in the story, like: **I liked that** Timeo cares so much about helping his family. **When** Timeo asks Eva how her day was, **that reminds me of when** I come home and my dad asks me about my day. It makes me feel good.
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they like** and what they can **make a connection to** in the story.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners' own ideas!*)



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 is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational fields: science (flasks, beakers, globes, microscopes), mathematics (calculators, rulers, compasses, triangles), art (paint palettes, brushes, easels), and general education (books, pencils, paper airplanes, speech bubbles, gears, and people icons).

Grade 3

TERM 2

Week

7

THEME:

We are writers



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: different writing utensils (crayons, pens, pencils, markers, etc.) and different kinds of notebooks and papers (diary, sticky notes, etc).
- 5 Do some research on the internet to prepare for the theme. For example: What is cuneiform? What is hieroglyphics?
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

Activity 1: DBE Workbook 1: Page 54 & 55, Let's write

Activity 2: DBE Workbook 1: Page 56, Let's read

Activity 3: DBE Workbook 1: Page 57 & 58, Let's write

Activity 4: Draw a picture of yourself writing!

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Mandu's diary in the Big Book story: Mandu's secret diary
- 2 Tell learners that we are starting a new theme called: We are writers
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What do we write?
 - b What do we use to write?
 - c Where do we write?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - detective
 - clue
 - diary

| Rhyme or song | Actions |
|----------------------------------------|---------------------------------------|
| My dear diary, | <i>Pretend to open a book</i> |
| I write in you each day. | <i>Pretend to write in the air</i> |
| I write my thoughts and feelings down, | <i>Put your hands over your heart</i> |
| It makes me feel okay! | <i>Give two thumbs up</i> |
| No one else should read you, | <i>Shake your finger 'no'</i> |
| You're there for only me! | <i>Point to yourself</i> |
| You're like a real best friend, | <i>Hug yourself</i> |
| My secret diary! | <i>Put your finger over your lips</i> |

WEEK 7



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.

- 3 Write the following sentence on the chalkboard next to number 1: I like to wear my uniform to my school.
- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
 - 2 He
 - 3 She
 - 4 They
 - 5 We
- 5 Tell learners to rewrite sentence starting with the word provided.
- 6 In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 7 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 8 Underline any patterns, like:
 - 1 I like to wear my uniform to my school.
 - 2 He likes to wear his uniform to his school.
 - 3 She like to wear her uniform to her school.
 - 4 They like to wear their uniform to their school.
 - 5 We like to wear our uniform to our school.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan and Draft

TOPIC: Choose a story we have read this year to review

TASK: Write a simple book review

PLANNING STRATEGY: Write a list

INTRODUCE THE WRITING TOPIC

- 1 Explain a book review: *When we write a book review, we write what we think about a book or story. We can write about a book we like so that other people will read it. Or, we can write about books we don't like to warn people not to waste their time.*
- 2 Show learners that you **think before you write**.
- 3 Orally, explain your ideas for your book review, like:
I will choose to write about a story I liked. My favourite story we have read was the story of Li Jie. I liked the message of the story.

MODELLING THE PLANNING STRATEGY (I DO)

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

| Planning Questions | Plan |
|-------------------------------------------------------------|----------------------------------------------------------------------------|
| 1 What book or story will you write about? | 1 Li Jie, the fabulous and talented archer |
| 2 What did you like about the story? | 2 The message – not to be arrogant, and that practice is important |
| 3 Was there anything you didn't like about this book? | 3 No |
| 4 Was there anything that could have made the story better? | 4 I wish the story was longer. |
| 5 Who do you think would like this book or story? Why? | 5 I think everyone would like this story. We all learn new things in life. |
| 6 Why do you recommend or not recommend this book? | 6 Yes – because the lesson is important. |

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of the book or story that they want to review.
- 2 Next, tell learners to **turn and talk** with a partner, to share their ideas for the review.
- 3 Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.

- 5 Tell learners they must write their own ideas – they must **not** to copy your plan.
- 6 As learners work, walk around the room and hold mini-conferences.

1. The twits by Roald Dahl
2. I liked that the birds defeeted
the ugly Twits and it was very
funy.
3. No
4. I wish the pictures were
in colour.
5. I think all children will like this
book becos it is so funy
6. Yes, becos it teaches us to
be kind or bad things will happin
to you.



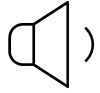
Group Guided Reading

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

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **wh words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 when
 - 2 which
 - 3 wheel
 - 4 whale
 - 5 whip
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

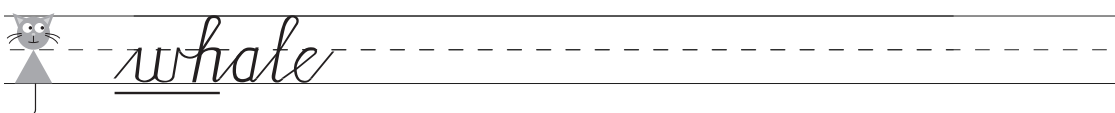
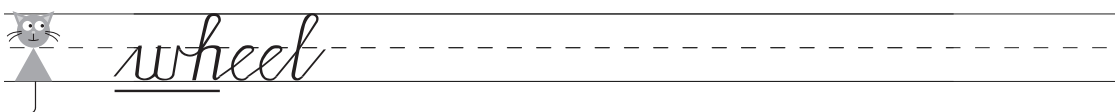
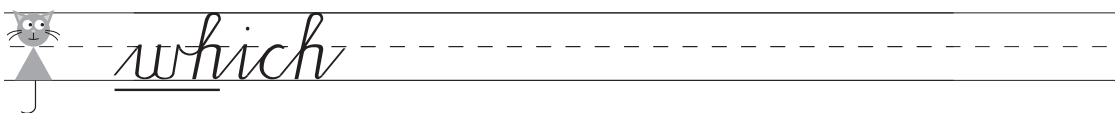
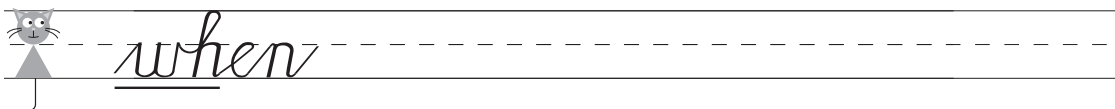
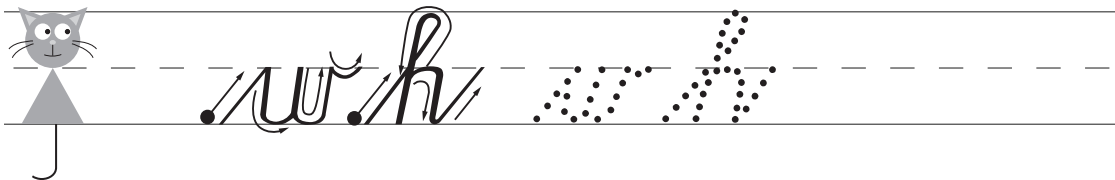


Handwriting:


15 minutes

Write letter(s) / words / sentences in cursive

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



 whip

 Which way did the whale go

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE CONNECTIONS

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Mandu's secret diary</u></p> <p>Mandu loved to write. She especially loved to write in her special diary. Every day, she wrote down what she did during the day. She also wrote down her most private secrets. Writing helped to clear her head. It helped to calm her down. It helped her to feel happy.</p> | <p>--</p> |
| <p>Mandu didn't want anyone to read her most private secrets, so she knew she needed a good hiding place for her diary. She looked around her bedroom and thought about the safest place for her diary. Eventually she decided to hide it under her bed. 'No one will ever find it there!' she thought.</p> <p>But one afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom. Mandu's face felt hot. Her heart began beating quickly.</p> | <p>If someone went through my things and read my diary with my most private secrets, I would feel very embarrassed and angry! I think that is how Mandu must feel.</p> |

WEEK 7

| Text | First Read (Think Aloud) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'Oh no! Look Anna! Someone has been reading my diary!' she yelled.</p> <p>'We can figure out who it was!' Anna said calmly. 'We will be diary detectives!'</p> <p>Mandu and Anna examined the dairy.</p> <p>'Look at these dirty fingerprints,' Anna said. 'This is a good clue! Who can you think of who has dirty fingers?' 'I bet it's my little brother,' Mandu said. 'Thabo always has dirty fingers after he plays outside!'</p> | <p>If someone went through my things, I would want to find out who it was, so I could confront them!</p> |
| <p>'Let's go find him. We need to ask him questions to see if it was him!' Anna said.</p> <p>Mandu imagined Thabo reading all her secrets. But then she remembered her brother was only five. He couldn't read yet!</p> <p>'Wait! It can't have been him! He can't read!' Mandu said, laughing.</p> <p>'Let's look for other clues,' Anna said. Mandu began examining the diary, page by page.</p> | <p>I can make a connection here to the police. Anna and Mandu are looking for clues to solve the crime – just like the police.</p> |
| <p>'Look at this blond hair!' Mandu said, holding up a short piece of blonde hair. 'This is an important clue,' she said.</p> <p>'Someone with blond hair must have read my diary. Everybody in my family has black hair. So who could it be? Who do I know that has blond hair?' she asked, looking suspiciously at Anna's blond hair.</p> <p>'It wasn't me! I promise!' Anna said. 'Plus, that is a very short blond hair. My hair is long!'</p> | <p>Anna and Mandu are collecting clues to figure out who read the diary, just like the police collect evidence to solve a crime.</p> |
| <p>'We will have to set a trap to see if we can catch the diary-reader,' Mandu said. Mandu put her diary back under her bed. Then, she sprinkled some flour on the floor next to her bed. 'If anyone comes near my diary, we will find their footprints in the flour.' Mandu explained. Then the girls hid around the corner and waited! After a few minutes, they heard scratching noises coming from the bedroom.</p> | <p>The haven't found enough clues to figure out who it is. Now they have to investigate in a different way – just like detectives.</p> |
| <p>They ran back into Mandu's room. 'Got you!' Anna shouted. But no one was there! No one except Mandu's dog, Zola. The floor was covered in floury paw prints. Zola's nose was in Mandu's diary!</p> | <p>Their investigation worked! They found out who committed the crime, just like real detectives!</p> |

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Mandu began to laugh. 'It must have been Zola's blond hair in the diary!' 'Silly Zola!' Anna said. 'You will need a much better hiding place!'</p> <p>'You're right!' Mandu said. 'But I will find one later – it has to be secret, even from you!'</p> | |
| Follow up questions | Possible responses |
| <p>What clues did Anna and Mandu find?</p> | <p>They found dirty finger prints, they found a blond hair, and then they finally found floury pawprints.</p> |
| <p>Who was actually 'reading' Mandu's diary?</p> | <p>It was her dog.</p> |
| Why question | Possible responses |
| <p>Why did Mandu think Anna had read her diary?</p> | <ul style="list-style-type: none"> • Because she found a blonde hair. • Because no one in Mandu's family has blond hair. • Maybe because Anna is so eager to help. It is suspicious. |



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

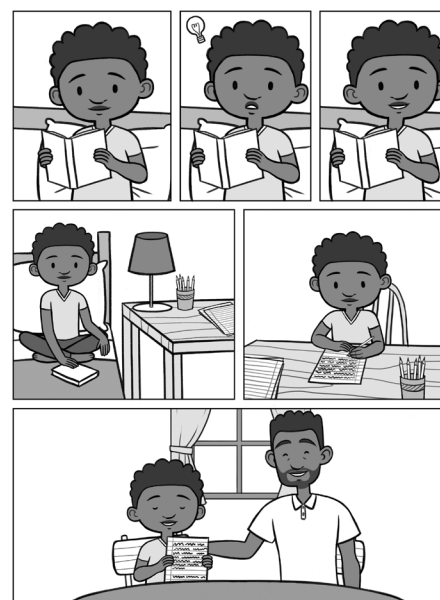
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - investigate
 - investigation
 - suspicious

| Rhyme or song | Actions |
|----------------------------------------|---------------------------------------|
| My dear diary, | <i>Pretend to open a book</i> |
| I write in you each day. | <i>Pretend to write in the air</i> |
| I write my thoughts and feelings down, | <i>Put your hands over your heart</i> |
| It makes me feel okay! | <i>Give two thumbs up</i> |
| No one else should read you, | <i>Shake your finger 'no'</i> |
| You're there for only me! | <i>Point to yourself</i> |
| You're like a real best friend, | <i>Hug yourself</i> |
| My secret diary! | <i>Put your finger over your lips</i> |

CREATIVE STORYTELLING

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



**Phonemic Awareness and Phonics:**

15 minutes

Revise sounds, blending and segmenting**I DO...**

- 1 Say the sound: **y (long)**
- 2 Say the word: **why**
- 3 Segment the word into the individual sounds: **/wh/-/y/**
- 4 Say the first sound of the word: **/wh/**
- 5 Say the last sound of the word: **/y/**
- 6 Write the word on the chalkboard: **why**
- 7 Model pointing to and blending the sounds to make a word: **/wh/-/y/ = why**

WE DO...

- 1 Say the sound: **y (long)**
- 2 Say the word: **shy**
- 3 Ask learners: What is the first sound in the word? **/sh/**
- 4 Ask learners: What is the last sound in the word? **/y/**
- 5 Ask learners to segment the word into each individual sound: **/sh/-/y/**
- 6 Write the word on the chalkboard: **shy**
- 7 Instruct learners to blend the sounds in the word with you: **/sh/-/y/ = shy**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ur words.**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 **my**
 - 2 **why**
 - 3 **try**
 - 4 **dry**
 - 5 **cry**
 - 6 **shy**
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

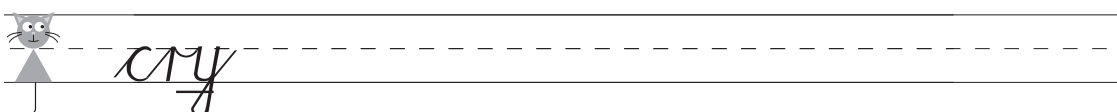
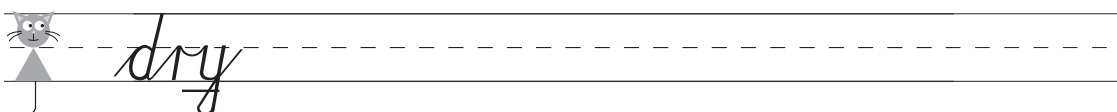
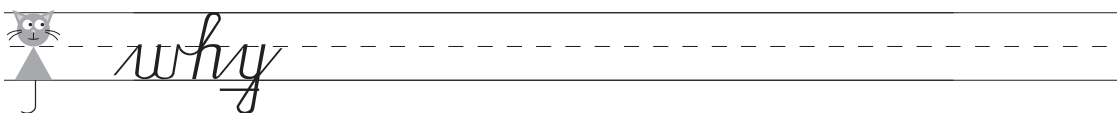
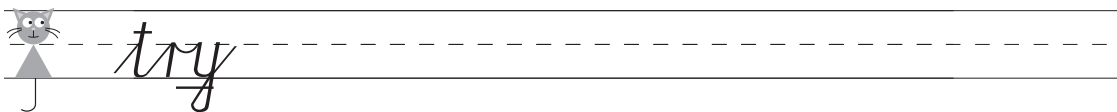
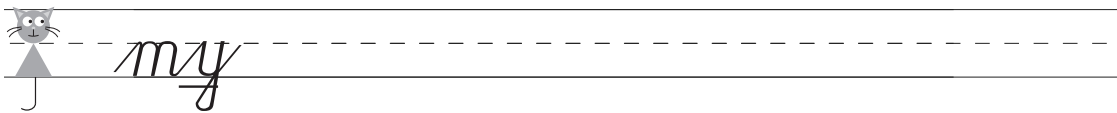
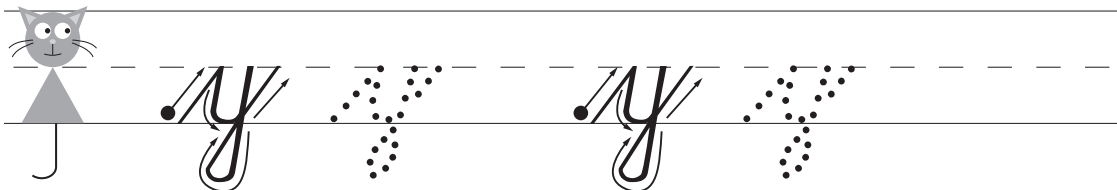


Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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





shy



Why do I cry when I try

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Choose a story we have read this year to review

TASK: Write a simple book review

WRITING FRAME:

This year, I read...

This is a story about...

I liked...

I didn't like...

I thought the story would be better if...

I think...would like this story because...

Overall...

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

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.

- 4 Model how you will complete the writing frame using your own plan, like:
- 5 **This year, I read** Li Jie, the fabulous and talented archer. **This is a story about** the best archer, but he is very arrogant. **I liked** that an old man in the story taught Li Jie an important lesson. He taught him that practice is what makes people good at things. He taught him that it is not good to be arrogant. **I thought the story would be better if** it were longer! **I think** everyone **would like this story because** the message is important for everyone. **Overall** I would recommend this book to all my friends.

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

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

This year, I read the twits by
Roald Dahl.

This is a story about Mr and Mrs
twit who are very nasty people.
They are mean to all people and
animals.

I liked that the birds defeated
Mr and Mrs twit in the end, and
it was very funny.

I thought the story would be
better if the pictures were in
colour.

I think all children would like this
story becos it is so funny.

Overall this story teaches us that
you must always be kind or bad
things will happen to you.



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

Letter swap

I DO...

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

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **whip, which**
- 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: **whip, which**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **when**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **then, hen, men, ten, den, whine**

YOU DO...

- 1 Write this word on the chalkboard: **try**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
dry, cry, my, tree, tray, tree

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE CONNECTIONS

| Text | Second Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Mandu's secret diary</u></p> <p>Mandu loved to write. She especially loved to write in her special diary. Every day, she wrote down what she did during the day. She also wrote down her most private secrets. Writing helped to clear her head. It helped to calm her down. It helped her to feel happy.</p> | <p>I can make a connection with Mandu, because I also love to write to clear my head. When I have lots of things to do and feel stressed, I write a list. That helps clear my head, just like Mandu!</p> |
| <p>Mandu didn't want anyone to read her most private secrets, so she knew she needed a good hiding place for her diary. She looked around her bedroom and thought about the safest place for her diary. Eventually she decided to hide it under her bed. 'No one will ever find it there!' she thought.</p> <p>But one afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom. Mandu's face felt hot. Her heart began beating quickly.</p> | <p>I can make a connection. When someone goes through my things without asking I feel angry. Like the other day, I came home and my sister was reading the emails on my computer. My face felt hot, my heart beat quickly and I yelled, just like Mandu.</p> |
| <p>'Oh no! Look Anna! Someone has been reading my diary!' she yelled.</p> <p>'We can figure out who it was!' Anna said calmly. 'We will be diary detectives!'</p> <p>Mandu and Anna examined the dairy.</p> <p>'Look at these dirty fingerprints,' Anna said. 'This is a good clue! Who can you think of who has dirty fingers?' 'I bet it's my little brother,' Mandu said. 'Thabo always has dirty fingers after he plays outside!'</p> | <p>If someone went through my things, the first person I would think of is my little sister. That reminds me of Mandu, because the first person she thinks of is her little brother!</p> |
| <p>'Let's go find him. We need to ask him questions to see if it was him!' Anna said.</p> | <p>--</p> |

| Text | Second Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Mandu imagined Thabo reading all her secrets. But then she remembered her brother was only five. He couldn't read yet!</p> <p>'Wait! It can't have been him! He can't read!' Mandu said, laughing.</p> <p>'Let's look for other clues,' Anna said. Mandu began examining the diary, page by page.</p> | |
| <p>'Look at this blond hair!' Mandu said, holding up a short piece of blonde hair. 'This is an important clue,' she said.</p> <p>'Someone with blond hair must have read my diary. Everybody in my family has black hair. So who could it be? Who do I know that has blond hair?' she asked, looking suspiciously at Anna's blond hair.</p> <p>'It wasn't me! I promise!' Anna said. 'Plus, that is a very short blond hair. My hair is long!'</p> | <p>I can make a connection – this part of the story reminds me of a movie I saw! In the movie, a girl had her necklace stolen. Her friend offered to help her find the thief. They searched and searched. But, in the end it was really the friend who had stolen the necklace! She pretended to help so no one would find out that it was really her! I wonder if it was really Anna who read the diary? Maybe that is why Anna is so eager to find someone else to blame, just like in the movie I saw?</p> |
| <p>'We will have to set a trap to see if we can catch the diary-reader,' Mandu said. Mandu put her diary back under her bed. Then, she sprinkled some flour on the floor next to her bed. 'If anyone comes near my diary, we will find their footprints in the flour.' Mandu explained. Then the girls hid around the corner and waited! After a few minutes, they heard scratching noises coming from the bedroom.</p> | <p>--</p> |
| <p>They ran back into Mandu's room. 'Got you!' Anna shouted. But no one was there! No one except Mandu's dog, Zola. The floor was covered in floury paw prints. Zola's nose was in Mandu's diary!</p> <p>Mandu began to laugh. 'It must have been Zola's blond hair in the diary!' 'Silly Zola!' Anna said. 'You will need a much better hiding place!'</p> <p>'You're right!' Mandu said. 'But I will find one later – it has to be secret, even from you!'</p> | <p>Oh! This story wasn't like the movie I saw after all. It wasn't Anna. It was just Mandu's silly dog Zola. That reminds me of a time I thought my brother ate my sandwich. But then, I saw my dog eating it!</p> |

| Follow up questions | Responses |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who did Mandu feel suspicious of? | She felt suspicious of her little brother and of Anna. |
| How did Mandu and Anna find out who read the diary? | They looked for clues and set a trap. |
| Why question | Possible responses |
| Why did Mandu need a better hiding place for her diary? | <ul style="list-style-type: none"> • Because a diary is meant to be secret • Because her dog Zola had easily found her diary • Because Anna knows where the diary is hidden, so it isn't a secret hiding place anymore |



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.
 - print
 - cursive
 - message

| Rhyme or song | Actions |
|----------------------------------------|---------------------------------------|
| My dear diary, | <i>Pretend to open a book</i> |
| I write in you each day. | <i>Pretend to write in the air</i> |
| I write my thoughts and feelings down, | <i>Put your hands over your heart</i> |
| It makes me feel okay! | <i>Give two thumbs up</i> |
| No one else should read you, | <i>Shake your finger 'no'</i> |
| You're there for only me! | <i>Point to yourself</i> |
| You're like a real best friend, | <i>Hug yourself</i> |
| My secret diary! | <i>Put your finger over your lips</i> |

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - This story was about...
 - One thing I learnt was...
 - Something I found interesting was...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



Phonemic Awareness and Phonics:

15 minutes

Word Find

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

| | | |
|-----------|----------|----------|
| wh | y | e |
| l | n | i |
| c | h | a |
| p | r | m |
| d | t | s |

MODEL

- 1 Remind learners of the sounds of the week: /**wh**/ and /**y**/
- 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: /**wh**/-/**y**/ = **why**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**wh**/ or /**y**/
- 6 Show learners how to make another word, like: /**d**/-/**a**/-/**m**/ = **dam**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **wh, y**
- 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): **when, which, wheel, whale, whip, my, try, why, dry, cry, shy, dam, yes, nest, chip, ship, this**

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: Mandu's secret diary
- 2 They will also talk about something that they **connect to** in the story.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and something **they connect to** in the story, like: **I liked that** Mandu and Anna were like detectives, looking for clues. **When** Mandu felt angry about someone reading her diary, **that reminds me of when** my sister was using my computer and my emails were open! I was angry because I thought she read my private messages.
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they like** and what they can **make a connection to** in the story.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners' own ideas!*)



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 tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

Grade 3

TERM 2

Week

8

THEME:

We are writers



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 ancient writing, pictures of rock art in South Africa, pictures of ancient writing tools
- 5 Do some research on the internet to prepare for the theme. For example: How anthropologists discovered ancient writing tablets around the world, and how they read them.
- 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 59, Let's write

Activity 2: DBE Workbook 1: Page 60, Let's read

Activity 3: DBE Workbook 1: Page 61 & 62, Let's write

Activity 4: Write a diary entry that describes what the weather is like today.

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of ancient writing tablets in the Big Book story: The world's first writers
- 2 Tell learners that we are continuing our theme: We are writers
- 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 Why do we write?
 - b How does writing help make our lives easier or better?
 - c What is the purpose of writing?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - invent
 - invention
 - technology

| Rhyme or song | Actions |
|----------------------------------------|---------------------------------------|
| My dear diary, | <i>Pretend to open a book</i> |
| I write in you each day. | <i>Pretend to write in the air</i> |
| I write my thoughts and feelings down, | <i>Put your hands over your heart</i> |
| It makes me feel okay! | <i>Give two thumbs up</i> |
| No one else should read you, | <i>Shake your finger 'no'</i> |
| You're there for only me! | <i>Point to yourself</i> |
| You're like a real best friend, | <i>Hug yourself</i> |
| My secret diary! | <i>Put your finger over your lips</i> |



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular words as follows. Learners must write these words next to the correct number.

Singular to Plural Words

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

Singular to Plural Words

- 1 cat
 cats
 - 2 dog
 dogs
 - 3 pencil
 pencils
 - 4 cell phone
 cell phones
 - 5 chair
 chairs
- 8 Tell learners to think about these patterns when they are reading or writing.
 - 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____

**Shared Reading:**

15 minutes

Pre-Read**COMPREHENSION STRATEGY: PREDICT**

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

**Writing:**

30 minutes

Edit

TOPIC: Choose a story we have read this year to review

TASK: Write a simple book review

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I capitalise the first word of the title of the book or story?
- 2 Did I focus on one book or story throughout my whole book review?
- 3 Did I explain why I liked or didn't like the book or story?
- 4 Did I spell all words correctly?
- 5 Does every sentence start with a capital letter?
- 6 Does every sentence end with a full stop or exclamation mark?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

This year, I read ^T the ^T twits by
Roald Dahl.

This is a story about Mr and Mrs
twit who are very nasty people.
They are ^a me~~n~~ to all people and
animals.

I liked that the birds ^a defe~~ct~~ted
Mr and Mrs ^Ttwit in the end, and
it was very ⁿfuny.

I thought the story would be
better if the pictures were in
^ocolur.

I think all children would like this
story bec^acs^e it is so ⁿfuny.

Overall this story teaches us that
you must always be kind or bad
things will ^ehappin to you.



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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **pr**
- 2 Say the word: **prick**
- 3 Segment the word into the individual sounds: /**pr**/-/i/-/**ck**/
- 4 Say the first sound of the word: /**pr**/
- 5 Say the second sound of the word: /i/
- 6 Say the last single sound of the word: /**ck**/
- 7 Write the word on the chalkboard: **prick**
- 8 Model pointing to and blending the sounds to make a word: /**pr**/-/i/-/**ck**/ = **prick**

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **pr words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 pray
 - 2 preen
 - 3 prick
 - 4 press
 - 5 prank
 - 6 proud
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

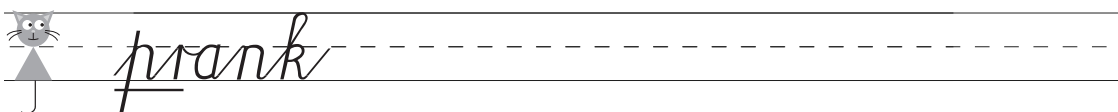
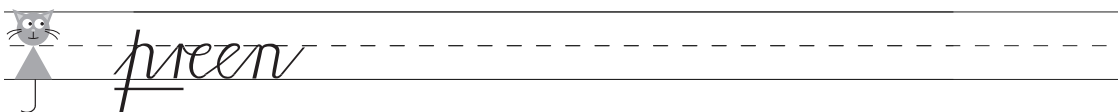
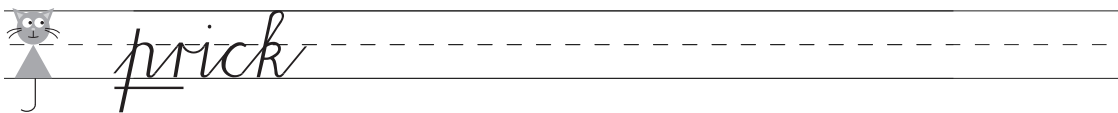
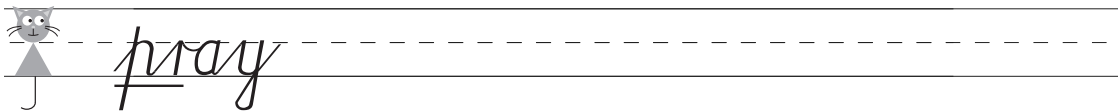
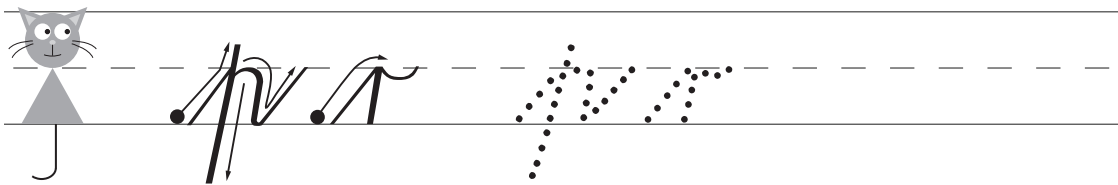



Handwriting:


15 minutes


Write letter(s) / words / sentences in cursive

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



 *press*

 *proud*

 *I am proud that I pray.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: SEARCH THE TEXT

| Text | First Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <p><u>The world's first writers</u></p> <p>Humans have created lots of different kinds of technology. We have created cars, computers and cellphones. We have created radios, robots, and refrigerators. But one of the most impressive human technologies is something that seems quite simple: writing.</p> | <p>Oh! I learn here that writing is a technology. I would never have thought about humans inventing writing.</p> |
| <p>Humans first began to write about 5,000 years ago. One of the places writing was invented was called Sumer. Sumer existed in modern-day Iraq. Sumer was one of the first places in the world where people began to live in cities. Having so many people in one place changed the way that people lived.</p> | <p>I learn here that 5,000 years ago humans didn't know how to write. I think life must have been very different then.</p> |

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The people of Sumer built big temples inside their city walls to pray to their gods. However, the temples weren't just used for worship. The temples were also warehouses where a variety of good were stored. The scribes of the temples had to create a system to keep track of what was being stored in the temples – so that they wouldn't forget. That is how writing was first born.</p> | <p>I learn here that 5,000 years ago temples were used for praying but also for storing lots of goods.</p> |
| <p>Imagine at the end of the harvest season, the priests wanted to store 10 baskets of barley in the temple storage room. The scribe would draw a small picture of a barley stalk, and then make 10 tally marks onto his clay tablet.</p> | <p>I learn here that barley was one of the things stored in the temples. I think they must have stored lots of different goods at the end of the harvest.</p> |
| <p>Then, the clay tablet would dry in the sun. Once it was hardened, the tablets were kept as records that could be read days, weeks or even years later.</p> | <p>Oh! I learn that the first writing was done on clay. I wonder when paper was invented?</p> |
| <p>The first systems of writing were different from our alphabet. They were made up of small pictures to show different objects.</p> | <p>I learn that the first writing was small pictures rather than letters.</p> |
| <p>However, over time, as more and more goods were brought to the temple, pictures developed into symbols. As more and more different goods were stored in the city temples, scribes had to write faster. They didn't have lots of time to draw careful, detailed pictures of barley stalks, and other goods.</p> <p>So, the picture of a barley stalk developed into a symbol for barley that was easier to draw. This symbol became commonly understood as meaning barley, even though it no longer looked like the drawing of a barley stalk.</p> | <p>Oh! I learn that over time, the small pictures turned into symbols.</p> |
| <p>The priests and scribes needed to be able to understand not only what was stored in their own temples, but what kind of goods they had altogether. So the scribes from different temples all over Sumer had to meet to decide on a common set of symbols that they would all use. This system of writing is now called cuneiform.</p> | <p>I learn here that this first system of writing was called cuneiform.</p> |
| <p>This same kind of process happened in different civilisations throughout the world—in Egypt, Peru, and China. Our modern writing is based on these different forms of ancient writing.</p> | <p>--</p> |

| Text | First Read (Think Aloud) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| With the invention of writing, humans could record ideas and stories. We could build businesses and wealth. We could send messages to faraway places. The invention of writing changed what humans could do forever. | I learn that writing helped us record our stories! |
| Follow up questions | Possible responses |
| Where was writing first invented? | In Sumer, modern-day Iraq. |
| What did the people in Sumer write on? | They wrote on clay. |
| Why question | Possible responses |
| Why was writing first invented? | <ul style="list-style-type: none"> • Because goods were being stored in temples, and the people who lived there needed a way to remember what was being stored. • Because the scribes and priests needed to know how many goods they had altogether. |



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

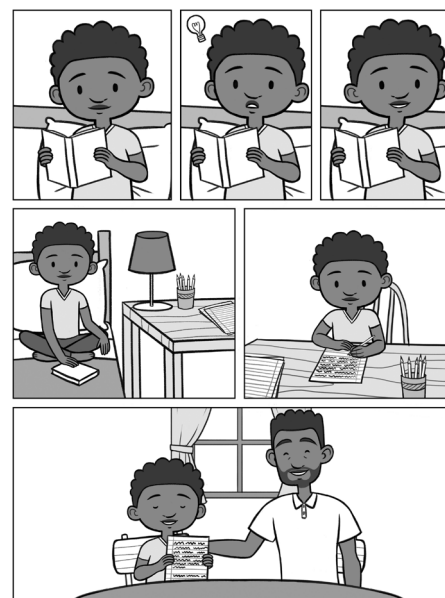
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - temple
 - worship
 - scribe
 - record

| Rhyme or song | Actions |
|----------------------------------------|---------------------------------------|
| My dear diary, | <i>Pretend to open a book</i> |
| I write in you each day. | <i>Pretend to write in the air</i> |
| I write my thoughts and feelings down, | <i>Put your hands over your heart</i> |
| It makes me feel okay! | <i>Give two thumbs up</i> |
| No one else should read you, | <i>Shake your finger 'no'</i> |
| You're there for only me! | <i>Point to yourself</i> |
| You're like a real best friend, | <i>Hug yourself</i> |
| My secret diary! | <i>Put your finger over your lips</i> |

CREATIVE STORYTELLING

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





Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

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 out the following words:
 - 1 **light**
 - 2 **high**
 - 3 **fight**
 - 4 **tight**
 - 5 **night**
 - 6 **right**
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

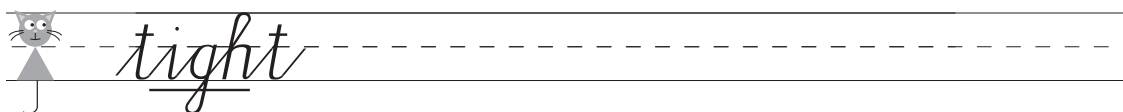
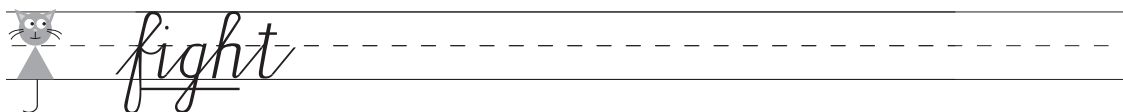
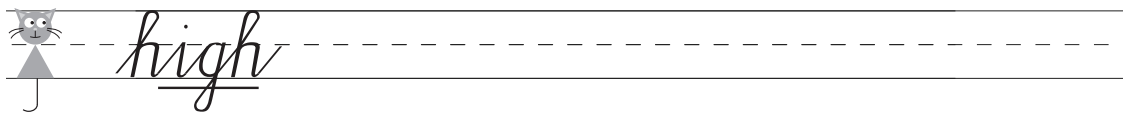
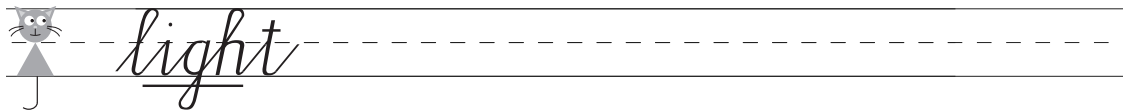
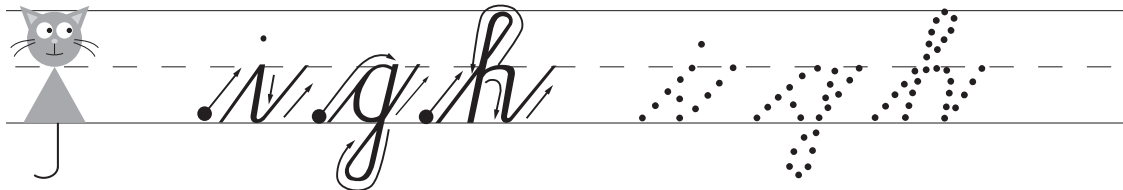



Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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



 night

 night

 I will not fight in the light.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Choose a story we have read this year to review

TASK: Write a simple book review

WRITING FRAME:

This year, I read...

This is a story about...

I liked...

I didn't like...

I thought the story would be better if...

I think...would like this story because...

Overall...

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

MODELLING THE PUBLISHING PROCESS (I DO)

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

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

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

LEARNERS PRESENT THEIR WRITING

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

This year, I read The Twits by Roald Dahl.

This is a story about Mr and Mrs Twit who are very nasty people. They are mean to all people and animals.

I liked that the birds defeated Mr and Mrs Twit in the end, and it was very funny.

I thought the story would be better if the pictures were in colour.

I think all children would like this story because it is so funny.

Overall this story teaches us that you must always be kind or bad things will happen to you.





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

Letter swap

I DO...

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

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **fight, tight**
- 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: **fight, tight**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **fight**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **light, tight, night, right, sight, fright, feet, fit, fat**

YOU DO...

- 1 Write this word on the chalkboard: **press**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
dress, less, mess, guess

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 world's first writers</u></p> <p>Humans have created lots of different kinds of technology. We have created cars, computers and cellphones. We have created radios, robots, and refrigerators. But one of the most impressive human technologies is something that seems quite simple: writing.</p> | <p>I learn that writing is one of the most important things that humans have invented!</p> |
| <p>Humans first began to write about 5,000 years ago. One of the places writing was invented was called Sumer. Sumer existed in modern-day Iraq. Sumer was one of the first places in the world where people began to live in cities. Having so many people in one place changed the way that people lived.</p> | <p>I learn that that Sumer was one of the first places to have cities. I wonder in what other ways cities changed the ways people lived?</p> |
| <p>The people of Sumer built big temples inside their city walls to pray to their gods. However, the temples weren't just used for worship. The temples were also warehouses where a variety of good were stored. The scribes of the temples had to create a system to keep track of what was being stored in the temples – so that they wouldn't forget. That is how writing was first born.</p> | <p>I learn from the picture here that temples were huge places. There must have been a lot of different things that were stored there!</p> |
| <p>Imagine at the end of the harvest season, the priests wanted to store 10 baskets of barley in the temple storage room. The scribe would draw a small picture of a barley stalk, and then make 10 tally marks onto his clay tablet.</p> | <p>I learn here that tally marks were an important part of early writing.</p> |
| <p>Then, the clay tablet would dry in the sun. Once it was hardened, the tablets were kept as records that could be read days, weeks or even years later.</p> | <p>Oh! I wonder when paper was invented? They wrote on clay not on paper.</p> |

WEEK 8

| Text | Second Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The first systems of writing were different from our alphabet. They were made up of small pictures to show different objects. | Imagine if when we wrote, we had to spend time drawing many little pictures. It would take a very long time to write a sentence! |
| However, over time, as more and more goods were brought to the temple, pictures developed into symbols. As more and more different goods were stored in the city temples, scribes had to write faster. They didn't have lots of time to draw careful, detailed pictures of barley stalks, and other goods. | Oh! I learn that pictures turned into different symbols because pictures took too long to write! |
| So, the picture of a barley stalk developed into a symbol for barley that was easier to draw. This symbol became commonly understood as meaning barley, even though it no longer looked like the drawing of a barley stalk. | |
| The priests and scribes needed to be able to understand not only what was stored in their own temples, but what kind of goods they had altogether. So the scribes from different temples all over Sumer had to meet to decide on a common set of symbols that they would all use. This system of writing is now called cuneiform. | I learn here that all the priests and scribes had a big meeting where they chose a new way of writing together! |
| This same kind of process happened in different civilisations throughout the world—in Egypt, Peru, and China. Our modern writing is based on these different forms of ancient writing. | I learn that writing was invented in different places – not just one place. |
| With the invention of writing, humans could record ideas and stories. We could build businesses and wealth. We could send messages to faraway places. The invention of writing changed what humans could do forever. | I wonder what the world would be like if writing were never invented? |
| Follow up questions | Responses |
| How long ago was writing invented? | Writing was invented about 5,000 years ago. |
| Where was writing invented in Sumer? | It was invented in the temples. |
| Why question | Possible responses |
| Why did writing change over time? | <ul style="list-style-type: none"> • Because pictures took a long time to draw and scribes needed to write faster. • The writing changed as more and more goods were brought to the temples. The scribes had to write more quickly. • The scribes from different temples had to read each other's writing, so they sat together and designed symbols they could all use! |



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

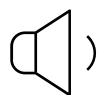
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - tally
 - tablet
 - clay

| Rhyme or song | Actions |
|----------------------------------------|---------------------------------------|
| My dear diary, | <i>Pretend to open a book</i> |
| I write in you each day. | <i>Pretend to write in the air</i> |
| I write my thoughts and feelings down, | <i>Put your hands over your heart</i> |
| It makes me feel okay! | <i>Give two thumbs up</i> |
| No one else should read you, | <i>Shake your finger 'no'</i> |
| You're there for only me! | <i>Point to yourself</i> |
| You're like a real best friend, | <i>Hug yourself</i> |
| My secret diary! | <i>Put your finger over your lips</i> |

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - This text was about...
 - One thing I learned was...
 - I prefer fiction / nonfiction texts 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.

| | | |
|-----------|------------|----------|
| pr | igh | i |
| c | k | a |
| n | e | s |
| f | o | d |
| u | l | t |

MODEL

- 1 Remind learners of the sounds of the week: /**pr**/ and /**igh**/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /l/-/igh/-/t/ = **light**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**pr**/ or /**igh**/
- 6 Show learners how to make another word, like: /d/-/e/-/s/-/k/ = **desk**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **pr, igh**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **prick, preen, press, prank, proud, light, fight, tight, night, desk, kick, lock, sock, skid**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / SEARCH THE TEXT

WRITTEN COMPREHENSION

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

THE WORLD'S FIRST WRITERS

- 1 When was writing first invented?
Writing was invented...
- 2 Where was writing first invented?
Writing was first invented in...
- 3 Why don't we still use small pictures to write?
We don't use small pictures because...

THE WORLD'S FIRST WRITERS – ANSWERS

- 1 When was writing first invented?
Writing was invented about 5,000 years ago.
- 2 Where was writing first invented?
Writing was first invented in ancient Sumer.
- 3 Why don't we still use small pictures to write?
We don't use small pictures because it takes too long to write them!



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.

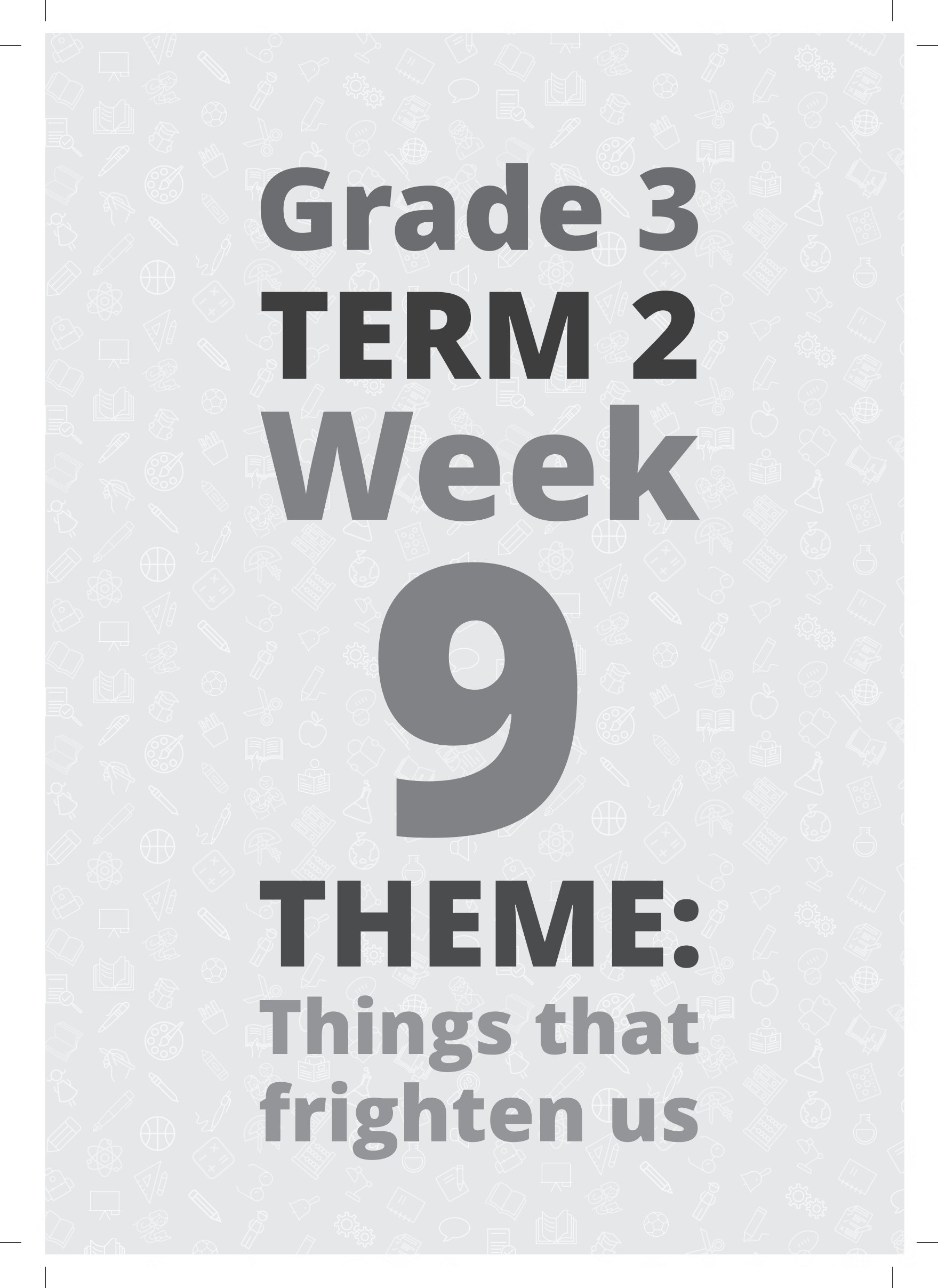


End of week language learning review

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 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 3 TERM 2 Week 9

**THEME:
Things that
frighten us**



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: scary masks, pictures of scary animals (spiders, snakes, sharks)
- 5 Do some research on the internet to prepare for the theme. For example: scary stories from around the world (that are appropriate for Grade 3 learners)
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

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

Activity 2: DBE Workbook 1: Page 64, Let's read

Activity 3: DBE Workbook 1: Page 66, Let's write

Activity 4: Draw a picture of something that scares you.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: There's a monster in my cupboard
- 2 Tell learners that we are starting a new theme called: Things that frighten us
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are some animals that frighten us?
 - b Who are people who frighten us?
 - c What happens when we feel frightened?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - reaction
 - dream
 - nightmare
 - monster

| Rhyme or song | Actions |
|-------------------------------|----------------------------------------------------|
| Listen, listen | <i>Put your hand behind your ear</i> |
| Is something there? | <i>Point to the door</i> |
| Hear it tiptoe to your chair? | <i>Tiptoe in place</i> |
| Don't speak a word. | <i>Finger to lips</i> |
| Don't say "ah-choo!" | <i>Shake your head 'no'</i> |
| Don't move about. | <i>Sit very still with arms close to sides</i> |
| Or it might get YOU! | <i>Shout "you" and jump up with arms extended)</i> |



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Sentences**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular sentences as follows. Learners must write these sentences next to the correct number:

Singular to Plural Sentences

- 1 The cat licks her paw.
 - 2 The dog barks at the man.
 - 3 I drop my pencil on the floor.
 - 4 The cell phone is broken.
 - 5 The chair is too small for the lady.
- 4 Next, instruct learners to rewrite the sentences as plurals, on the line below.
 - 5 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.
 - 6 Then, ask learners to point out any patterns they can see, like: where words change.
 - 7 Underline these patterns, like:

Singular to Plural Sentences

- 1 The cat licks her paw.
The cats lick their paws.
 - 2 The dog barks at the man.
The dogs bark at the men.
 - 3 I drop my pencil on the floor.
I drop my pencils on the floor.
 - 4 The cell phone is broken.
The cell phones are broken.
 - 5 The chair is too small for the lady.
The chairs are too small for the ladies.
- 8 Tell learners to think about these patterns when they are reading or writing.
 - 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan and Draft

TOPIC: Write about a time you felt frightened

TASK: Write at least 10 sentences organised into two paragraphs

PLANNING STRATEGY: Write a list

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your paragraphs, like:
I felt frightened once when the power went out in my house and I was all alone. I don't like to be alone in the dark.
- 3 **Modelling the planning strategy (I DO):**
 - a Have the planning frame written on one side of the chalkboard.
 - b Show learners how you make a list by answering the questions.
 - c Complete the plan on the other side of the chalkboard.

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Planning Questions</p> <p>Paragraph 1</p> <ol style="list-style-type: none">1 What were you afraid of?2 What happened to make you scared?3 Where were you?4 Who were you with? <p>Paragraph 2</p> <ol style="list-style-type: none">1 What did you do when you felt afraid?2 What made you feel better?3 What did you learn from the experience? | <p>Plan</p> <p>Paragraph 1</p> <ol style="list-style-type: none">1 The dark2 The power went off. My lantern wasn't charged.3 I was at home.4 Alone <p>Paragraph 2</p> <ol style="list-style-type: none">1 I sat on my couch under a big blanket. I was shaking!2 I used my phone to call my sister. When I heard her voice, I didn't feel so alone. I felt better.3 I must keep my lantern and phone charged in case the power goes out! |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of a time they felt frightened.
- 2 Next, tell learners to **turn and talk** with a partner, to share their stories.
- 3 Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.
- 5 Tell learners they must write their own ideas – they must **not** copy your plan.
- 6 As learners work, walk around the room and hold mini-conferences.

PlanParagraph 1

1. A snake
2. I almost stepped on a snake.
3. In the veld by my house
4. My big brother

Paragraph 2

1. I wanted to run away
2. My big brother calmed me down
3. That you must look where you
step and to never run when
you see a snake. You must be
calm and walk away very slowly.

**Group Guided Reading**

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **pl words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 **pink**
 - 2 **sink**
 - 3 **wink**
 - 4 **spot**
 - 5 **spit**
 - 6 **spin**
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

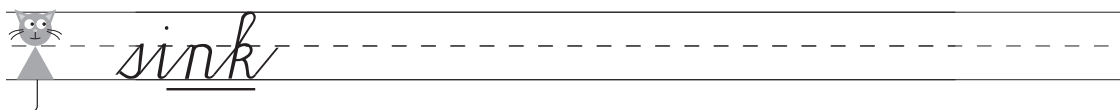
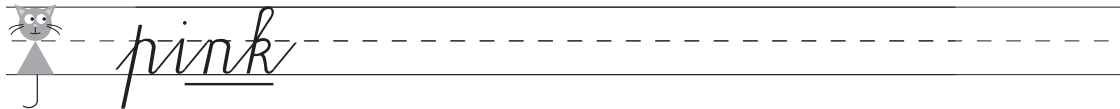
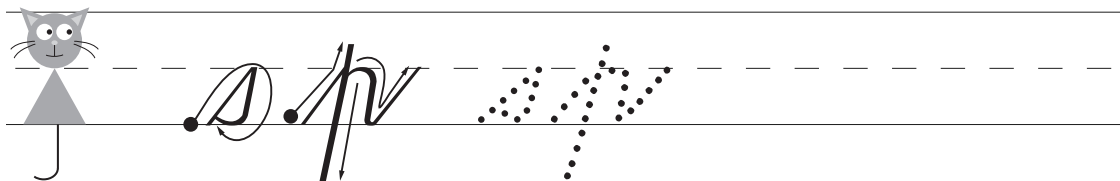
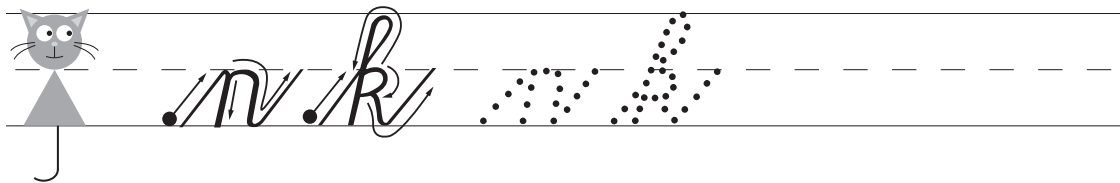



Handwriting:


15 minutes

Write letter(s) / words / sentences in cursive


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




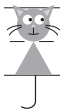
 *wink*


 *link*

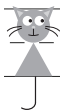
 *plank*


 *spot*

 *spit*

 *spin*

 *spun*

 *I wink by the pink sink.*

 *The man spun on a spot.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER / VISUALISE

| Text | First Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>There's a monster in my cupboard</u></p> <p>'John and Robert!' called John's mother. 'Put that Nintendo away and get into bed now!'</p> <p>'Okay, but I just want to finish this game!' John called back.</p> <p>'Switch the game off now!' said his mother. 'You can carry on playing tomorrow.'</p> <p>'Okay,' said John, as he pretended to turn the Nintendo off.</p> <p>'Goodnight!' said his mother, as she switched off the light and shut the door.</p> | <p>I can visualise John hiding the Nintendo under his sheets when his mother comes in to say goodnight.</p> |
| <p>As soon as his mother had shut the door, John began playing again.</p> <p>Robert fell asleep quickly. John played and played, late into the night.</p> | <p>I can visualise John playing in the dark. He is so focused on his game, he doesn't even see that Robert is asleep.</p> |
| <p>John kept playing until he heard a strange noise. Scratch! Bump! Scratch! Scratch!</p> <p>'What was that?' John asked nervously. But Robert didn't respond – he was still asleep.</p> <p>John sat up in bed. His eyes searched the dark room as he tried to see what was making the scary sounds. He realised that they were coming from his cupboard.</p> | <p>I can visualise John looking up from his game. He looks around his room to see where the sound is coming from. The room is dark. I can visualise John's heart starting to beat fast!</p> |
| <p>The cupboard was shaking. Something was bumping against the door. Scratch! Bump! Scratch! Scratch!</p> <p>'A monster!' John whispered. 'Who's there?' he asked, in a shaky voice.</p> | <p>I can visualise John watching the cupboard shake. I can feel the way his heart is beating faster and faster. I can hear his voice shake and crack. I can visualise the expression on his face: his mouth is open wide and he is sweating!</p> |
| <p>The cupboard door began to open. John jumped up in fear and slammed the door shut. With a pounding heart, he pushed a chair against the cupboard door.</p> <p>'I hope I can go back to sleep now,' he thought.</p> <p>Just as he climbed back into bed, there was another bump against the door. This time it was an even louder bump. Scratch! Bump! Scratch! Scratch!</p> <p>'Oh no!' he thought. 'What am I going to do now?'</p> | <p>I can visualise John running to the cupboard. He is so scared he is trying to move very fast! He is getting more and more scared – visualising the monster who will climb out from the cupboard, with big claws and big teeth, and eat him!</p> |

| Text | First Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Gripped by fear, he decided to wake Robert up. 'Robert! There's something in the cupboard! I think it's a monster! Or maybe a dinosaur!' he whispered.</p> <p>'You must have had a nightmare!' Robert said sleepily. 'I'm tired! Let me sleep!' he said, turning over in his bed.</p> <p>'It wasn't a nightmare! There were noises coming from the cupboard! The door even opened!' John said.</p> <p>'Don't be silly, John. You are just dreaming about that Nintendo game!' Robert said, rolling his eyes.</p> <p>'If you're not scared, then open the door!' John said.</p> | <p>I can visualise John shaking Robert and saying, 'Wake up! Wake up!' in a soft and shaking voice. I can visualise Robert pushing John's arm away.</p> |
| <p>Robert sighed and picked up his backpack. He scratched around in it and found his torch. He walked confidently towards the cupboard. But then, a loud noise came from the cupboard. Scratch! Bump! Scratch! Scratch! Robert stopped and turned around. Robert's heart began to beat quickly.</p> <p>'See!' John said. 'I told you!'</p> <p>'Let's open the cupboard to see it!' Robert whispered. 'Come on!' he beckoned to John.</p> | <p>I can visualise Robert when he hears the noise: he freezes! He turns around, his mouth open, looking terrified!</p> |
| <p>John and Robert tiptoed to the cupboard. John opened the door slightly, while Robert shined the torch through the crack. Something was trying to push the door open.</p> <p>Suddenly the torch revealed two glowing, green eyes. The two boys jumped in fright.</p> <p>'What could it be?' whispered Robert, pushing the door closed.</p> | <p>I can visualise the two glowing green eyes! Both the boys must be visualising a terrifying monster, with green eyes who will come and attack them soon!</p> |
| <p>The bumping and scratching got louder. Scratch! Bump! Scratch! Scratch! Robert took a deep breath and pulled the door open again. A creature jumped out and streaked past them.</p> <p>'What was that?' John screamed.</p> <p>'Your cat!' shrieked Robert.</p> <p>John and Robert looked at each other and they both began to laugh.</p> | <p>I can visualise the cat jumping in the air. I can visualise John and Robert screaming. They think it is a monster! But then, they realise it is just a cat. I can visualise them shaking their heads, and covering their eyes. They feel silly for thinking it was a monster! I can visualise their loud giggles!</p> |

| Follow up questions | Possible responses |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What did John think was in the cupboard? | He thought there was a monster in the cupboard. |
| Whose two green eyes were inside the cupboard? | The glowing, green eyes really belonged to John's cat! |
| Why question | Possible responses |
| Why did John think there was a monster in his cupboard? | <ul style="list-style-type: none"> • He heard sounds coming from his cupboard. • The game made him scared. He thought the noise must be a monster like in his game. • The door to the cupboard was opening. • There was bumping and scratching coming from the cupboard. • There were two green eyes in the cupboard. • It was dark in the room and he got scared! • He didn't realise his cat could be in the cupboard! |



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.
 - terrified
 - tiptoe
 - scratch
 - slam

| Rhyme or song | Actions |
|-------------------------------|----------------------------------------------------|
| Listen, listen | <i>Put your hand behind your ear</i> |
| Is something there? | <i>Point to the door</i> |
| Hear it tiptoe to your chair? | <i>Tiptoe in place</i> |
| Don't speak a word. | <i>Finger to lips</i> |
| Don't say "ah-choo!" | <i>Shake your head 'no'</i> |
| Don't move about. | <i>Sit very still with arms close to sides</i> |
| Or it might get YOU! | <i>Shout "you" and jump up with arms extended)</i> |

CREATIVE STORYTELLING

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





Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

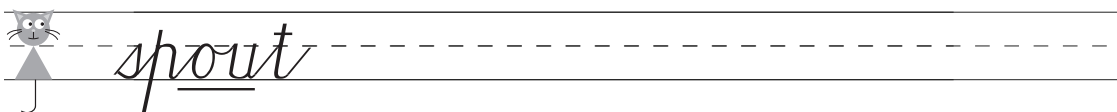
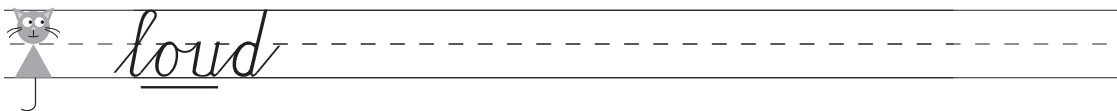
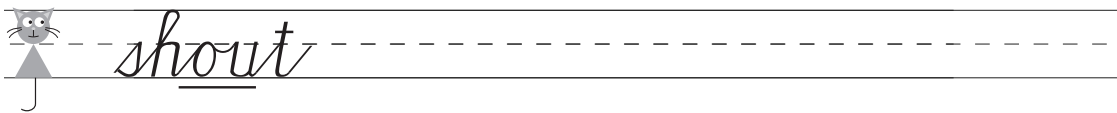
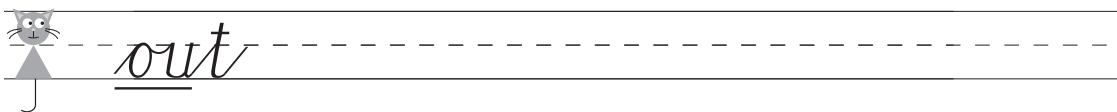
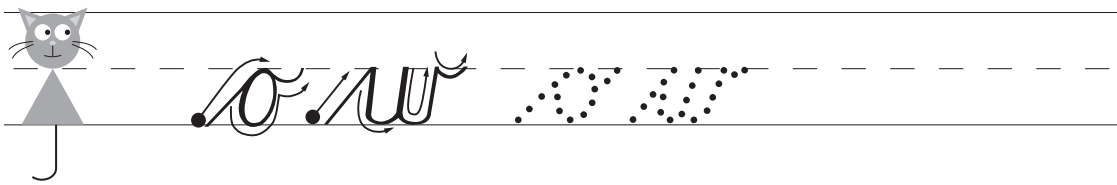
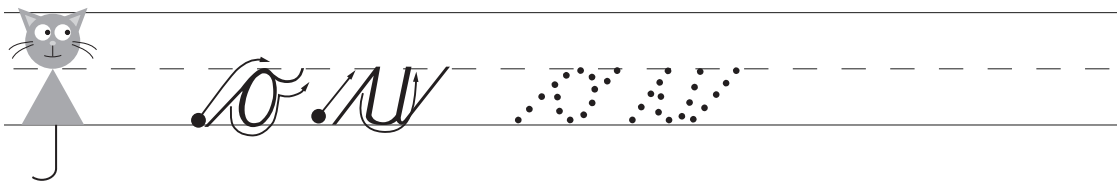



Handwriting:


15 minutes


Write letter(s) / words / sentences in cursive


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





 *mouse*

 *cow*


 *how*

 *now*

 *brown*

 *crown*

 *I shout out loud when I see*

 *the mouse.*

 *How now brown cow.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write about a time you felt frightened

TASK: Write at least 10 sentences organised into two paragraphs

WRITING FRAME:

I felt afraid when... (*describe what happened in 4–5 sentences*)

My immediate reaction... (*describe how the situation was resolved in 4–5 sentences*)

I felt better when...

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

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:
I felt afraid when the power went out in my house a few days ago. I tried to turn my lantern on, but I had forgotten to charge it! I was home alone. It was very dark and scary.
My immediate reaction was to hide on my couch, under a big blanket. Then I called my sister on the phone. **I felt better when** I heard her voice. Then I didn't feel so alone.
I learnt that I should check to make sure my lantern is charged in case the lights go out!

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

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

I felt afraid when I almost stepped on a snake. I was walking in the veld with my big brother. The grass was long and I was not looking where I was stepping. I heard a noise in the grass and when I looked down I saw a big brown snake!

My immediate reaction was to run away very fast. My big brother stopped me. He told me to stay calm. He then told me to very slowly walk away from the snake. He said that if I run the snake will get scared and it might try to bite me.

I felt better when we walked away slowly and the snake went down a hole.



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

Letter swap

I DO...

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

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **how, now**
- 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: **how, now**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **loud**
- 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: **cloud, lid, led, lad, lead, louse, lout**

YOU DO...

- 1 Write this word on the chalkboard: **brown**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swopped.
crown, frown, down, brain, bran

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER / VISUALISE

| Text | Second Read (Think Aloud) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>There's a monster in my cupboard</u></p> <p>'John and Robert!' called John's mother. 'Put that Nintendo away and get into bed now!'</p> <p>'Okay, but I just want to finish this game!' John called back.</p> <p>'Switch the game off now!' said his mother. 'You can carry on playing tomorrow.'</p> <p>'Okay,' said John, as he pretended to turn the Nintendo off.</p> <p>'Goodnight!' said his mother, as she switched off the light and shut the door.</p> | <p>I wonder what game John is playing? I wonder what creatures are in the game John is playing?</p> |
| <p>As soon as his mother had shut the door, John began playing again.</p> <p>Robert fell asleep quickly. John played and played, late into the night.</p> | <p>--</p> |
| <p>John kept playing until he heard a strange noise. Scratch! Bump! Scratch! Scratch!</p> <p>'What was that?' John asked nervously. But Robert didn't respond – he was still asleep.</p> <p>John sat up in bed. His eyes searched the dark room as he tried to see what was making the scary sounds. He realised that they were coming from his cupboard.</p> | <p>I can visualise John staring at his cupboard. He has been playing and playing video games. I can visualise the scary creatures that are sometimes in video games. I think John is visualizing the scary creatures from his Nintendo inside his own cupboard!</p> |
| <p>The cupboard was shaking. Something was bumping against the door. Scratch! Bump! Scratch! Scratch!</p> <p>'A monster!' John whispered. 'Who's there?' he asked, in a shaky voice.</p> | <p>I can visualise John sitting alone in the dark. He must be visualising the creatures from his Nintendo coming out of the cupboard to attack him!</p> |

| Text | Second Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The cupboard door began to open. John jumped up in fear and slammed the door shut. With a pounding heart, he pushed a chair against the cupboard door.</p> <p>'I hope I can go back to sleep now,' he thought.</p> <p>Just as he climbed back into bed, there was another bump against the door. This time it was an even louder bump. Scratch! Bump! Scratch! Scratch!</p> <p>'Oh no!' he thought. 'What am I going to do now?'</p> | <p>I can visualise John running to the cupboard. He must be thinking that he can't let the creatures come out of the cupboard! I can visualise him covering his eyes and hiding under the blankets as he listens to the noises (Bump! Scratch!) get louder and louder.</p> |
| <p>Gripped by fear, he decided to wake Robert up.</p> <p>'Robert! There's something in the cupboard! I think it's a monster! Or maybe a dinosaur!' he whispered.</p> <p>'You must have had a nightmare!' Robert said sleepily. 'I'm tired! Let me sleep!' he said, turning over in his bed.</p> <p>'It wasn't a nightmare! There were noises coming from the cupboard! The door even opened!' John said.</p> <p>'Don't be silly, John. You are just dreaming about that Nintendo game!' Robert said, rolling his eyes.</p> <p>'If you're not scared, then open the door!' John said.</p> | <p>I can visualise Robert feeling annoyed and rolling his eyes when John shakes him awake.</p> |
| <p>Robert sighed and picked up his backpack. He scratched around in it and found his torch. He walked confidently towards the cupboard. But then, a loud noise came from the cupboard. Scratch! Bump! Scratch! Scratch! Robert stopped and turned around. Robert's heart began to beat quickly.</p> <p>'See!' John said. 'I told you!'</p> <p>'Let's open the cupboard to see it!' Robert whispered. 'Come on!' he beckoned to John.</p> | <p>Now, Robert must be visualising scary creatures in the cupboard just like John. They don't know what is in the cupboard, so I think they must be visualising the scary creatures from the video game they played for so long.</p> |
| <p>John and Robert tiptoed to the cupboard. John opened the door slightly, while Robert shined the torch through the crack. Something was trying to push the door open.</p> <p>Suddenly the torch revealed two glowing, green eyes. The two boys jumped in fright.</p> <p>'What could it be?' whispered Robert, pushing the door closed.</p> | |

| Text | Second Read (Think Aloud) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The bumping and scratching got louder. Scratch! Bump! Scratch! Scratch! Robert took a deep breath and pulled the door open again. A creature jumped out and streaked past them.</p> <p>‘What was that?’ John screamed.</p> <p>‘Your cat!’ shrieked Robert.</p> <p>John and Robert looked at each other and they both began to laugh.</p> | <p>Oh! Now that they see the cat, they can visualise the poor cat being stuck in the cupboard, bumping and scratching to get out! I can visualise them laughing at themselves for thinking there could be Nintendo monsters in the cupboard!</p> |
| Follow up questions | Possible responses |
| <p>What did John hear?</p> | <p>He heard bumping and scratching coming from his cupboard.</p> |
| <p>What is John doing when he hears bumping and scratching?</p> | <p>He is playing Nintendo in the dark.</p> |
| Why question | Possible responses |
| <p>Why did John feel scared?</p> | <ul style="list-style-type: none"> • Because there are sounds coming from his cupboard. • Because he thinks the sounds are coming from a monster. • Because he thinks the monsters or creatures from his video game are inside the cupboard. • Because he doesn't know what is inside his cupboard! It is scary when we hear something and we don't know what it is! |



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

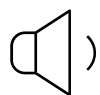
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - shaky
 - shriek
 - sudden
 - suddenly

| Rhyme or song | Actions |
|-------------------------------|----------------------------------------------------|
| Listen, listen | <i>Put your hand behind your ear</i> |
| Is something there? | <i>Point to the door</i> |
| Hear it tiptoe to your chair? | <i>Tiptoe in place</i> |
| Don't speak a word. | <i>Finger to lips</i> |
| Don't say "ah-choo!" | <i>Shake your head 'no'</i> |
| Don't move about. | <i>Sit very still with arms close to sides</i> |
| Or it might get YOU! | <i>Shout "you" and jump up with arms extended)</i> |

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 I liked / did not like this story because...
 I thought it was scary when...
 I thought the noise in the story was made by...
- 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.

| | | |
|-----------|------------|-----------|
| pr | igh | y |
| a | s | u |
| bl | a-e | sl |
| h | e | w |
| ay | nk | ow |
| o | t | i |
| pl | ur | th |
| m | d | l |

MODEL

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

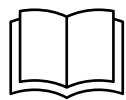
LEARNERS DO

- 1 Tell learners to open their exercise books.
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work.
- 5 Ask learners to share words they have built, and write them on the chalkboard.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **visualise and illustrate** something from the text, like: A cat came out of the cupboard. The boys are surprised because they thought it was a monster!
- 3 Draw your own picture on the chalkboard of A cat coming out of the cupboard, and the boys looking surprised.
- 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 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.

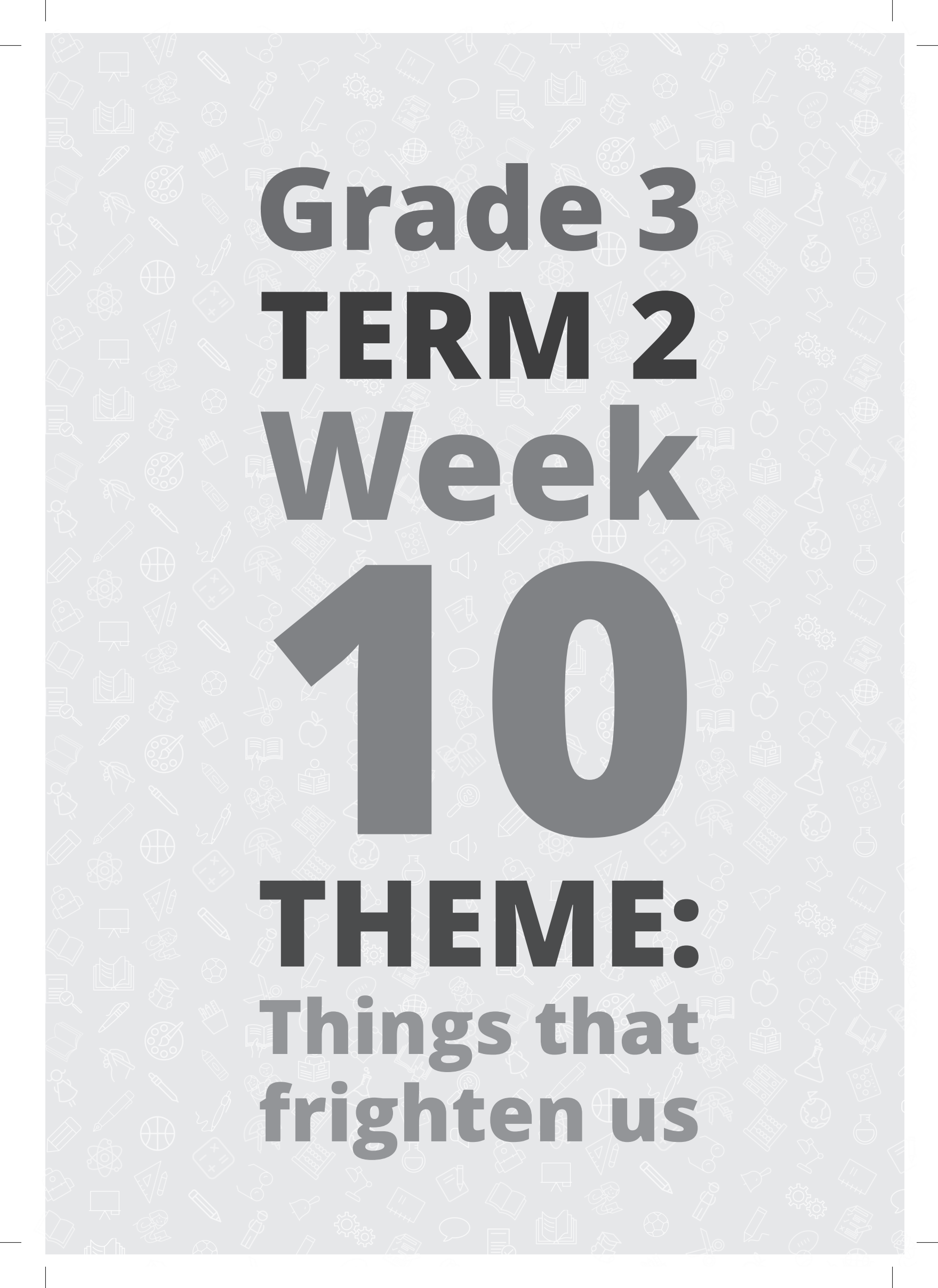


End of week language learning review

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 3 TERM 2 Week 10

**THEME:
Things that
frighten us**



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: plastic bugs, snakes, or other scary creatures
- 5 Do some research on the internet to prepare for the theme. For example: How we can work to overcome our fears, the ways in which fear can be both helpful and harmful
- 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 70, Let's read

Activity 2: DBE Workbook 1: Page 71 & 72, Let's write

Activity 3: DBE Workbook 1: Page 73, Let's write

Activity 4: Draw a picture of something you used to be scared of, but aren't anymore (a fear you have overcome)

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of the shark attack in the Big Book story: Dolphins to the rescue
- 2 Tell learners that we are continuing our theme: Things that frighten us
- 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 else makes us feel scared?
 - b Can we overcome fears? How?
 - c Can we develop new fears? How?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - attack
 - blood
 - bloody

| Rhyme or song | Actions |
|-------------------------------|----------------------------------------------------|
| Listen, listen | <i>Put your hand behind your ear</i> |
| Is something there? | <i>Point to the door</i> |
| Hear it tiptoe to your chair? | <i>Tiptoe in place</i> |
| Don't speak a word. | <i>Finger to lips</i> |
| Don't say "ah-choo!" | <i>Shake your head 'no'</i> |
| Don't move about. | <i>Sit very still with arms close to sides</i> |
| Or it might get YOU! | <i>Shout "you" and jump up with arms extended)</i> |



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.

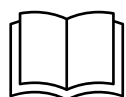
- 3 Write the following sentence on the chalkboard next to number 1: She left her books over there.
- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
 - 2 They
 - 3 I
 - 4 You
 - 5 We
- 5 Tell learners to rewrite sentence starting with the word provided.
- 6 In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 7 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 8 Underline any patterns, like:
 - 1 She left her books over there.
 - 2 They left their books over there.
 - 3 I left my books over there.
 - 4 You left your books over there.
 - 5 We left our books over there.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Edit

TOPIC: Write about a time you felt frightened

TASK: Write at least 10 sentences organised into two paragraphs

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I use the past tense?
- 2 Did I use first person ('I' and 'we') ?
- 3 Are my events in the order of when they happened?
- 4 Do I have at least 10 complete sentences organised into two paragraphs?
- 5 Did I spell all words correctly?
- 6 Does every sentence start with a capital letter?
- 7 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

I felt afraid when I almost ste^pped on a
snake. I was walking in the veld with my
big br^other. The grass was long and I was
not looking w^here I was ste^pping. I heard
a noise in the grass and when I looked
down I saw a big brown snake!

My immediate reaction was to run away
very fast. My big br^other stopped me.
He told me to stay calm. He then told me
to very slowly walk away from the snake.
He said that if I run the snake will get
scared and it might try to bite me.

I felt b^etter when we walked away slowly
and the snake went down a hole.



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, blending and segmenting

I DO...

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

WE DO...

- 1 Say the sound: **th** (hard sound)
- 2 Say the word: **that**
- 3 Ask learners: What is the first sound in the word? /th/
- 4 Ask learners: What is the second sound in the word? /a/
- 5 Ask learners: What is the last sound in the word? /t/
- 6 Ask learners to segment the word into each individual sound: /th/-/a/-/t/
- 7 Write the word on the chalkboard: **that**
- 8 Instruct learners to blend the sounds in the word with you: /th/-/a/-/t/ = **that**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading:
sl, th words
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 slap
 - 2 slam
 - 3 slim
 - 4 that
 - 5 then
 - 6 this
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

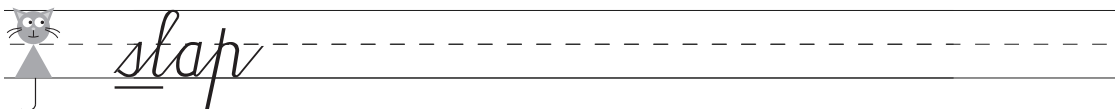
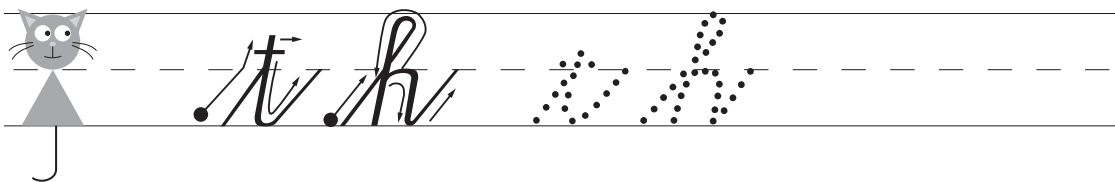
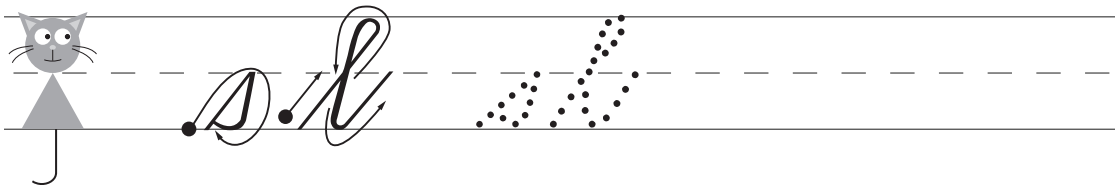





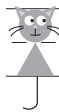


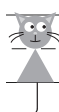

Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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



 slam slim slip sleep that then this them they I will sleep in my bed. That man is not fat.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: VISUALISE

| Text | First Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Dolphins to the rescue</u></p> <p>This story is based on the true story of a professional surfer named Todd Endris. The story takes place in Monterey Bay, California in the United States.</p> | <p>--</p> |
| <p>One misty August morning, Todd walked onto the beach. He zipped up his wet suit and grabbed his surfboard, just like he did every morning. As he entered the water, he saw six beautiful dolphins playing in the waves. 'What a rare sight!' he thought. He stopped for a moment to admire them.</p> | <p>I visualise Todd smiling as he looks out over the ocean. He must love the ocean and feel comfortable there because he comes every morning to surf.</p> |
| <p>Then, Todd climbed onto his surfboard and began to paddle out to where the waves were breaking. He caught a big wave in, then he paddled out to find another, just as usual. 'What a great day to surf!' Todd thought. 'Hurry up!' he called to his friend Brian, who was putting on his wet suit on the beach.</p> | <p>--</p> |
| <p>Todd lay on his surfboard out past the waves whilst he waited for Brian to join him.</p> | <p>I visualise Todd looking up at the sky, thinking about how much he loves the ocean.</p> |
| <p>All of a sudden, something smashed into Todd's surfboard from below! Todd and his surfboard flew five metres up into the air. As he landed back in the water, Todd began to panic. 'There must be a shark nearby!' he thought. His heart was racing.</p> | <p>This is so scary because it catches Todd by surprise! He comes to surf every morning and this isn't normal. I visualise Todd's look of shock when he gets thrown into the air.</p> |

| Text | First Read (Think Aloud) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Todd frantically yanked at his leash to pull his surfboard back towards him. He climbed onto his surfboard and began to paddle as quickly as he could towards shore. As he paddled, he scanned the water for fins.</p> | <p>Waiting for something bad to happen is called suspense. It is so scary to be in suspense! Todd knows there is a shark but he can't see it anymore. I can visualise Todd feeling terrified as he looks for fins.</p> |
| <p>Just then, Todd was hit again, even harder. As Todd landed in the water for a second time, a great white shark sunk its teeth into his back. The water filled with blood.</p> <p>The shark shook Todd back and forth, up and down. As he broke through the surface of the water, Todd screamed and shouted. 'Help! Help me!' When the shark dragged him back down underneath the water, Todd hit the shark's nose over and over again, trying to get it to release him.</p> | <p>Ah! This is so scary because Todd is all alone and getting attacked by a huge shark. I visualise Todd's loud screams as he sees his own blood filling the water.</p> |
| <p>The shark let go of Todd's back, but only for a brief moment. The shark then bit down on Todd's leg – as if to swallow it whole! As the shark held Todd's leg between its razor-sharp teeth, Todd used his other leg to try to kick the shark as hard as he could. But the shark held on tight.</p> | <p>I visualise Todd moving and kicking trying to kick the shark away. He must feel scared that the shark will take his whole leg!</p> |
| <p>There was so much splashing that Todd didn't notice the dolphins swimming around him and leaping over his head. He just felt the shark release him. Todd tried to stay afloat. He frantically felt for his surfboard as he braced himself for a third bite.</p> | <p>This is so scary because it is keeping us in suspense! I can visualise Todd looking for the shore so he can get out of the water before the shark comes back!</p> |
| <p>As Todd searched, he realised that the six beautiful dolphins had surrounded him. They slapped their tails against the water, scaring the great white shark away. Todd grasped for his surfboard.</p> | <p>I can visualise Todd's look of shock when he sees he is surrounded by dolphins!</p> |
| <p>Then Todd heard Brian's voice. 'Quick! Get on your board!' Brian shouted. The water was still filled with blood. As Brian helped pulled Todd to shore, he constantly scanned the water for fins. 'Call for help!' Brian yelled to the people on shore.</p> | <p>--</p> |
| <p>Todd finally felt his surfboard hit the sand. He was back on shore. 'It's okay! You're going to be okay!' Brian said. Todd couldn't believe that the playful dolphins had saved his life.</p> | <p>I can visualise Todd sighing a deep sigh of relief when he feels his surfboard hit the sand. The suspense is over because the shark can't get him now!</p> |

| Follow up questions | Possible responses |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Where did the shark bite Todd? | The shark first bit Todd's back and then his leg. |
| Who saved Todd from the shark? | The playful dolphins saved Todd by scaring the shark away. |
| Why question | Possible responses |
| Why is this story scary? | <ul style="list-style-type: none"> • Because there is a shark in the story and sharks are scary. • Because Todd gets bitten by a shark and there is blood in the water. • Because Todd is all alone when he gets bitten. • Because the shark bites him in multiple places – the shark keeps coming back to get him. • Because we don't know if Todd will survive or if he will be killed by the shark until the very end of the 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.
 - suspense
 - surrounded
 - panic
 - frantically

| Rhyme or song | Actions |
|-------------------------------|----------------------------------------------------|
| Listen, listen | <i>Put your hand behind your ear</i> |
| Is something there? | <i>Point to the door</i> |
| Hear it tiptoe to your chair? | <i>Tiptoe in place</i> |
| Don't speak a word. | <i>Finger to lips</i> |
| Don't say "ah-choo!" | <i>Shake your head 'no'</i> |
| Don't move about. | <i>Sit very still with arms close to sides</i> |
| Or it might get YOU! | <i>Shout "you" and jump up with arms extended)</i> |

CREATIVE STORYTELLING

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





Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

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

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

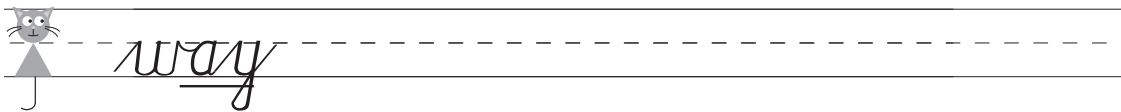
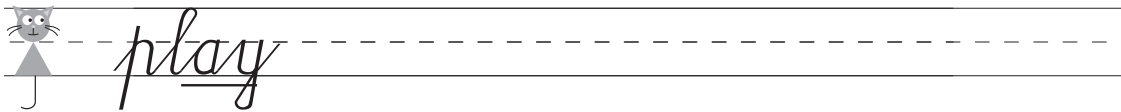
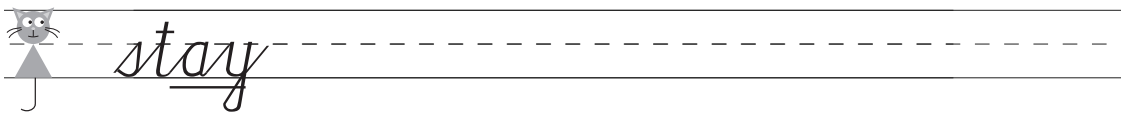
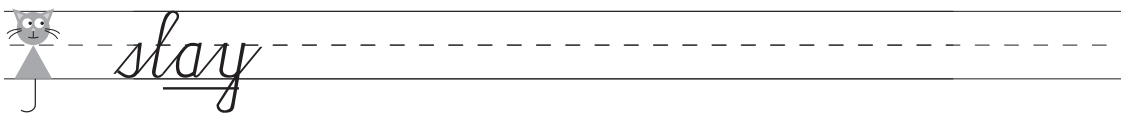
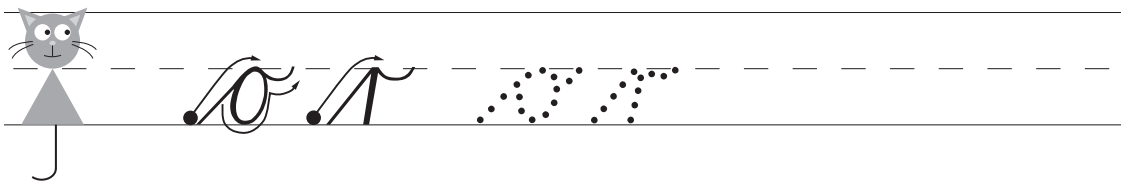
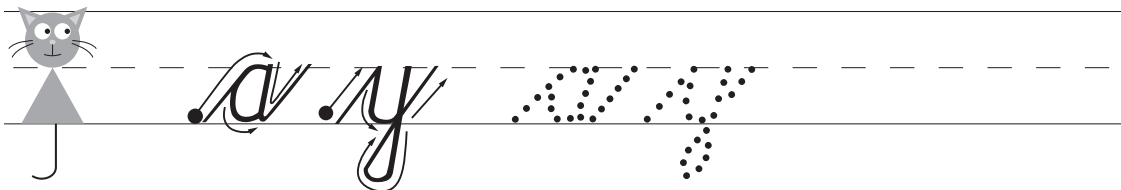


Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

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

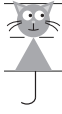




pay



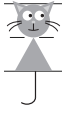
crayon



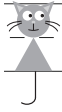
worm



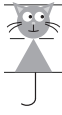
word



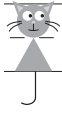
work



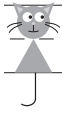
worst



I will not pay to stay.



The worm will work on



the worst day.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Write about a time you felt frightened

TASK: Write at least 10 sentences organised into two paragraphs

WRITING FRAME:

I felt afraid when...*(describe what happened in 4–5 sentences)*

My immediate reaction...*(describe how the situation was resolved in 4–5 sentences)*

I felt better when...

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

MODELLING THE PUBLISHING PROCESS (I DO)

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

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **A time I felt frightened**
- 3 Tell learners to neatly rewrite their final piece of writing, with no mistakes.
- 4 If learners have time, they can draw a quick illustration.
- 5 As learners write, walk around the classroom and help learners who are struggling.

LEARNERS PRESENT THEIR WRITING

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

I felt afraid when I almost stepped on a snake. I was walking in the veld with my big brother. The grass was long and I was not looking where I was stepping. I heard a noise in the grass and when I looked down I saw a big brown snake!

My immediate reaction was to run away very fast. My big brother stopped me. He told me to stay calm. He then told me to very slowly walk away from the snake. He said that if I run the snake will get scared and it might try to bite me.

I felt better when we walked away slowly and the snake went down a hole.





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

Letter swap

I DO...

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

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **slim, slam**
- 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: **slim, slam**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **work**
- 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: **week, weak, worm, worst, word**

YOU DO...

- 1 Write this word on the chalkboard: **sleep**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swopped.
keep, weep, beep, sheep, slip, slap, sleet, sleek

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

**Shared Reading:**

15 minutes

Second Read**READING STRATEGIES: VISUALISE**

| Text | Second Read (Think Aloud) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <p><u>Dolphins to the rescue</u></p> <p>This story is based on the true story of a profession surfer named Todd Endris. The story takes place in Monterey Bay, California in the United States.</p> | -- |
| <p>One misty August morning, Todd walked onto the beach. He zipped up his wet suit and grabbed his surfboard, just like he did every morning. As he entered the water, he saw six beautiful dolphins playing in the waves. 'What a rare sight!' he thought. He stopped for a moment to admire them.</p> | -- |
| <p>Then, Todd climbed onto his surfboard and began to paddle out to where the waves were breaking. He caught a big wave in, then he paddled out to find another, just as usual. 'What a great day to surf!' Todd thought. 'Hurry up!' he called to his friend Brian, who was putting on his wet suit on the beach.</p> | I can visualise Brian trying to get ready quickly to go out and surf with his friend! |
| <p>Todd lay on his surfboard out past the waves whilst he waited for Brian to join him.</p> | -- |
| <p>All of a sudden, something smashed into Todd's surfboard from below! Todd and his surfboard flew five metres up into the air. As he landed back in the water, Todd began to panic. 'There must be a shark nearby!' he thought. His heart was racing.</p> | I can visualise Brian's look of shock when he looks and sees Todd high up in the air. |
| <p>Todd frantically yanked at his leash to pull his surfboard back towards him. He climbed onto his surfboard and began to paddle as quickly as he could towards shore. As he paddled, he scanned the water for fins.</p> | -- |

| Text | Second Read (Think Aloud) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Just then, Todd was hit again, even harder. As Todd landed in the water for a second time, a great white shark sunk its teeth into his back. The water filled with blood.</p> <p>The shark shook Todd back and forth, up and down. As he broke through the surface of the water, Todd screamed and shouted. 'Help! Help me!' When the shark dragged him back down underneath the water, Todd hit the shark's nose over and over again, trying to get it to release him.</p> | <p>I can visualise Brian's look of horror when he looks out into the water and sees it becoming dark with blood.</p> |
| <p>The shark let go of Todd's back, but only for a brief moment. The shark then bit down on Todd's leg – as if to swallow it whole! As the shark held Todd's leg between its razor-sharp teeth, Todd used his other leg to try to kick the shark as hard as he could. But the shark held on tight.</p> | <p>If I were Brian on the beach, I would be relieved to not be in the water with a shark but also terrified for my friend. I can visualise Brian watching and feeling helpless because he has no way to fight off a giant great white shark.</p> |
| <p>There was so much splashing that Todd didn't notice the dolphins swimming around him and leaping over his head. He just felt the shark release him. Todd tried to stay afloat. He frantically felt for his surfboard as he braced himself for a third bite.</p> | <p>I can visualise Brian watching from the shallow water, feeling terrified because he can't see Todd in all the splashing!</p> |
| <p>As Todd searched, he realised that the six beautiful dolphins had surrounded him. They slapped their tails against the water, scaring the great white shark away. Todd grasped for his surfboard.</p> | <p>I can visualise Brian's look of shock when he sees Todd is surrounded by dolphins!</p> |
| <p>Then Todd heard Brian's voice. 'Quick! Get on your board!' Brian shouted. The water was still filled with blood. As Brian helped pulled Todd to shore, he constantly scanned the water for fins. 'Call for help!' Brian yelled to the people on shore.</p> | <p>As soon as Brian realises the shark is gone, he goes in the water to help his friend. I can visualise his look of terror when he sees Todd's giant shark bites. I visualise him yelling for help!</p> |
| <p>Todd finally felt his surfboard hit the sand. He was back on shore. 'It's okay! You're going to be okay!' Brian said. Todd couldn't believe that the playful dolphins had saved his life.</p> | <p>I can visualise Brian taking a big sigh of relief that his friend Todd is still alive.</p> |

| Follow up questions | Responses |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When did Brian come into the water to help Todd? | He came to help Todd after the dolphins scared the shark away. |
| Visualise the shark attack that happens in the story. What do you think is the scariest moment? | I think the scariest moment is when... |
| Why question | Possible responses |
| Why didn't Todd's friend Brian come to save him? | <ul style="list-style-type: none"> • Because he thought he would also be attacked by the shark. • Because the attack happened in the water and it is difficult to see what is going on. • Because it would have been difficult to find Todd in the bloody water. • Because a great white shark is huge and could easily attack two people. • Maybe because Brian was too scared to come into the water when he saw the shark. |



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

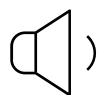
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - surface
 - shock
 - sigh
 - sigh of relief

| Rhyme or song | Actions |
|-------------------------------|----------------------------------------------------|
| Listen, listen | <i>Put your hand behind your ear</i> |
| Is something there? | <i>Point to the door</i> |
| Hear it tiptoe to your chair? | <i>Tiptoe in place</i> |
| Don't speak a word. | <i>Finger to lips</i> |
| Don't say "ah-choo!" | <i>Shake your head 'no'</i> |
| Don't move about. | <i>Sit very still with arms close to sides</i> |
| Or it might get YOU! | <i>Shout "you" and jump up with arms extended)</i> |

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - I think it is most scary when...
 - This story is frightening 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.

| | | |
|-----------|------------|-----------|
| pr | igh | y |
| a | s | u |
| bl | a-e | sl |
| h | e | w |
| ay | nk | ow |
| o | t | i |
| pl | ur | th |
| m | d | l |

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books.
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work.
- 5 Ask learners to share words they have built, and write them on the chalkboard.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **visualise and illustrate** something from the text, like: I visualise the water filling with blood when the shark bites Todd's back.
- 3 Draw your own picture on the chalkboard of a shark fin and bloody water.
- 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 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.

