

Grade 1

TERM 3

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 3 materials were developed within an extremely short period of time. For this reason, we acknowledge that further edits and changes are likely.

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

- 1** Send an email to the relevant email address:
xitsonga@homelanguage.co.za
tshivenda@homelanguage.co.za
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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 3 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

safe	unsafe	danger	warn	warning	passage
relieved	sigh of relief	decision	plastic	litter	ban
flier	organise	collect	inspired	gather	community
teamwork	beetroot	harvest	alone	together	strong
stuck	rainfall	soil	rich	tale	argument
resolve	agile	current	struggle	individual	team
talent	mirror	reflection	plain	opinion	agree
disagree	choose	appearance	pick out	stereotype	comfortable
uncomfortable	size	fit	baggy	loose	tight
fancy	rough	soft	stiff	silky	bored
destination	landmark	dream	imagine	imagination	sound out
skim	flip (like flip through the pages)	ashamed	excuse	avoid	sounds
blend	build	beamed	proud	relief	relieved
uncomfortable	healthy	unhealthy	trust	brave	ignore
underneath	judge	believe	secret	virus	spread
germ	panic	information	research	rub	mask
demonstrate					

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

st	oa	dr	ee	gr	oo (long oo)
sh	-sh	th-	-th	ch-	-ch
cr	oo	ng	ar	br	or

Learners should be able to break the following words into syllables

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

READING

Learners should be able to decode the following words:

stop	must	just	rust	goat	road
boat	soap	drip	drop	drag	drum
tree	seem	queen	weed	grab	grin
groan	green	moon	soon	groom	loom
ship	shop	shin	shot	bash	mash
fish	wish	thin	thick	thud	three
moth	bath	math	with	chin	chop
chip	chain	rich	such	much	crib
crab	crack	crop	look	took	shook
ring	wing	song	long	car	far
tar	star	brag	bring	brat	brim
fork	storm				

Learners should be able to read the following words by sight:

stay	safe	always	near	place	change
world	save	planet	plastic	very	would
come	beetroot	called	sisters	argued	that
together	good	buy	this	boys	shirt
girls	old	new	know	pants	smile
small	open	there	saw	things	could
sounds	learn	why	scared	wrong	what
didn't	secrets	thought	people	made	virus
panic	about				

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

I will look. I will look for the tree. I will look for the green tree. Will you help me look? Will you help me look for the green tree? I can see the tree. I can see the green tree. Can you see the tree? Can you see the green tree?

COMPREHENSION

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

WRITING

- 1 Learners should be able to draw a picture that conveys meaning
- 2 Learners should be able to add one to two labels to their drawing
- 3 Learners should be able to complete a short writing frame

GROUP GUIDED READING

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



Materials and Resources Provided

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

In Term 3 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 3 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 3, you will follow an orientation programme.

4 Term 3 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 3 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 3 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 3 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.



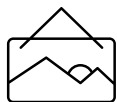
Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	READING WORKSHEET
1	All around town	Stay safe Lesego!	1
2	All around town	Bye bye plastic bags	2
3	Working together	The giant beetroot	3
4	Working together	A tale of two sisters	4
5	All about clothes	Bohlale's new t-shirt	5
6	All about clothes	The perfect pants	6
7	Reading is fun!	Bohlale's new book	7
8	Reading is fun!	Mogau learns to read	8
9	Keeping our bodies healthy and safe	Lesego feels uncomfortable	9
10	Keeping our bodies healthy and safe	Hulisani stays safe	10



Term 3 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 3, we recommend that you use these 4 Reading Transition Activities with learners:

Activity 1: Teacher Says

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

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

Activity 2: Dance Party

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

Activity 3: Wiggle, Wiggle, Freeze

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

Activity 4: My Chair and Me

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



Oral Activities

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

Teach Theme Vocabulary

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

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

Song or Rhyme

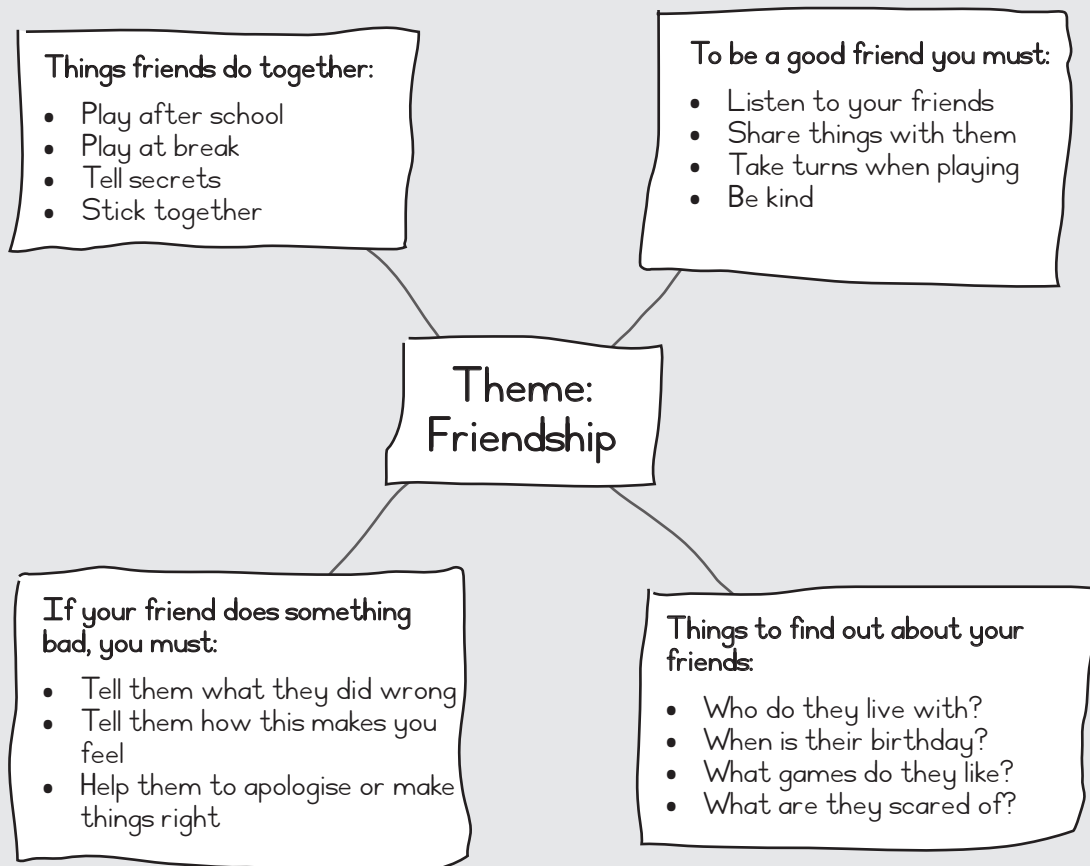
Objective: *To consolidate learners' knowledge of new vocabulary. To learn through play.*

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

Introduce the Theme: Accessing Prior Knowledge

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

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



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

Creative Storytelling Week 1

Objective: To give learners the opportunity to use new language authentically, and to apply their knowledge of a topic and creativity to create a meaningful story. To build learners' sequencing skills. To give learners the opportunity to work collaboratively and co-operatively in a small group.

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

Creative Storytelling Week 2

Objective: To give learners the opportunity to use new language authentically, and to apply their knowledge of a topic and creativity to create a meaningful story. To build learners' sequencing skills. To give learners the opportunity to work collaboratively and co-operatively in a small group.

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

Discussion of Shared Reading Text

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

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

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



Phonemic Awareness & Phonics/Handwriting

Grade 1& 2 (until phonics programme is complete)

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

Consolidation: Mondays

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

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

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

Learning New Sound and Words: Tuesdays and Wednesdays

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

Introduce the New Sound

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

Introduce the New Words

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

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

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

- 1 Teach learners to correctly form the printed letter(s) for the sound taught.
- 2 Model writing the sound on the chalkboard – describe the letter formation process as you write.
- 3 Tell left-handed learners to put their heads on the desk.
- 4 Then, stand with your back to learners, and raise your right hand.
- 5 Tell right-handed learners to follow you as you write the letter(s) in the air.

- 6 Next, repeat this process with left-handed learners.
- 7 Then tell learners to work with a partner and to write the sound on each other's backs with their fingers.
- 8 After this tell learners to write the sound on their desks with their fingers.
- 9 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 10 Learners must then write the sound/words/sentences into their books.
- 11 Learners must underline the newly learnt sound in any words/sentences written.

Segmenting and Blending: Thursdays

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

I do...

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

We do...

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

Word Find: Fridays

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

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

bl-	i	p
oo	d	a
nk	e	m

Model

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

Learners do

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



Phonemic Awareness & Phonics/Handwriting

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

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

GRADE 2 TERMS 3-4

HANDWRITING

Changing Words: Mondays

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

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

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

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

GRADE 3 TERMS 1-2

HANDWRITING

Singular to Plural Words: Mondays

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

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

- 1** On Mondays during Handwriting, learners practise their cursive writing by revising words learnt in previous weeks.
- 2** Tell learners to open their exercise books and write the date and heading **Singular to Plural Words.**
- 3** Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 4** Remind learners that this is a quick activity to see if they remember how to write the sounds and words that they we have already learnt.
- 5** Tell learners that they are checking their phonics and handwriting.
- 6** Call out the singular words in the lesson plan. Learners must write these words next to the numbers, as follows.
Singular to Plural Words
 - 1** cat
 - 2** pot
 - 3** car
 - 4** goose
 - 5** child
- 7** Next, instruct learners to rewrite the words as plurals.
- 8** In the last five minutes of the lesson, correctly write the words on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 9** Then, ask learners to point out any patterns they can see, like: where the words change.

10 Underline these patterns, like:

Singular to Plural Words

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

11 Tell learners to think about these patterns when they are reading or writing.

12 Instruct learners to take a coloured pencil and correct their own work.

13 Tell learners that if they struggled to remember a sound or to write a letter in cursive, they must work on this during the week.

14 Collect learners' books at the end of the day, and make a note of who needs additional help. Some learners may be struggling with phonics, while others may be struggling with writing cursive!

GRADE 3 TERMS 3–4

HANDWRITING

Singular to Plural Sentences: Mondays

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

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

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

Singular to Plural Sentences

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

Singular to Plural Sentences

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

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

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

I do...

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

- 3 Segment the word into sounds: /f/-/igh/-/t/
- 4 Say the first sound of the word: /f/
- 5 Say the middle sound of the word: /igh/
- 6 Say the last sound of the word: /t/
- 7 Write the word on the chalkboard: **fight**
- 8 Model pointing to and blending the sounds to make a word: /f/-/igh/-/t/ = **fight**
- 9 Repeat this with a word from the Wednesday lesson.

We do...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **fright**
- 3 Ask learners: What is the first sound in the word? /fr/
- 4 Ask learners: What is the middle sound in the word? /igh/
- 5 Ask learners: What is the last sound in the word? /t/
- 6 Write the word on the chalkboard: **fright**
- 7 Instruct learners to blend the sounds in the word with you: /fr/-/igh/-/t/ = **fright**
- 8 Repeat this with a word from the Wednesday lesson.

You do...

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

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

HANDWRITING

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

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

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

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

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

PHONICS

Letter Swap: Thursdays

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

I do...

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

We do...

Part 1

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

Part 2

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

You do...

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

PHONICS

Word Find: Fridays

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

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

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

Model

- 1 Remind learners of the sounds of the week: **/igh/** and **/ck/**
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: **/l/ - /igh/ - /t/ = light**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/igh/** or **/ck/**.

- 6 Show learners how to make another word, like: /t/ - /a/ - /p/ = **tap**
- 7 Remind learners they can make words using the target sounds, like **light**, or words without the target sound, like **tap**.

Learners Do

- 1 Tell learners to open their exercise books and write the heading: **igh, ck**.
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others):
tight, light, pack, pick, lack, lick, unpack, unpick, packs, picks, do, undo, lights, lacks, licks

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



Shared Reading with Comprehension Strategies

A new Shared Reading story is read every week.

Shared Reading is done as follows:

Monday: Pre-Read

Tuesday: First Read

Thursday: Second Read

Friday: Post-Read

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

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

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

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

COMPREHENSION STRATEGIES

The table below provides information on each strategy.

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

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

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

Strategy 6: Make connections

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

Strategy 7: Make inferences

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

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

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

SHARED READING: PRE-READ

COMPREHENSION STRATEGY: PREDICT

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

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

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

SHARED READING: FIRST READ

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

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

- 1 Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
- 2 Where necessary, stop and explain a word or phrase to learners.
- 3 At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
- 4 At the end of each page you will see two coloured blocks, labelled First Read and Second Read.
- 5 Once you have read the page to learners, pause and show that you are thinking by saying what is in the block. By doing this, you are modelling how to *think about the story*. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
- 6 On the last page of the story, there are a few questions in the First and Second Read blocks.

- 7 Ask different learners to answer the questions.
- 8 Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

SHARED READING: SECOND READ

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

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

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

SHARED READING: POST-READ

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

In the post-read, you will do one of four activities:

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

ILLUSTRATE THE TEXT

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

ACT OUT THE STORY

- 1 Settle the learners on the carpet, or in a quiet space outside.
- 2 Tell learners that today they will act out parts of the story that they have read.
- 3 Hold up the big book. Read the first page.
- 4 Give learners the instruction of what to act out. (In lesson plan.)
- 5 Act out the instruction with learners.
- 6 Repeat with every page.
- 7 Train learners to respond to a signal that they should be quiet and listen as you read a page between actions.

ORAL OR WRITTEN RECOUNT FROM THE STORY

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

WRITTEN COMPREHENSION

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



Group Guided Reading

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

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

WHAT TO DO WITH THE REST OF THE CLASS:

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

STRUCTURE OF THE READING WORKSHEETS:

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

ASSIGNING GROUPS AND TEXT SELECTION FOR GROUP GUIDED READING:

- 1 In the first two weeks of school, listen to every learner read individually.
- 2 Use the rubric below to sort learners according to their abilities.
- 3 Assign learners to same-ability groups.
- 4 In this programme, there are 10 slots per week to listen to reading. This means that you may form up to 10 groups. If you form fewer than 10 groups, you may use the extra time slots to work with struggling readers.
- 5 In your Tracker you will find a form to fill in the names of learners per group, and a table that allows you to keep track of what each group has read.
- 6 **Please note:** this rubric divides learners based on their technical reading skills.
- 7 If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
- 8 In a class of 40 learners, there may be:
 - No full group at level 1, only a few individual learners
 - 1 group at level 2
 - 2 or 3 groups at level 3
 - 2 or 3 groups at level 4
 - 1 or 2 groups at level 5

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<ul style="list-style-type: none"> This learner knows no or very few words. This learner does not seem to recognise many letter-sound relationships. 	<ul style="list-style-type: none"> This learner knows just a few common words. This learner does not seem to recognise some letter-sound relationships, OR this learner needs a lot of help to read previously unseen words. 	<ul style="list-style-type: none"> This learner knows many common words. This learner needs help to decode previously unseen words. 	<ul style="list-style-type: none"> This learner knows many common words and can decode most previously unseen words. This learner occasionally needs help to decode more challenging words. This learner reads with some fluency. 	<ul style="list-style-type: none"> This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.

WHAT TO DO WITH EACH GROUP DURING GROUP GUIDED READING:

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

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

CARE OF THE READING WORKSHEETS:

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

ALTERNATE TO GROUP GUIDED READING

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

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

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

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



Process Writing

Objective: To teach learners a process to put their original thoughts into writing with some support. To show learners that working through a process allows them the opportunity to change, refine and improve their thoughts, rather than having to 'get it right the first time'.

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

PLAN THE WRITING

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

DRAFT THE WRITING

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

EDIT THE WRITING

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

PUBLISH AND PRESENT THE WRITING

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



Writing Strategies

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

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

STRATEGY 1: TEACHER MODELS WRITING FIRST

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

STRATEGY 2: WRITERS THINK BEFORE THEY WRITE

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

STRATEGY 3: WRITERS DRAW A LINE FOR EACH WORD

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

STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS

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

STRATEGY 5: WRITERS USE THEIR MEMORIES TO WRITE WORDS

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

STRATEGY 6: WRITERS SAY WORDS SLOWLY LIKE A TORTOISE

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

STRATEGY 7: WRITERS READ WHAT THEY WRITE

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

STRATEGY 8: WRITERS TURN AND TALK

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

STRATEGY 9: HOLD MINI-CONFERENCES

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



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different places in town, etc.
- 5 Do some research on the internet to prepare for the theme. For example: research interesting facts on the nearest town in your area.
- 6 Make sure all learner exercise books and DBE Workbooks are neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



Extension Activities

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

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

Activity 2: DBE Workbook 2: Page 3 & 4, Let's write

Activity 3: DBE Workbook 2: Page 5, Let's write

Activity 4: Draw a picture of your favourite place in town.

Monday



Oral Activities

15 minutes

WEEK 1

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

- 1 Show learners the front cover of the Big Book story: Stay safe Lesego!
- 2 Tell learners that we are starting a new theme called: All around town
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What is a town?
 - b What are some of the places in town?
 - c Who lives in a town?

THEME VOCABULARY

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

Rhyme or song	Actions
<i>*(Repeat the rhyme and substitute different places in town, like: bakery, library, museum, pharmacy, supermarket, clinic, station, bank, hospital, etc.)</i>	
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Come see our town	<i>Beckon to someone to come</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
To the * <u>library</u> in town!	<i>Pretend to read a book</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a sun
 - b fat
 - c puff
 - d ham
 - e jet
 - f quack
 - g win
 - h yet
 - i zip
 - j ran
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan and Draft

TOPIC: Write about something that makes you feel safe, and something that makes you feel unsafe.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I feel safe...

MODELLING

- 1 Explain that today, learners will write about something that makes you feel safe.
- 2 Use **modelling** to show learners that you **think before you write.**
- 3 Tell learners your idea for your writing, like: I feel safe anywhere in town when I am with my family.
- 4 Use **modelling** to draw a picture of yourself with your family, walking down the street.
- 5 Explain which words you will write. **Draw a line for each word**, like: I feel safe when I am with my family.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

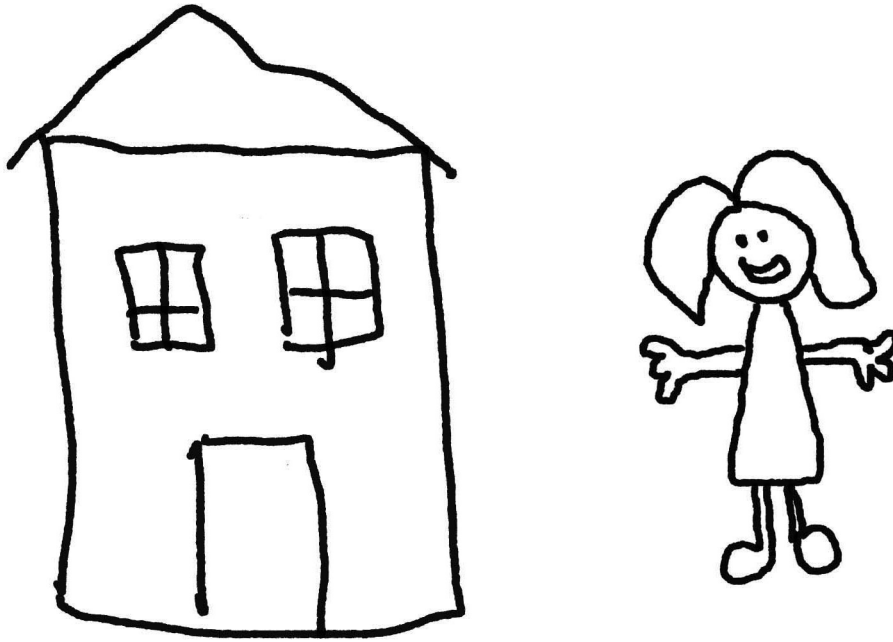
- 1 Brainstorm some words about safety with learners.
- 2 Write the words on the chalkboard, like: family, holding hands, home, etc.
- 3 Ask learners: What makes you feel safe?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you about something that makes them feel safe.
- 6 They must say: I feel safe...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 **Explain that we will add details to our writing on Wednesday.**



I feel safe when I am at school.



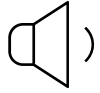
Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /st/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that begin with /st/?
- 4 Brainstorm words with learners, like: **star, stop, stand**
- 5 Ask learners: Can you think of words that end with /st/?
- 6 Brainstorm words with learners, like: **must, just, rust**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

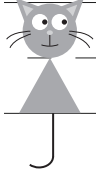



Handwriting:


15 minutes


Write new letter(s) / words / sentences


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

 s t s t s t s t

 stop stop

 must must

 just just

 rust rust

 I must just stop.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

First Read

WEEK 1

COMPREHENSION STRATEGIES: I WONDER / MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Stay safe Lesego!</u></p> <p>Early one Saturday morning, Lesego's mother went to visit a friend. She hugged Lesego and Mapule goodbye. 'Be safe. Remember, you must stay together all day. If you go to the shops, you must walk along the street – not in the passages between the houses! And you must not go near the shebeen!'</p>	--
<p>Later that afternoon, Ntate Thapelo, Lesego's neighbour, called her over. He held out some money. 'Please go to the shop behind the shebeen and buy some meat and pap for me,' he said, 'you can buy yourself sweets along the way.'</p>	I wonder if Lesego will go and get the food for Ntate Thapelo?
<p>Lesego thought about calling Mapule to come with her. But, she didn't want to share the money for sweets with her sister!</p>	Lesego knows she is not supposed to be alone! She also knows she must not go near the shebeen! I wonder if Lesego will listen to her mother?
<p>It was getting late but Lesego thought that maybe if she went very quickly, she would get home before her mother. Then, her mother would never know. Lesego took the money from Ntate. 'I have phoned the shop. My food will be ready when you get there!' Ntate Thapelo said, smiling.</p>	I wonder if Lesego will be able to get home before her mother?
<p>Lesego stuffed the money into her pocket and began to run to the shop. Lesego's mother had warned her that she must always stay on the road when she went to the shops. But it was much faster to take the passages to the shops! She thought that if she took the passages, she would get home before her mother. Then, her mother would never know.</p>	I wonder how Lesego's mother would feel if she saw Lesego running alone in the passages?
<p>When Lesego finally saw the shebeen, she ran through a small passage to get to the shop. She went to the counter. 'I'm here to pick up for Ntate Thapelo,' she said, handing over the money.</p>	I wonder how Lesego's mother would feel if she saw Lesego so close to the shebeen, all alone?

Text	First Read (Think Aloud)
<p>When Lesego turned around to leave, three men were standing in the narrow passage. They stared at her. She felt scared. 'I think I know why Mom told me never to come to the shebeen,' she thought.</p>	<p>I wonder if this is the first time something scary has happened to Lesego near the shebeen?</p>
<p>Lesego used the change to buy herself sweets from the tuck shop. It would become dark soon.</p>	<p>--</p>
<p>She ran through the passages, trying to get home before dark and before her mother got home. As she ran, a young man called to her, 'Come girl! Come talk to me!' he said. Lesego felt very scared.</p> <p>'I think I know why Mom told me not to walk through the passages,' she thought, running faster.</p>	<p>I wonder if this is the first time something scary has happened to Lesego in the passages?</p>
<p>When she finally got home, Ntate Thapelo was waiting. 'Is my mother home yet? Did you see her?' Lesego asked nervously.</p> <p>'No, I haven't seen her yet,' Ntate said. Lesego breathed a sigh of relief.</p>	<p>--</p>
<p>As Lesego sat on her stoep eating her sweets, she made a decision. She decided on her own that she would never go near the shebeen or run in the passages again.</p>	<p>I can infer that Lesego now sees that she was in danger. She knows there are worse things that could actually happen than her mother being angry!</p>
Follow up questions	Possible responses
<p>Where did Ntate Thapelo ask Lesego to go?</p>	<p>He asked her to go to the shop behind the shebeen to pick up his food.</p>
<p>Where did Lesego's mother warn her not to go?</p>	<p>She warned her not to go in the passages or near the shebeen.</p>
Why question	Possible responses
<p>Why did Lesego go to the shebeen, even though her mother warned her not to?</p>	<ul style="list-style-type: none"> • Because she didn't think anything bad would happen. • Because she wanted to get sweets! • Because Ntate Thapelo asked her to go get his food from the shop. • Because she decided her mother would probably never know!



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

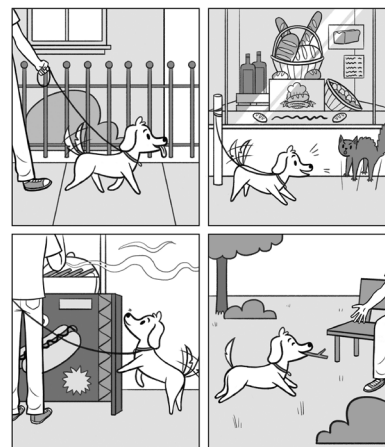
THEME VOCABULARY

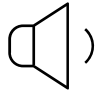
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - warn
 - warning
 - passage

Rhyme or song	Actions
<i>*(Repeat the rhyme and substitute different places in town, like: bakery, library, museum, pharmacy, supermarket, clinic, station, bank, hospital, etc.)</i>	
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Come see our town	<i>Beckon to someone to come</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
To the <u>*supermarket</u> in town!	<i>Pretend to collect items from the shelves</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**oa**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that have the sound /**oa**/?
- 5 Brainstorm words with learners, like: **float, groan, moan**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

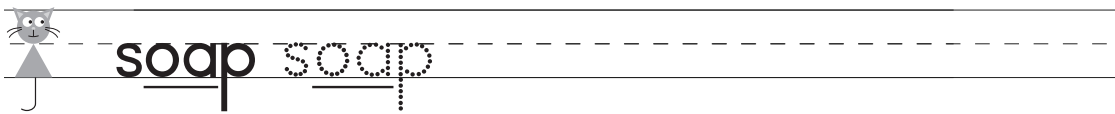
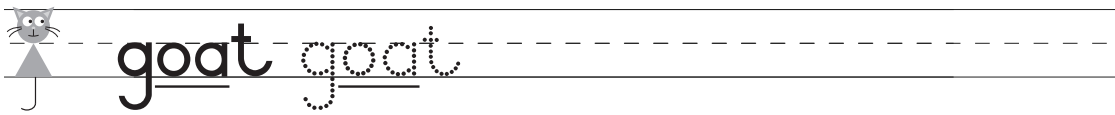
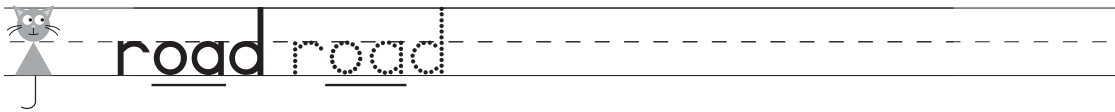
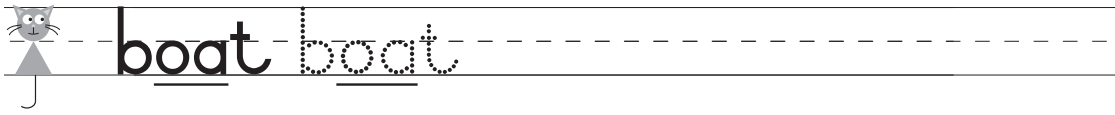
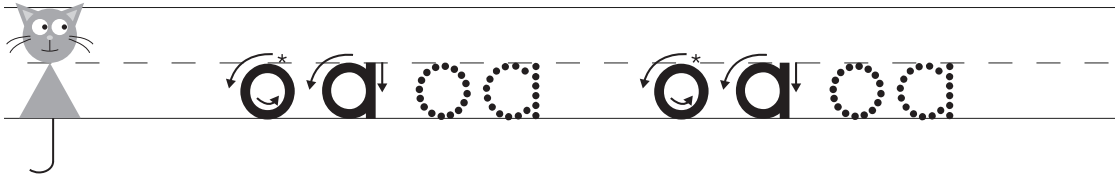


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about something that makes you feel safe, and something that makes you feel unsafe.

TASK: Draw a picture and add a sentence.

WRITING FRAME:

I feel safe...

I feel unsafe...

MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Explain that today, learners will write about something that makes them feel unsafe.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: I feel unsafe when I am walking alone in the dark.
- 6 Use **modelling** to draw a picture of yourself walking alone, at night.
- 7 Explain which words you will write. **Draw a line for each word**, like: I feel unsafe when I walk alone at night.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm words about feeling unsafe with learners.
- 2 Write the names on the chalkboard, like: alone, dark, lost, night, etc.
- 3 Ask learners: What makes you feel unsafe?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about something that makes them feel unsafe.
- 6 They must say: I feel unsafe...
- 7 Explain that learners will now draw and write their own ideas!

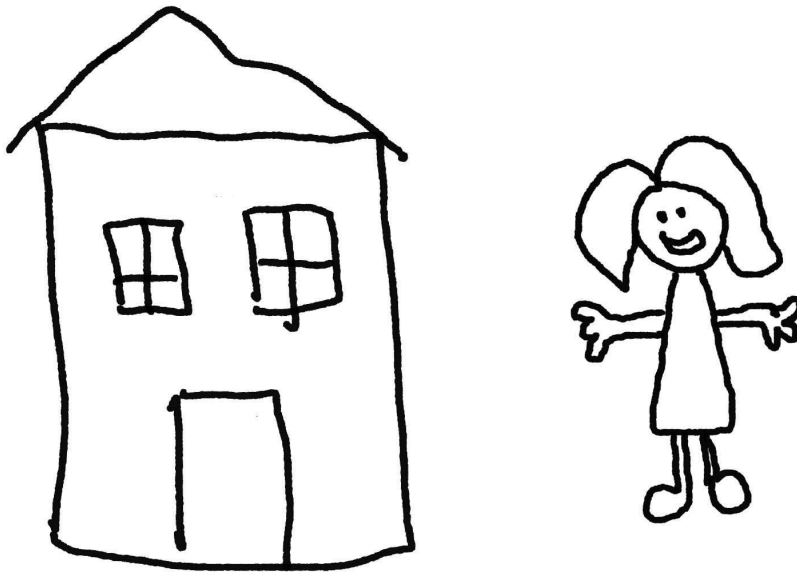
WRITING

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

TURN AND TALK

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

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



I feel safe when I am at school.



I feel unsafe when I am at home
alone.



Group Guided Reading

30 minutes

WEEK 1

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

WEEK 1

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Stay safe Lesego!</u></p> <p>Early one Saturday morning, Lesego's mother went to visit a friend. She hugged Lesego and Mapule goodbye. 'Be safe. Remember, you must stay together all day. If you go to the shops, you must walk along the street – not in the passages between the houses! And you must not go near the shebeen!'</p>	--
<p>Later that afternoon, Ntate Thapelo, Lesego's neighbour, called her over. He held out some money. 'Please go to the shop behind the shebeen and buy some meat and pap for me,' he said, 'you can buy yourself sweets along the way.'</p>	--
<p>Lesego thought about calling Mapule to come with her. But, she didn't want to share the money for sweets with her sister!</p>	I can infer that Lesego must really want sweets!
<p>It was getting late but Lesego thought that maybe if she went very quickly, she would get home before her mother. Then, her mother would never know. Lesego took the money from Ntate. 'I have phoned the shop. My food will be ready when you get there!' Ntate Thapelo said, smiling.</p>	Lesego is only worried about her mother finding out that she broke the rules. She is not thinking about being unsafe!
<p>Lesego stuffed the money into her pocket and began to run to the shop. Lesego's mother had warned her that she must always stay on the road when she went to the shops. But it was much faster to take the passages to the shops! She thought that if she took the passages, she would get home before her mother. Then, her mother would never know.</p>	Lesego is only worried about her mother getting angry. I can infer that she doesn't think anything bad could happen to her.
<p>When Lesego finally saw the shebeen, she ran through a small passage to get to the shop. She went to the counter. 'I'm here to pick up for Ntate Thapelo,' she said, handing over the money.</p>	--
<p>When Lesego turned around to leave, three men were standing in the narrow passage. They stared at her. She felt scared. 'I think I know why Mom told me never to come to the shebeen,' she thought.</p>	Lesego feels scared. She must see that something bad really could happen near the shebeen.

Text	Second Read (Think Aloud)
Lesego used the change to buy herself sweets from the tuck shop. It would become dark soon.	--
She ran through the passages, trying to get home before dark and before her mother got home. As she ran, a young man called to her, 'Come girl! Come talk to me!' he said. Lesego felt very scared. 'I think I know why Mom told me not to walk through the passages,' she thought, running faster.	Lesego feels very scared. She must see that something bad really could happen in the passages!
When she finally got home, Ntate Thapelo was waiting. 'Is my mother home yet? Did you see her?' Lesego asked nervously. 'No, I haven't seen her yet,' Ntate said. Lesego breathed a sigh of relief.	I can infer that Lesego is happy her mother will not know she broke the rules!
As Lesego sat on her stoep eating her sweets, she made a decision. She decided on her own that she would never go to the near the shebeen or run in the passages again.	Even though Lesego's mother will not know, Lesego decides she will not break the rules again. I can infer that Lesego now understands why her mother gave her those warnings!

Follow up questions	Possible responses
Where did Lesego buy sweets for herself?	She bought sweets at the tuck shop.
What did Lesego decide at the end of the story?	She decided that she would never go near the shebeen or run in the passages again.
Why question	Possible responses
Why did Lesego decide that she would never go near the shebeen or run in the passages again?	<ul style="list-style-type: none"> • Because she felt very scared when she was near the shebeen. • Because she felt very scared when she was in the passages running home. • Because she sees that something bad really could happen to her!



Group Guided Reading

30 minutes

GROUPS: _____

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

- 9 Make note of any changes to be made to reading groups or activities.

Friday



Oral Activities

15 minutes

THEME VOCABULARY

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

Rhyme or song	Actions
<i>*(Repeat the rhyme and substitute different places in town, like: bakery, library, museum, pharmacy, supermarket, clinic, station, bank, hospital, etc.)</i>	
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Come see our town	<i>Beckon to someone to come</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
To the * <u>clinic</u> in town!	<i>Put your hands on your forehead</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
I learnt that...
I can infer that Lesego felt scared 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.

st	oa	p
u	m	o
r	t	b
d	g	s

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **st, oa**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **stop, must, rust, boat, road, goat, soap, pot, got, rub, mop, top**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like about the story: Stay safe Lesego!
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of **two things that happened in the story**, like: **First** Lesego ran to the shops. **After that**, she picked up the food for Ntate Thapelo.
- 3 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 4 Instruct learners to think about what **happened** in the story.
- 5 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 6 Explain and correct any common problems to learners.
- 7 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners' own ideas!*)



Group Guided Reading

30 minutes

GROUPS: _____

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

A light gray background with a repeating pattern of white line-art icons representing various educational subjects like math, science, art, and general learning.

Grade 1

TERM 3

Week

2

THEME:

All around town



Classroom Preparation:

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: pictures of different towns.
- 5 Do some research on the internet to prepare for the theme. For example: research important people from your town.
- 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 2: Page 6, Let's read

Activity 2: DBE Workbook 2: Page 7–9, Let's write

Activity 3: DBE Workbook 2: Page 10, Let's read

Activity 4: Draw a picture of someone who is important in your town.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of people cleaning the beach in the Big Book story: Bye Bye Plastic Bags
- 2 Tell learners that we are continuing our theme: All around town
- 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 is safe in town?
 - b What is unsafe in town?
 - c What do you like about your town?
 - d What do you wish was different about your town?

THEME VOCABULARY

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

Rhyme or song	Actions
<i>*(Repeat the rhyme and substitute different places in town, like: school, barber shop, taxi rank, clothing shop, petrol station, butchery, restaurant, gym, salon, etc.)</i>	
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Come see our town	<i>Beckon to someone to come</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
To the <u>*school</u> in town!	<i>Pretend to write in an exercise book</i>



Handwriting

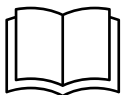
15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a stop
 - b must
 - c just
 - d rust
 - e boat
 - f road
 - g goat
 - h sap
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan and Draft

TOPIC: Write about one thing you would like to do to make your town or community a better place.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I could improve my community by...

MODELLING

- 1 Explain that today, learners will write about something they would like to do to improve their own community.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your writing, like: I would like to improve my community by teaching my neighbours about recycling. I could also give everyone recycling bins, because I wish people didn't throw away things that could be recycled!
- 4 Use **modelling** to draw a picture of yourself teaching your neighbours.
- 5 Explain which words you will write. **Draw a line for each word**, like: I could improve my community by teaching my neighbours about recycling.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

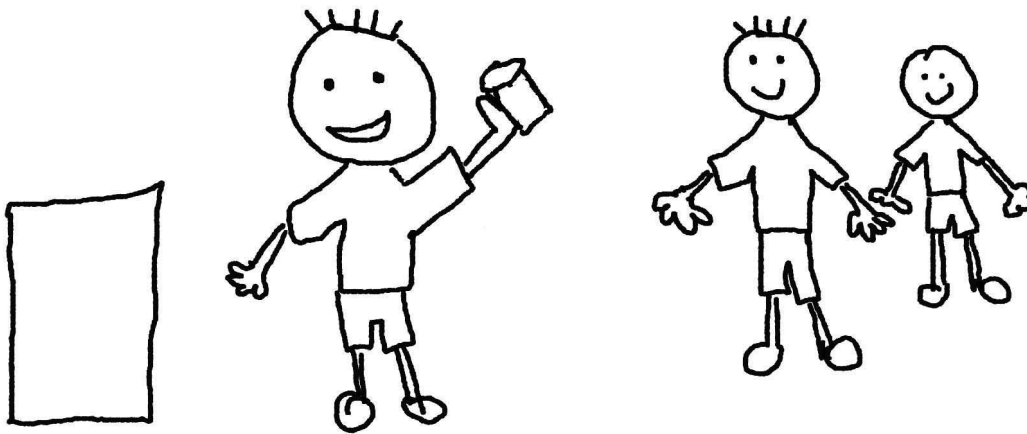
- 1 Brainstorm some words about community improvement with learners.
- 2 Write the words on the chalkboard, like: litter, rubbish bin, recycle, build, clean, etc.
- 3 Ask learners: What would you like to improve about your community?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you something they could do to improve their communities.
- 6 They must say: I could improve my community by...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 **Explain that we will add details to our writing on Wednesday.**



I could improve my community by
picking up litter



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**dr**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that begin with /**dr**/?
- 4 Brainstorm words with learners, like: **dream, drop, drum**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

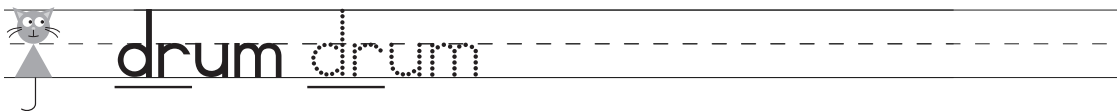
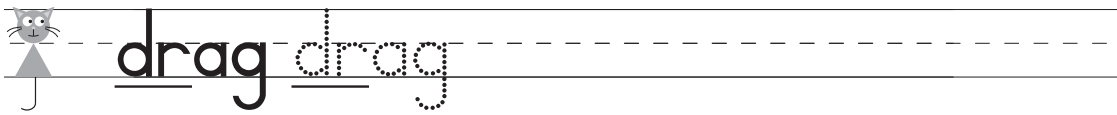
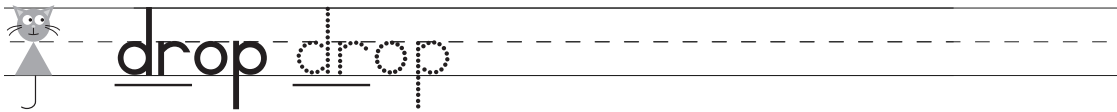
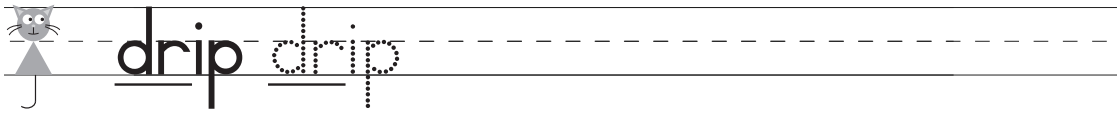
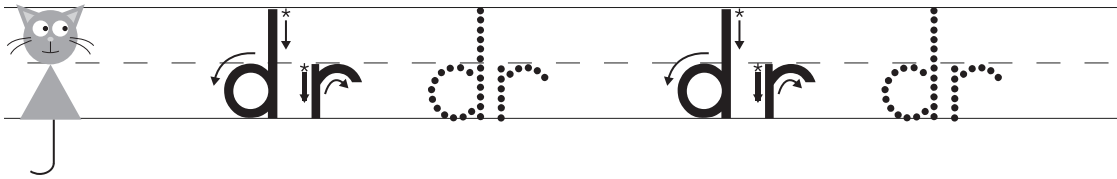


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

First Read

COMPREHENSION STRATEGIES: I WONDER/ MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p><u>Bye Bye Plastic Bags</u></p> <p>One article wrote:</p> <p><i>Melati and Isabel Wijsen started Bye Bye Plastic Bags at the ages of 10 and 12, after being inspired by a lesson in school about significant people, like Nelson Mandela, Lady Diana, and Mahatma Ghandi. The sisters returned home that day and asked themselves, 'What can we do as children living in Bali, NOW, to make a difference?' Bye Bye Plastic Bags was born in 2013 and has now grown into a well known international movement of inspiration, youth empowerment, and of course, saying NO to plastic bags. (Accessed April 2020: http://www.byebyeplasticbags.org/team/)</i></p> <p>Another article wrote:</p> <p><i>Melati and Isabel Wijsen were only 10 and 12, respectively, when they started on a course of activism that has drastically decreased the global usage of single-use plastic. The young women were inspired by the country of Rwanda's ban of polyethylene bags in 2008, and decided to try to get their native Bali to do the same. Their homegrown initiative of beach cleanups and government petitions graduated to organizations advocating for reduced plastic use in 15 different countries. Bali is officially plastic bag free, and Indonesia will be by 2021, with the Wijsen sisters to thank. (Accessed April 2020: https://www.goodhousekeeping.com/life/inspirational-stories/g5188/kids-who-changed-the-world/?slide=1)</i></p>	<p>This story is based on a true story. These are some facts that will help us understand the story we are going to read.</p>
<p>'How was school today?' Mr Wijsen asked his daughters, like he did every evening.</p> <p>'Today in my class we learnt about Nelson Mandela,' Melati replied. 'He believed he could change the world for the better.'</p> <p>'We are learning about pollution in my class,' Isabel explained. 'Daddy, did you know that plastic is littering the ocean and killing animals? We learnt about Rwanda today. They banned plastic bags to help save the planet.'</p>	<p>--</p>

Text	First Read (Think Aloud)
<p>On Saturday, Melati and Isabel went to the beach. They played in the waves. Isabel noticed plastic floating in the water.</p>	<p>I wonder if this was the first time Isabel noticed plastic floating in the water?</p>
<p>They walked down the beach searching for shells. Isabel noticed the plastic littering the sand. 'There is so much plastic littering our beach!' Isabel said to her sister, 'I never noticed before.'</p> <p>'Maybe we should pick up all the plastic instead of shells!' Melati said. 'We can help change the world for the better, just like Nelson Mandela.'</p> <p>Isabel and Melati spent the rest of the afternoon collecting the plastic that littered their beach.</p>	<p>I think that Isabel noticed the plastic on the beach because she had just learnt about pollution at school.</p>
<p>'Look! We decided to help clean up the beach!' Isabel explained when they finally reached their towels.</p> <p>'What a brilliant idea!' their father remarked.</p> <p>'Just imagine what our world would look like without plastic!' their mother exclaimed.</p> <p>Melati looked down the beach and tried to imagine their beach with no litter. 'Let's get all of our friends to come and help us clean the whole beach next Saturday!' Melati said.</p>	<p>I make the evaluation that Melati was inspired by what she had learnt about Nelson Mandela. She wants to change the world for the better, just like he did.</p>
<p>During the week, Melati and Isabel organised their beach cleanup. First, their mother helped them to phone all of their friends. Then, Melati made a flier to hand out to the children at school. Finally, Isabel spoke to the principal at school, who agreed to allow her to make an announcement at assembly.</p>	<p>--</p>
<p>The morning of the beach cleanup, Melati and Isabel arrived at the meeting spot early. They looked at each other with excitement as their friends, classmates, teachers, and even their Principal gathered to help them clean the beach.</p> <p>Isabel assigned different groups of people to different sections of the beach. That way, no part of the beach would be left with litter. Then, they all set off.</p>	<p>Isabel learnt about pollution and Melati learnt about changing the world. Now, they are changing their world by cleaning up litter on the beach! I make the evaluation that they listened carefully to what they learnt in school.</p>
<p>By the end of the day, the beach was sparkling clean. 'We did it!' Melati said, looking at the pile of litter they had collected.</p>	<p>--</p>
<p>But the next weekend, when Melati and Isabel went to the beach, there was more litter. They played in the waves. They noticed plastic floating in the water.</p>	<p>--</p>

Text	First Read (Think Aloud)
They walked down the beach searching for shells. They noticed the plastic littering the sand. 'So much plastic washes up on our beach!' Isabel said to her sister, 'I never realised before.'	I make the evaluation that until there is less plastic in the world, the beach won't stay clean!
'Let's get all our friends to come and help us clean the beach again!' Melati said. 'I think we should have regular beach cleanups,' Isabel agreed. 'Maybe once per month? But I don't think it's enough. I think we should get Indonesia to ban all plastic bags – just like Rwanda. We can't just clean and clean – we also need to help fix the problem!' 'Just like Nelson Mandela!' Melati agreed. 'Bye bye plastic bags forever!'	I think that Melati and Isabel want to make sure all beaches are cleaner by making sure there is less plastic in the world!

Follow up questions	Possible responses
What did Melati and Isabel do instead of collecting shells?	They collected litter on the beach instead of shells.
What did Melati and Isabel organise?	They organised a beach cleanup.
Why question	Possible responses
Why did Melati and Isabel decide to organise a beach cleanup?	<ul style="list-style-type: none"> • Because they learnt about pollution and changing the world in school. • Because they saw plastic on their beach and they wanted to clean it up. • Because they cared about making their community a better place.



Group Guided Reading

30 minutes

GROUPS: _____

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

Wednesday



Oral Activities

15 minutes

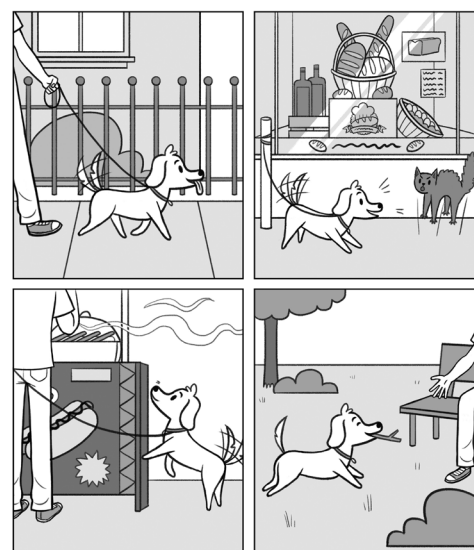
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - flier
 - organise
 - collect

Rhyme or song	Actions
<i>*(Repeat the rhyme and substitute different places in town, like: school, barber shop, taxi rank, clothing shop, petrol station, butchery, restaurant, gym, salon, etc.)</i>	
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Come see our town	<i>Beckon to someone to come</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
To the *gym in town!	<i>Pretend to lift weights</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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



**Phonemic Awareness and Phonics:**

15 minutes

Introduce new sound and words**INTRODUCE SOUND**

- 1 Say the sound and hold up the flashcard: /ee/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that have the sound /ee/?
- 5 Brainstorm words with learners, like: **tree, green, bee**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

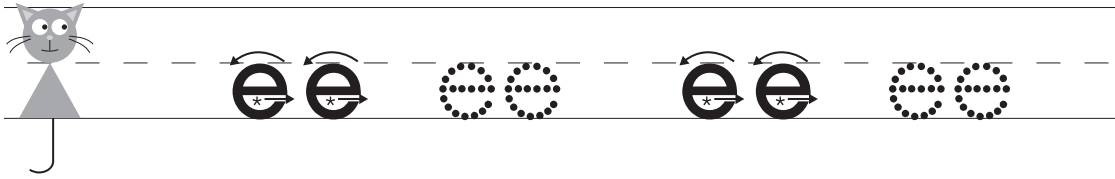
Words: _____

**Handwriting:**

15 minutes

Write new letter(s) / words / sentences

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



tree tree

seem seem

queen queen

weed weed

A queen can weed a tree.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about one thing you would like to do to make your town or community a better place.

TASK: Draw a picture and add a sentence.

WRITING FRAME:

I could improve my community by...

This could help...

MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Explain that today, learners will draw about how their idea would help their community.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: My idea was to teach my community about recycling. I think this would help my whole community and the earth, because it would help make less rubbish!
- 6 Use **modelling** to add details to your drawing, like: a recycling bin full and a rubbish bin half full.
- 7 Explain which words you will write. **Draw a line for each word**, like: This could help make the earth cleaner.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some words about members of a community with learners.
- 2 Write the words on the chalkboard, like: everyone, children, neighbours, animals, etc.
- 3 Ask learners: How would your idea from Monday help your community?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about how their idea would help their community.
- 6 They must say: This could help...
- 7 Explain that learners will now draw and write their own ideas!

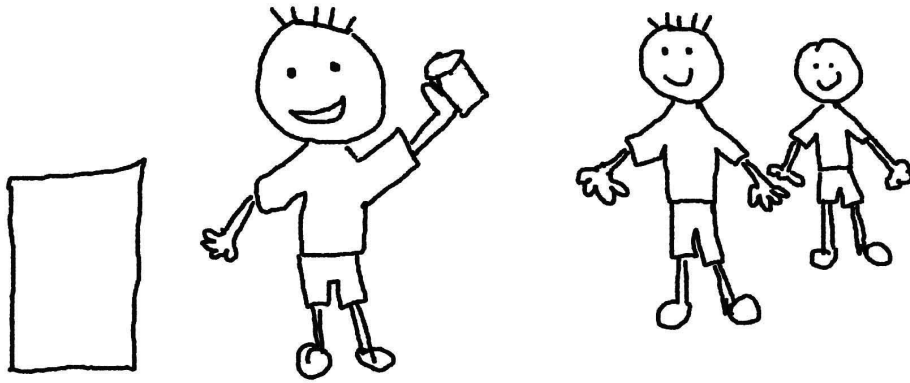
WRITING

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

TURN AND TALK

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

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



I could improve my community by
picking up litter



This could help make the streets clean.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>Bye Bye Plastic Bags</u></p> <p>One article wrote:</p> <p><i>Melati and Isabel Wijsen started Bye Bye Plastic Bags at the ages of 10 and 12, after being inspired by a lesson in school about significant people, like Nelson Mandela, Lady Diana, and Mahatma Ghandi. The sisters returned home that day and asked themselves, 'What can we do as children living in Bali, NOW, to make a difference?' Bye Bye Plastic Bags was born in 2013 and has now grown into a well known international movement of inspiration, youth empowerment, and of course, saying NO to plastic bags. (Accessed April 2020: http://www.byebyeplasticbags.org/team/)</i></p> <p>Another article wrote:</p> <p><i>Melati and Isabel Wijsen were only 10 and 12, respectively, when they started on a course of activism that has drastically decreased the global usage of single-use plastic. The young women were inspired by the country of Rwanda's ban of polyethylene bags in 2008, and decided to try to get their native Bali to do the same. Their homegrown initiative of beach cleanups and government petitions graduated to organizations advocating for reduced plastic use in 15 different countries. Bali is officially plastic bag free, and Indonesia will be by 2021, with the Wijsen sisters to thank. (Accessed April 2020: https://www.goodhousekeeping.com/life/inspirational-stories/g5188/kids-who-changed-the-world/?slide=1)</i></p>	<p>--</p>
<p>'How was school today?' Mr Wijsen asked his daughters, like he did every evening.</p> <p>'Today in my class we learnt about Nelson Mandela,' Melati replied. 'He believed he could change the world for the better.'</p> <p>'We are learning about pollution in my class,' Isabel explained. 'Daddy, did you know that plastic is littering the ocean and killing animals? We learnt about Rwanda today. They banned plastic bags to help save the planet.'</p>	<p>I remember that Melati and Isabel organised beach cleanups and helped ban plastic bags in their country, Indonesia. I make the evaluation that they care a lot about making the world a better place!</p>

Text	Second Read (Think Aloud)
<p>On Saturday, Melati and Isabel went to the beach. They played in the waves. Isabel noticed plastic floating in the water.</p>	<p>--</p>
<p>They walked down the beach searching for shells. Isabel noticed the plastic littering the sand. 'There is so much plastic littering our beach!' Isabel said to her sister, 'I never noticed before.'</p> <p>'Maybe we should pick up all the plastic instead of shells!' Melati said. 'We can help change the world for the better, just like Nelson Mandela.'</p> <p>Isabel and Melati spent the rest of the afternoon collecting the plastic that littered their beach.</p>	<p>I make the evaluation that Melati and Isabel care about their community, because they spend their whole day cleaning!</p>
<p>'Look! We decided to help clean up the beach!' Isabel explained when they finally reached their towels.</p> <p>'What a brilliant idea!' their father remarked.</p> <p>'Just imagine what our world would look like without plastic!' their mother exclaimed.</p> <p>Melati looked down the beach and tried to imagine their beach with no litter. 'Let's get all of our friends to come and help us clean the whole beach next Saturday!' Melati said.</p>	<p>I think that Melati and Isabel care about making the world better, because they want to clean the beach for everyone. The beach doesn't belong to them!</p>
<p>During the week, Melati and Isabel organised their beach cleanup. First, their mother helped them to phone all of their friends. Then, Melati made a flier to hand out to the children at school. Finally, Isabel spoke to the principal at school, who agreed to allow her to make an announcement at assembly.</p>	<p>I think that they must have put a lot of work into planning and organising their beach cleanup.</p>
<p>The morning of the beach cleanup, Melati and Isabel arrived at the meeting spot early. They looked at each other with excitement as their friends, classmates, teachers, and even their Principal gathered to help them clean the beach.</p> <p>Isabel assigned different groups of people to different sections of the beach. That way, no part of the beach would be left with litter. Then, they all set off.</p>	<p>I make the evaluation that Isabel and Melati are thoughtful and organised because they make sure the groups cover the whole beach.</p>
<p>By the end of the day, the beach was sparkling clean. 'We did it!' Melati said, looking at the pile of litter they had collected.</p>	<p>I make the evaluation that they really care about making their community clean, because they feel proud of all the litter they have collected.</p>
<p>But the next weekend, when Melati and Isabel went to the beach, there was more litter. They played in the waves. They noticed plastic floating in the water.</p>	<p>--</p>

Text	Second Read (Think Aloud)
They walked down the beach searching for shells. They noticed the plastic littering the sand. 'So much plastic washes up on our beach!' Isabel said to her sister, 'I never realised before.'	--
'Let's get all our friends to come and help us clean the beach again!' Melati said. 'I think we should have regular beach cleanups,' Isabel agreed. 'Maybe once per month? But I don't think it's enough. I think we should get Indonesia to ban all plastic bags – just like Rwanda. We can't just clean and clean – we also need to help fix the problem!' 'Just like Nelson Mandela!' Melati agreed. 'Bye bye plastic bags forever!'	When I read about all of Isabel and Melati's hard work, I make the evaluation that they care about fixing the problems in their community and making real change.

Follow up questions	Possible responses
How did Melati and Isabel help their community?	They helped their community by cleaning up the beach. They helped their community by organising a beach cleanup. They helped their community by fighting for a ban on plastic bags.
What country was Isabel inspired by?	She was inspired by Rwanda, because they banned plastic bags.
Why question	Possible responses
What kind of people do you think Melati and Isabel are?	<ul style="list-style-type: none"> I think Melati and Isabel are...because...



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

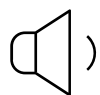
THEME VOCABULARY

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

Rhyme or song	Actions
<i>*(Repeat the rhyme and substitute different places in town, like: school, barber shop, taxi rank, clothing shop, petrol station, butchery, restaurant, gym, salon, etc.)</i>	
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Come see our town	<i>Beckon to someone to come</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
Go up, go down	<i>Stand up then squat down</i>
Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
To the <u>*salon</u> in town!	<i>Pretend to paint your nails</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 I can make the **evaluation** that Melati and Isabel care about their community because...
 I think Melati and Isabel are...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.

dr	ee	p
i	o	a
g	m	u
s	w	d

WEEK 2

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **dr, ee**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **drip, drop, drum, drag, seem, weed, map, mud, sum, dam, mad**

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: Bye Bye Plastic Bags
- 2 They will also talk about an **evaluation** they can make about the characters Melati and Isabel.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and an **evaluation**, like: **I liked that** Melati and Isabel were inspired to clean their beach by what they had learnt in school. **I make the evaluation** that Melati and Isabel were very helpful because they wanted to clean their beach up for their entire community – not just themselves.
- 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 liked** about the story and an **evaluation** they can make about the characters in the story *Bye Bye Plastic Bags*
- 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 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.

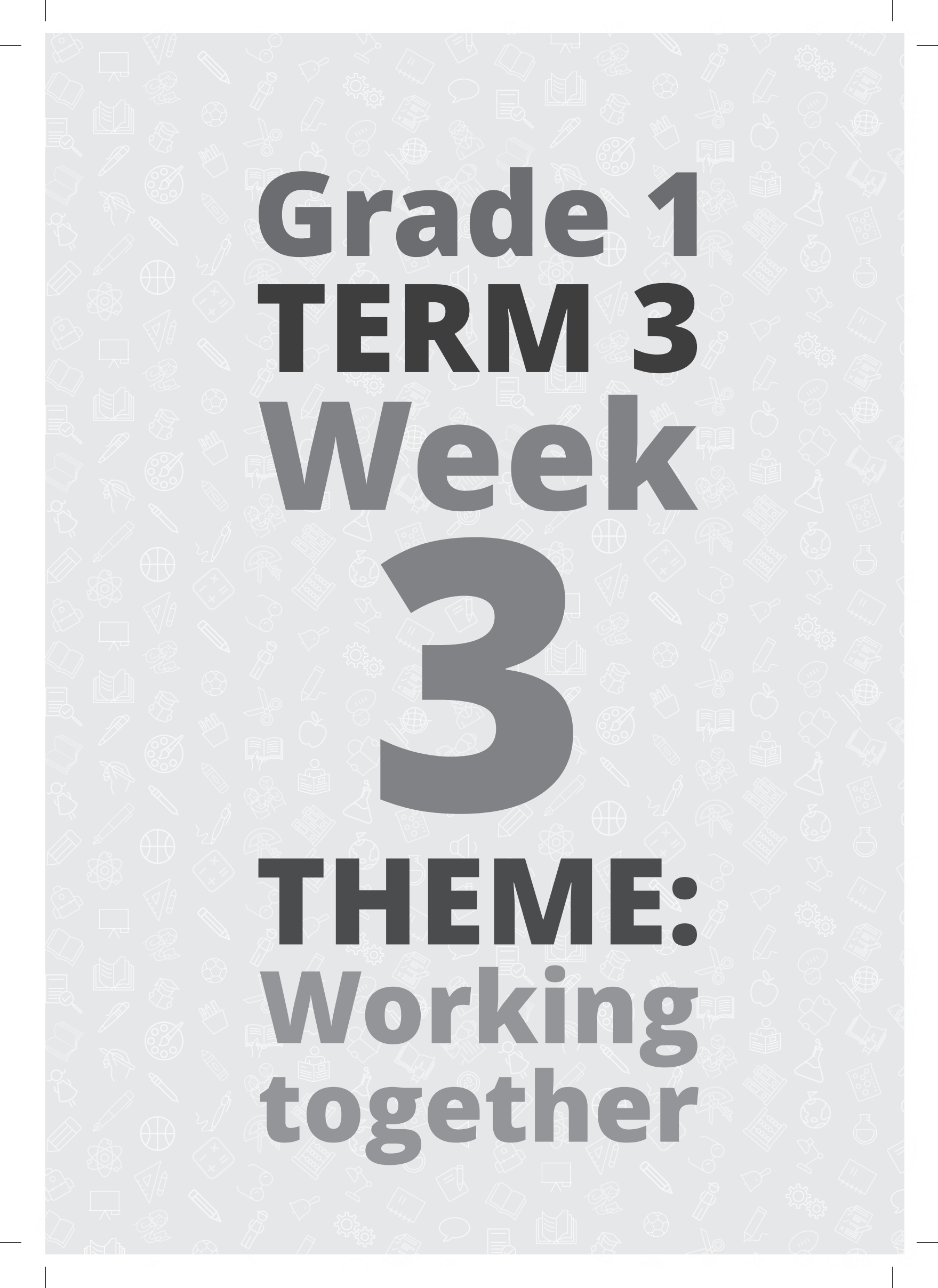


End of week language learning review

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

Grade 1

TERM 3

Week

3

THEME:
Working
together



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of children working together.
- 5 Do some research on the internet to prepare for the theme. For example: research why it is important for people to work together.
- 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 2: Page 11 & 12, Let's write

Activity 2: DBE Workbook 2: Page 13, Let's write & Page 14, Let's read

Activity 3: DBE Workbook 2: Page 15 & 16, Let's do

Activity 4: Draw a picture of someone who helps you.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the front cover of the Big Book story: The giant beetroot
- 2 Tell learners that we are starting a new theme called: Working together
- 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 work together?
 - b What are some ways we help people?
 - c What are some ways people help us?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - teamwork
 - beetroot
 - harvest

Rhyme or song	Actions
Together we aspire	<i>Stretch your arms out wide</i>
Together we achieve	<i>Put your right fist up in the air</i>
Together we will make it	<i>Put your right fist up in the air</i>
If we do it as a team!	<i>Stretch your arms out wide</i>



Handwriting

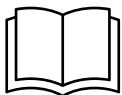
15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a drip
 - b drop
 - c drag
 - d drum
 - e seem
 - f weed
 - g tree
 - h queen
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: The giant beetroot
- 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 worked with another person.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I worked with...to...

MODELLING

- 1 Explain that today, learners will think about a time they worked with another person.
- 2 Use **modelling** to show learners that you **think before you write.**
- 3 Tell learners your idea for your writing, like: I do a lot of things together with my sister. I am going to write about the time we worked together to buy a new computer for our mother.
- 4 Use **modelling** to draw a picture of and your sister, picking out a computer together.
- 5 Explain which words you will write. **Draw a line for each word**, like: I worked with my sister to buy a computer.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

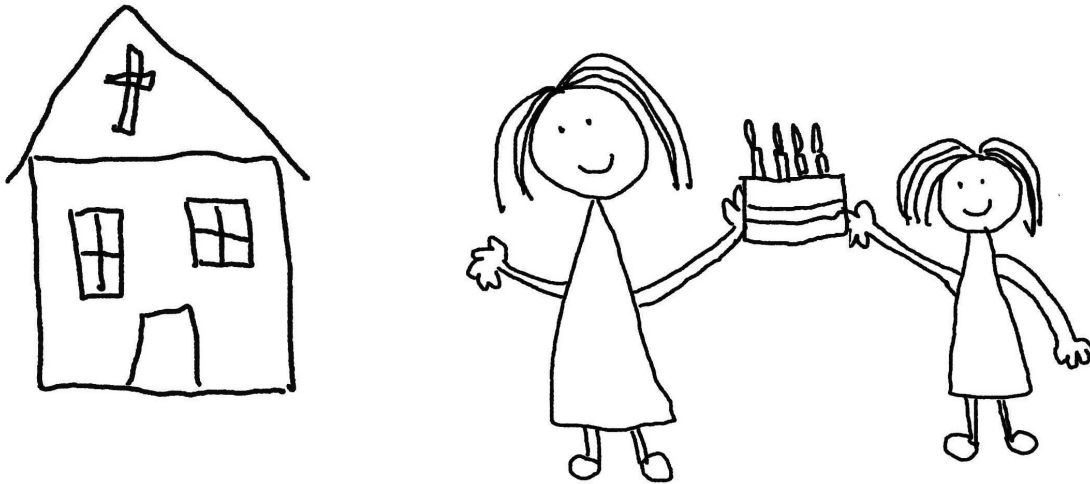
- 1 Brainstorm some people we might work with with learners.
- 2 Write the words on the chalkboard, like: sister, brother, classmate, etc.
- 3 Ask learners: Who have you worked with? What did you do together?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you about who they worked with, and what they worked to do together.
- 6 They must say: I worked with...to...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 Explain that we will add details to our writing on Wednesday.



I worked with my mom to bake for the
church.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /gr/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that begin with /gr/?
- 4 Brainstorm words with learners, like: **grab, green, grass**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

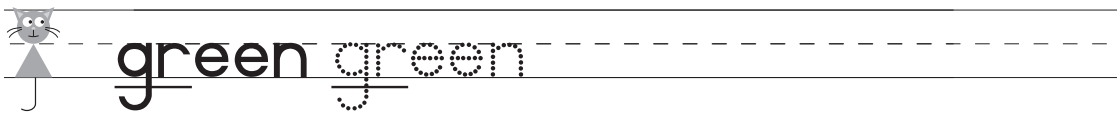
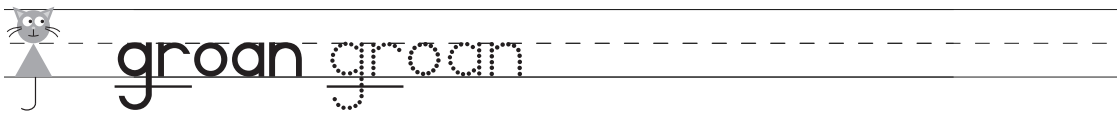
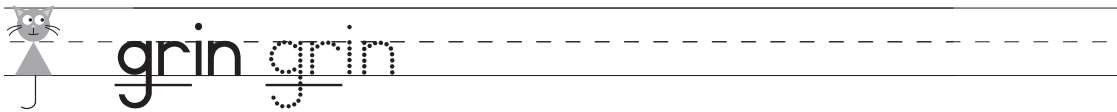
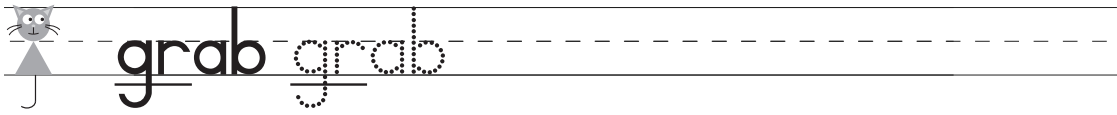
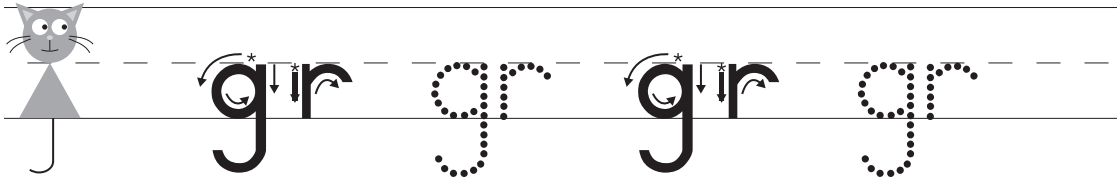


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

First Read

COMPREHENSION STRATEGIES: VISUALISE

Text	First Read (Think Aloud)
<p><u>The giant beetroot</u></p> <p>Farmer Baloyi lived on his beautiful farm in Venda, with his wife, Mama Rhandu. The farmer was happy, because the soil on his farm was rich, and that year, the rainfall was good. Farmer Baloyi and Mama Rhandu were so excited about the harvest.</p>	<p>I can visualise the farmer smiling while he looks out at his beautiful, green farm!</p>
<p>One day, when the time was right, Farmer Baloyi walked to his vegetable garden. 'It is time,' said Farmer Baloyi. 'I will harvest my vegetables.'</p> <p>Farmer Baloyi pulled out the onions. He pulled out the potatoes. He pulled out the carrots. He pulled out the beetroots. But one beetroot would not come out! It was a very, very big beetroot. It was a giant beetroot!</p>	--
<p>Farmer Baloyi pulled and pulled and pulled. But the big beetroot would not come out.</p> <p>'I need help,' said the farmer. He called his wife, Mama Rhandu.</p>	<p>I can visualise Farmer Baloyi pulling and pulling so hard, that he begins to sweat!</p>
<p>Farmer Baloyi and Mama Rhandu pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!</p> <p>'We need help,' said Mama Rhandu. She called Nsovo, her son.</p>	<p>I can visualise Farmer Baloyi and Mama Rhandu pulling together until their hands begin to hurt!</p>
<p>Farmer Baloyi and Mama Rhandu and Nsovo pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!</p> <p>'We need help,' said Nsovo. He called their dog.</p>	<p>I can visualise the whole family pulling until their backs begin to hurt!</p>
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!</p> <p>'We need help,' said the dog. He called the cat.</p>	--
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!</p> <p>'We need help,' said the cat. She called the mouse.</p>	--

Text	First Read (Think Aloud)
Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat and the mouse pulled the big beetroot. They pulled and pulled and pulled and pulled and P-U-U-U-L-L-L-E-D...	I can visualise the family getting dirty. The dirt is sticking to their sweat as they pull and pull!
And out popped the giant beetroot! 'I did it!' shouted the mouse. 'I pulled out the giant beetroot!'	I can visualise everyone falling over when the giant beetroot finally comes out!
That night, everyone on the farm had a feast of vegetables. As they ate, they joked and laughed about the giant beetroot and the strong mouse!	I can visualise the sweet taste of the giant, delicious beetroot!

Follow up questions	Possible responses
What is stuck in the ground?	A giant beetroot.
Who helps pull out the beetroot?	Farmer Baloyi, Mama Rhandu, Nsovo, the dog, the cat, and the mouse.
Why question	Possible responses
Visualise all the characters in the story pulling and pulling. Do you think it was really the mouse who pulled the beetroot from the ground? Why or why not	<ul style="list-style-type: none"> • I think it was the little mouse because everyone else pulled and pulled but it only came out when the mouse helped. • OR • I don't think it was the mouse alone because everyone helped. It was everyone pulling all together that made the beetroot finally come out!



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

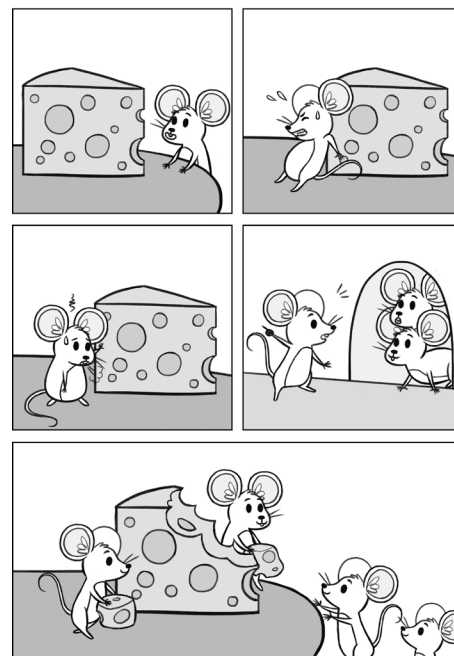
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - alone
 - together
 - strong
 - stuck

Rhyme or song	Actions
Together we aspire	<i>Stretch your arms out wide</i>
Together we achieve	<i>Put your right fist up in the air</i>
Together we will make it	<i>Put your right fist up in the air</i>
If we do it as a team!	<i>Stretch your arms out wide</i>

WEEK 3

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /oo/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that have the sound /oo/?
- 5 Brainstorm words with learners, like: **moon, too, soon**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

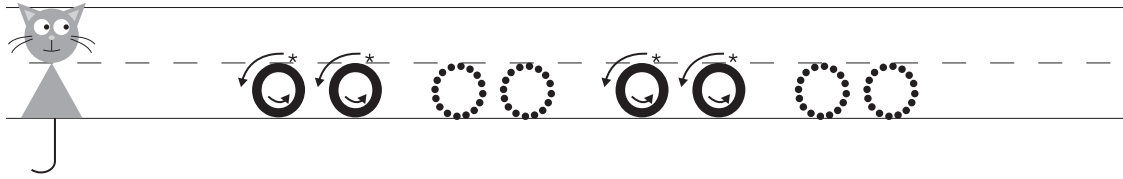


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



moon moon

soon soon

groom groom

loom loom

A moon can loom.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about a time you worked with another person.

TASK: Draw a picture and add a sentence.

WRITING FRAME:

I worked with...to...

We worked well together / didn't work well together because...

MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Explain that today, learners will write about how it was to work the someone else. They will think about whether they worked well together or didn't work well together, and why.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: My sister and I worked well together because we talked about everything. We didn't fight.
- 6 Use **modelling** to add details to your drawing, like: you and your sister talking, looking happy, etc.
- 7 Explain which words you will write. **Draw a line for each word**, like: We worked well together because we talked.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm words about working together with learners.
- 2 Write the names on the chalkboard, like: fight, discuss, argue, talk, help, achieve, goal, etc.
- 3 Ask learners: Think about who you worked with. Did you work well together? Why or why not?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you how it was to work with someone else.
- 6 They must say: We worked well together / didn't work well together because...
- 7 Explain that learners will now draw and write their own ideas!

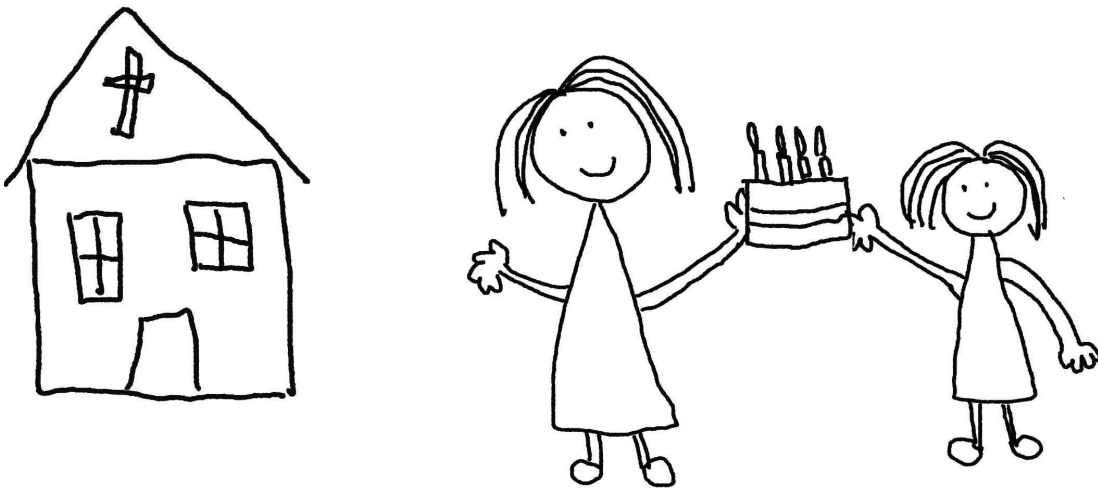
WRITING

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

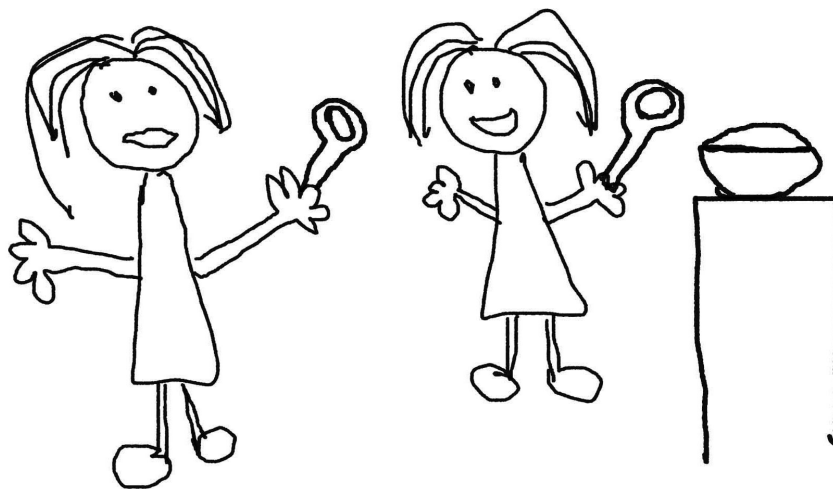
TURN AND TALK

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

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



I worked with my mom to bake for the church.



We worked well together because we helped each other.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

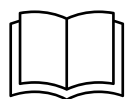
WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: VISUALISE

Text	Second Read (Think Aloud)
<p><u>The giant beetroot</u></p> <p>Farmer Baloyi lived on his beautiful farm in Venda, with his wife, Mama Rhandu. The farmer was happy, because the soil on his farm was rich, and that year, the rainfall was good. Farmer Baloyi and Mama Rhandu were so excited about the harvest.</p>	--
<p>One day, when the time was right, Farmer Baloyi walked to his vegetable garden. 'It is time,' said Farmer Baloyi. 'I will harvest my vegetables.'</p> <p>Farmer Baloyi pulled out the onions. He pulled out the potatoes. He pulled out the carrots. He pulled out the beetroots. But one beetroot would not come out! It was a very, very big beetroot. It was a giant beetroot!</p>	I visualise Farmer Baloyi pulling out vegetable after vegetable, all day. I think he is already dirty and tired from all his hard work!
<p>Farmer Baloyi pulled and pulled and pulled. But the big beetroot would not come out.</p> <p>'I need help,' said the farmer. He called his wife, Mama Rhandu.</p>	I visualise Farmer Baloyi shouting with frustration: 'Eish!'
<p>Farmer Baloyi and Mama Rhandu pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!</p> <p>'We need help,' said Mama Rhandu. She called Nsovo, her son.</p>	I visualise Farmer Baloyi and Mama Rhandu's loud noise as the pull: 'Urgh!'
<p>Farmer Baloyi and Mama Rhandu and Nsovo pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!</p> <p>'We need help,' said Nsovo. He called their dog.</p>	I visualise Nsovo shaking his head with frustration! They are all feeling frustrated that the beetroot isn't moving from the ground at all!
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!</p> <p>'We need help,' said the dog. He called the cat.</p>	I visualise the dog growling with frustration as he pulls and pulls.
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out!</p> <p>'We need help,' said the cat. She called the mouse.</p>	I visualise the family looking tired and frustrated. They are hurting and sweating, but the giant beetroot isn't even moving!

Text	Second Read (Think Aloud)
Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat and the mouse pulled the big beetroot. They pulled and pulled and pulled and pulled and P-U-U-U-L-L-L-E-D...	--
And out popped the giant beetroot! 'I did it!' shouted the mouse. 'I pulled out the giant beetroot!'	I can visualise the tiny mouse pulling out the giant beetroot on her own! What a funny thought!
That night, everyone on the farm had a feast of vegetables. As they ate, they joked and laughed about the giant beetroot and the strong mouse!	--

Follow up questions	Possible responses
Why was Farmer Baloyi happy?	Because the soil on his farm was rich, and the rainfall was good.
How do you think the characters felt as they pulled the beetroot?	<i>I think they felt...</i>
Why question	Possible responses
Why is it funny to visualise a little mouse pulling out the giant beetroot?	<ul style="list-style-type: none"> • Because the strong farmer couldn't pull it out. • Because two strong adults couldn't pull it out. • Because even Farmer Baloyi, Mama Rhandu, Nsovo, the dog, and the cat couldn't pull it out together! How could a tiny mouse do it alone? • Because the giant beetroot is much bigger than the tiny mouse!



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

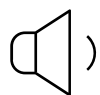
THEME VOCABULARY

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

Rhyme or song	Actions
Together we aspire	<i>Stretch your arms out wide</i>
Together we achieve	<i>Put your right fist up in the air</i>
Together we will make it	<i>Put your right fist up in the air</i>
If we do it as a team!	<i>Stretch your arms out wide</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - My favourite part is...
 - I see teamwork in this story 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.

gr	oo	b
n	a	i
m	s	l
o	e	p

WEEK 3

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **gr, 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): **grab, grin, groan, green, moon, soon, loom, groom, gran, plan, bee, see, man, plain**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / ACT OUT

STORY DRAMATISATION

Getting ready:

Choose a learner to be Farmer Baloyi, Mama Rhandu, Nsovo, the dog, the cat, and the mouse

If possible, bring in some vegetables, like: beetroot, potato, sweet potato, carrots

TEXT	TEACHER DOES / SAYS	LEARNERS DO
Farmer Baloyi lived on his beautiful farm in Venda, with his wife, Mama Rhandu. The farmer was happy, because the soil on his farm was rich, and that year, the rainfall was good. Farmer Baloyi and Mama Rhandu were so excited about the harvest.	<i>Ask learners: What is happening here?</i>	<i>Learners summarise what is happening on the page.</i>
One day, when the time was right, Farmer Baloyi walked to his vegetable garden. 'It is time,' said Farmer Baloyi. 'I will harvest my vegetables.' Farmer Baloyi pulled out the onions. He pulled out the potatoes. He pulled out the carrots. He pulled out the beetroots. But one beetroot would not come out! It was a very, very big beetroot. It was a giant beetroot!	<i>Call the learner who is Farmer Baloyi up to the front of the room.</i>	Farmer Baloyi says: 'It is time, I will harvest my vegetables.' <i>Farmer Baloyi pretends to pull out all of his vegetables.</i>
Farmer Baloyi pulled and pulled and pulled. But the big beetroot would not come out. 'I need help,' said the farmer. He called his wife, Mama Rhandu.	<i>Ask learners: What is happening here?</i>	<i>Learners summarise what is happening on the page! (Farmer Baloyi cannot pull out the giant beetroot.)</i> Farmer Baloyi says: 'I need help!'
Farmer Baloyi and Mama Rhandu pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out! 'We need help,' said Mama Rhandu. She called Nsovo, her son.	<i>Ask learners: Who must come next?</i> <i>Call Mama Rhandu up to the front of the room.</i>	<i>Learners answer: Mama Rhandu</i> <i>Mama Rhandu pulls on Farmer Baloyi.</i> Mama Rhandu says: 'We need help!'

TEXT	TEACHER DOES / SAYS	LEARNERS DO
Farmer Baloyi and Mama Rhandu and Nsovo pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out! 'We need help,' said Nsovo. He called their dog.	<i>Ask learners: Who must come next?</i> <i>Call Nsovo up to the front of the room.</i>	<i>Learners answer: Nsovo</i> <i>Nsovo pulls on Mama Rhandu.</i> <i>Nsovo says: 'We need help!'</i>
Farmer Baloyi and Mama Rhandu and Nsovo and the dog pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out! 'We need help,' said the dog. He called the cat.	<i>Ask learners: Who must come next?</i> <i>Call the dog up to the front of the room.</i>	<i>Learners answer: the dog</i> <i>The dog pulls on Nsovo</i> <i>The dog says: 'We need help!'</i>
Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat pulled the big beetroot. They pulled and pulled and pulled and pulled. But the big beetroot would not come out! 'We need help,' said the cat. She called the mouse.	<i>Ask learners: Who must come next?</i> <i>Call the cat up to the front of the room.</i>	<i>Learners answer: the cat</i> <i>The cat pulls on the dog.</i> <i>The cat says: 'We need help!'</i>
Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat and the mouse pulled the big beetroot. They pulled and pulled and pulled and pulled and P-U-U-U-L-L-L-E-D...	<i>Ask learners: Who must come next?</i> <i>Call the mouse up to the front of the room.</i>	<i>Learners answer: the mouse</i> <i>The mouse pulls on the cat. They pull and pull!</i>
And out popped the giant beetroot! 'I did it!' shouted the mouse. 'I pulled out the giant beetroot!'	<i>Ask learners: What is happening here?</i>	<i>Learners summarise what is happening on the page. (The giant beetroot finally pops out!)</i> <i>The mouse says: 'I did it! I pulled out the giant beetroot!'</i>
That night, everyone on the farm had a feast of vegetables. As they ate, they joked and laughed about the giant beetroot and the strong mouse!	--	--



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.

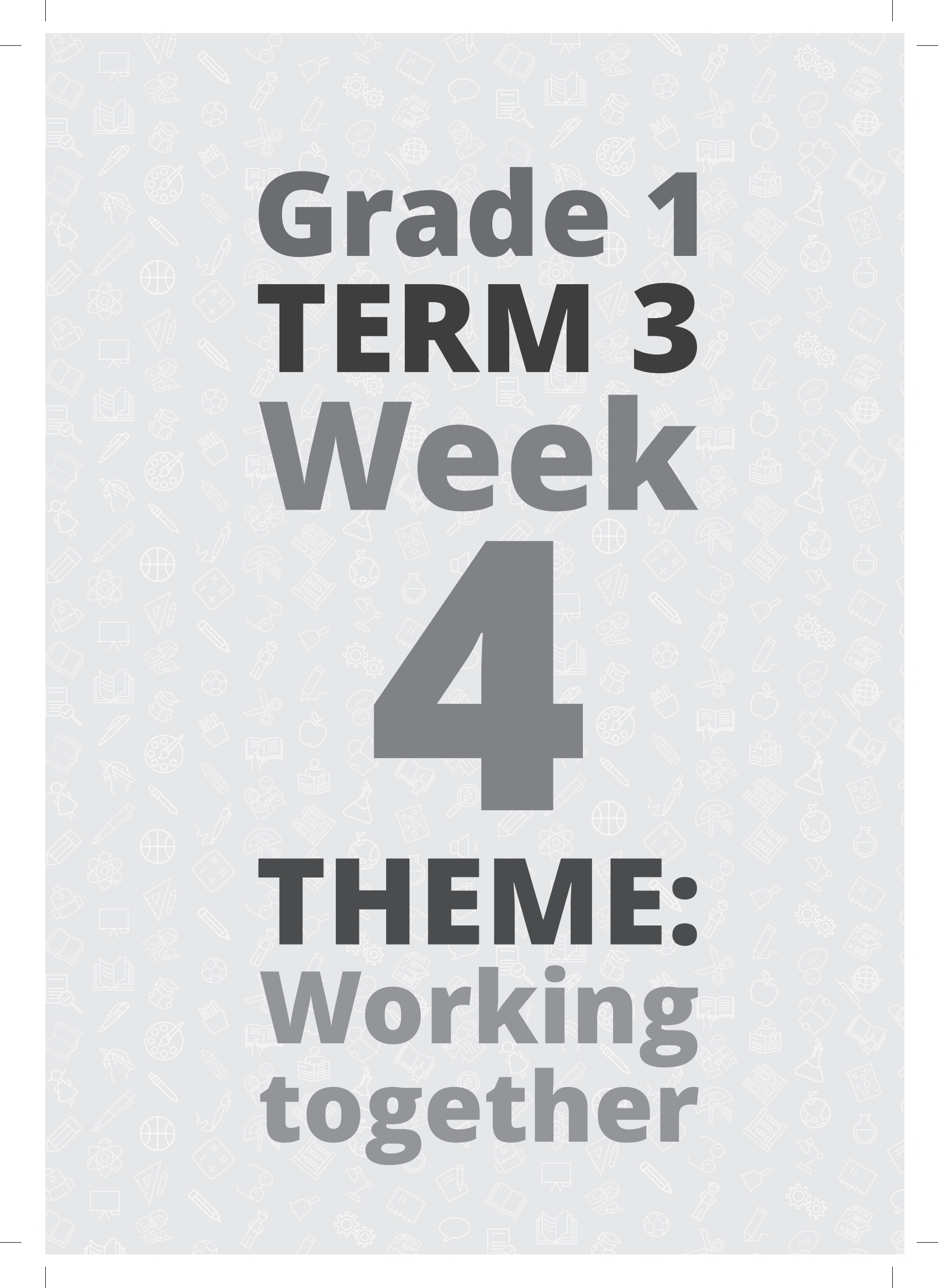


End of week language learning review

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 1

TERM 3

Week

4

THEME:

Working

together



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of people helping each other.
- 5 Do some research on the internet to prepare for the theme. For example: research different ways which we can help people.
- 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 2: Page 17, Let's match

Activity 2: DBE Workbook 2: Page 18, Let's read

Activity 3: DBE Workbook 2: Page 19 & 20, Let's write

Activity 4: Draw a picture of someone who you like to help.

Monday



Oral Activities

15 minutes

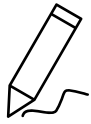
RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE (SECOND WEEK OF THE THEME)

- 1 Show learners a picture of the sisters crossing the river together in the Big Book story: A tale of two sisters
- 2 Tell learners that we are continuing our theme: Working together
- 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 When do people need to work together?
 - b Why do we work together?
 - c What do you like about working together?
 - d What is challenging about working together?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - tale
 - argument
 - resolve

Rhyme or song	Actions
Together we aspire	<i>Stretch your arms out wide</i>
Together we achieve	<i>Put your right fist up in the air</i>
Together we will make it	<i>Put your right fist up in the air</i>
If we do it as a team!	<i>Stretch your arms out wide</i>



Handwriting

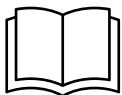
15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a grab
 - b grin
 - c groan
 - d green
 - e moon
 - f soon
 - g groom
 - h loo
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: A tale of two sisters
- 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: We all have different talents that can help us work together. Write about a talent you have, and a talent your sibling or friend has.

TASK: Draw a picture and add a caption. This will be part of a class book for the reading corner.

WRITING FRAME: My talent is...

MODELLING

- 1 Explain that today, learners will write about something they are especially good at – a talent they have!
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your writing, like: I am a talented writer. I think I am especially good at writing.
- 4 Use **modelling** to draw a picture of yourself writing.
- 5 Explain which words you will write. **Draw a line for each word**, like: My talent is writing.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

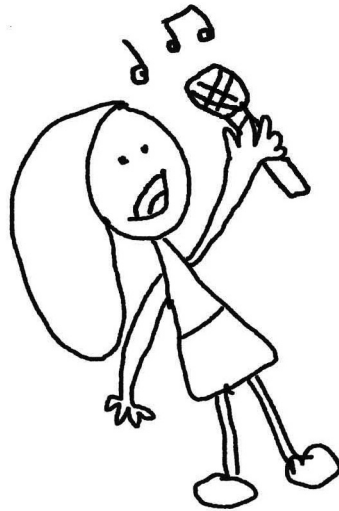
- 1 Brainstorm some different talents with learners.
- 2 Write the words on the chalkboard, like: sports, writing, reading, strong, helpful, good listener etc.
- 3 Ask learners: What is something you are especially good at?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about their special talent.
- 6 They must say: My talent is...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 **Explain that we will add details to our writing on Wednesday.**



My talent is singing.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**sh**-/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that begin with /**sh**/?
- 4 Brainstorm words with learners, like: **sheep, shop, shut**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

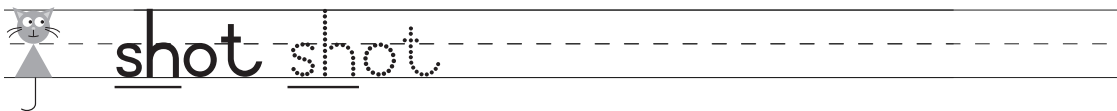
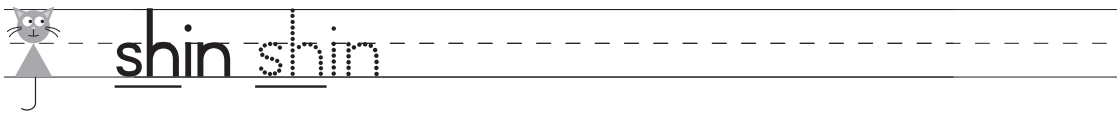
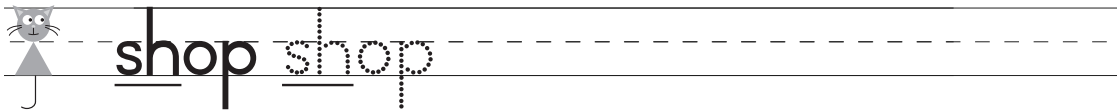
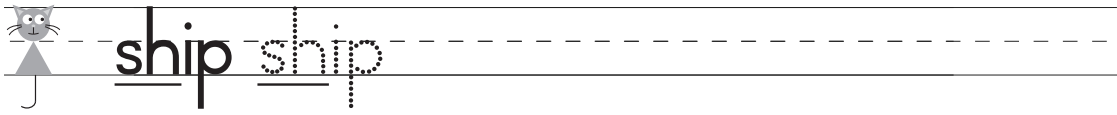
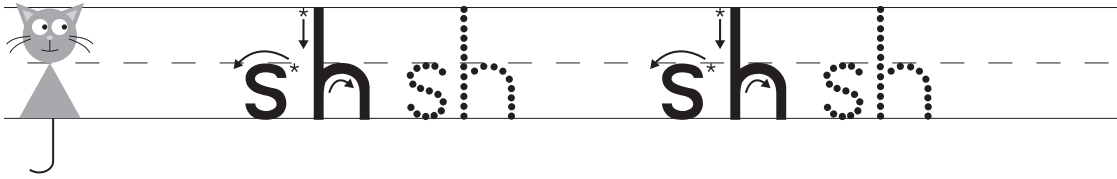


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

First Read

COMPREHENSION STRATEGIES: I WONDER / MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p><u>A tale of two sisters</u></p> <p><i>This is a story from the Panchatantra tales adapted to suit the theme, working together.</i></p>	--
<p>Once upon a time, in the faraway land of India, there lived two sisters. Normally, Kamala and Jameela were the best of friends. But one day, they got into an unusual argument.</p> <p>'Being strong is definitely better than being fast!' Kamala said adamantly.</p> <p>'I would always rather be fast and agile than big and strong!' Jameela argued.</p> <p>Back and forth they argued, getting angrier and angrier with each other.</p>	I wonder how they will resolve their argument?
<p>Luckily for Kamala and Jameela, the wise old woman Ghosha lived in their village. Whenever the people in Ghosha's village had a matter they couldn't resolve, they went to her. They respected her deeply because she always had an idea for how to resolve an argument. Kamala and Jameela walked to Ghosha's house, arguing as they walked.</p> <p>'Strong is better!' Kamala said adamantly.</p> <p>'Fast is definitely better!' Jameela argued.</p>	I wonder if Ghosha will be able to help the sisters resolve their argument?
<p>Ghosha heard Kamala and Jameela arguing. She was waiting outside when they finally reached her house.</p> <p>The two girls bent to touch her feet out of respect.</p> <p>'What seems to be the problem?' Ghosha asked.</p> <p>'Ghoshaji, is it better to be fast or is it better to be strong?' Kamala asked.</p> <p>'Go and sit in your house and wait for me. Do not speak further about this,' Ghosha replied.</p>	--
<p>Ghosha sat in her garden and thought deeply about what to do.</p>	I wonder if it is better to be fast or strong? I wonder how Ghosha will answer this very difficult question!
<p>Finally, Ghosha had an idea. She smiled a small, knowing smile as she walked to Kamala and Jameela's home.</p>	--

Text	First Read (Think Aloud)
<p>'I have decided I will answer your question, with the condition that you will undertake a challenge together,' Ghosha explained. 'Across the river, in the depths of the forest is a tall tree with the most luscious coconuts. You must bring me fruit from that tree. Then, I will answer your question.'</p>	<p>I wonder why she wants Kamala and Jameela to bring her coconuts before she will answer the question?</p>
<p>So Kamala and Jameela set out on their journey. When they reached the banks of the river, Jameela began to wade into the river. She quickly realised that the river was too deep and the currents were too strong for her to cross. Kamala watched her sister struggling. 'Climb on my shoulders,' she offered. Then together they crossed the river.</p>	<p>I make the evaluation that when crossing the river, it is better to be strong like Kamala. I wonder if Ghosha will say it is better to be strong?</p>
<p>When they reached the tree, Kamala tried to shake the tree. She pushed and pulled. But the tree was huge and nothing happened. So Jameela quickly climbed up the tree, picked the coconuts, and threw them to the ground. Kamala and Jameela gathered the coconuts and began the journey home.</p>	<p>I make the evaluation that when climbing a tall tree, it is better to be agile like Jameela. I wonder if Ghosha will say it is better to be fast?</p>
<p>When the sisters reached Ghosha, they offered her the coconuts.</p> <p>'Of the two of you, who brings this fruit to me?' asked Ghosha.</p> <p>Kamala and Jameela looked at each other.</p> <p>'I do!' Jameela said, 'I climbed the tree to pick the fruit!'</p> <p>'I do!' Kamala said, 'I carried Jameela across the river. The fruit wouldn't be here without me!'</p>	<p>Who do you think was more responsible for completing the task? I'm not sure!</p>
<p>Kamala and Jameela looked at each other. They began to giggle.</p> <p>'Now you see – one isn't better than the other! Neither of you could have completed the task alone. But as a team, you have achieved the impossible! All because you used your individual talents at the right time.'</p> <p>Ghosha smiled her small, knowing smile as the sisters walked away, hand in hand.</p>	<p>Oh! I make the evaluation that Ghosha is very clever. She gave them this task so they would see that both of their skills are equally important!</p>

Follow up questions	Possible responses
What is Kamala's skill?	Kamala is the stronger sister.
What is Jameela's skill?	Jameela is the quicker, more agile sister.
Why question	Possible responses
Why did Kamala and Jameela go to Ghosha's house?	<ul style="list-style-type: none"> • Because they couldn't decide if it was better to be strong or fast. • Because they needed help to resolve their argument. • Because Ghosha is very wise and can help solve any problem.



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

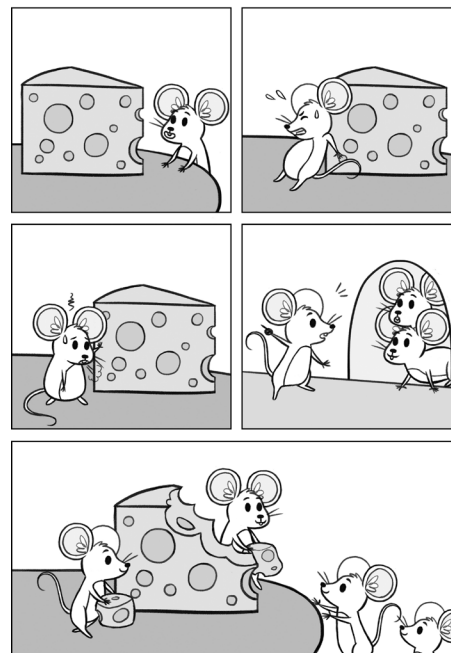
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - agile
 - current
 - struggle

Rhyme or song	Actions
Together we aspire	<i>Stretch your arms out wide</i>
Together we achieve	<i>Put your right fist up in the air</i>
Together we will make it	<i>Put your right fist up in the air</i>
If we do it as a team!	<i>Stretch your arms out wide</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /-**sh**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that end with the sound /**sh**/?
- 5 Brainstorm words with learners, like: **wish, swish, crash**

INTRODUCE NEW WORDS

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

WEEK 4

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

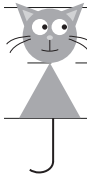


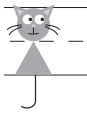
Handwriting:

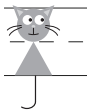
15 minutes

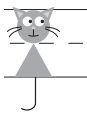
Write new letter(s) / words / sentences

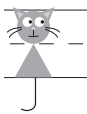
- 1 Teach learners to correctly form the lower case letter(s) in cursive: **sh**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

 sh sh sh sh

 bash bash

 mash mash

 fish fish

 wish wish

 A fish can wish.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: We all have different talents that can help us work together. Write about a talent you have, and a talent your sibling or friend has.

TASK: Draw a picture and add a caption. This will be part of a class book for the reading corner.

WRITING FRAME:

My talent is...

We all have different talents. My friend's / sister's / brother's talent is...

MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Explain that today, learners will draw about a talent of a friend or a sibling.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: My sister is a very good runner. She runs every day and she even runs in races
- 6 Use **modelling** to draw a picture of your sister running.
- 7 Explain which words you will write. **Draw a line for each word**, like: We all have different talents. My sister's talent is running.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some different talents with learners.
- 2 Write the words on the chalkboard, like: running, organising, tending to the garden, swimming, painting, drawing, etc.
- 3 Ask learners: What is your friend or sibling good at?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about a talent their friend or sibling has.
- 6 They must say: My friend's / sister's / brother's talent is...
- 7 Explain that learners will now draw and write their own ideas!

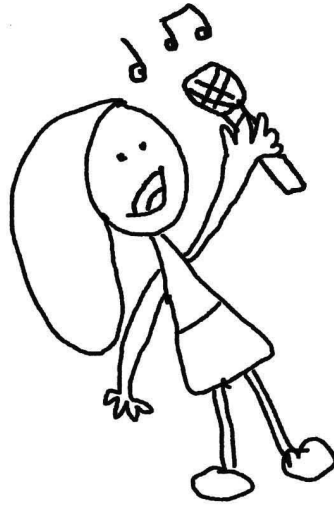
WRITING

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

TURN AND TALK

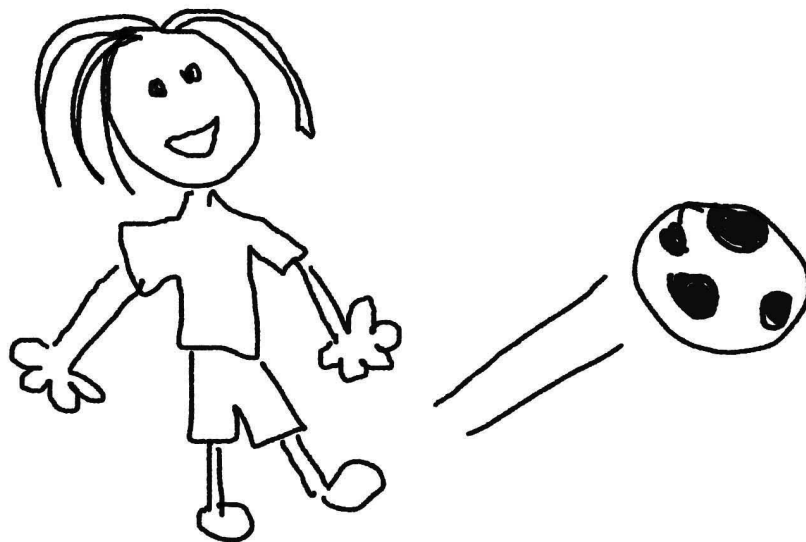
- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.

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



My talent is singing.

WEEK 4



We all have different talents. My
sister's talent is soccer.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

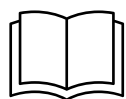
WE DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **ship**
- 3 Ask learners: What is the first sound in the word? /sh/
- 4 Ask learners: What is the middle 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: /sh/-/i/-/p/
- 7 Write the word: **ship**
- 8 Instruct learners to blend the sounds in the word with you: /sh/-/i/-/p/ = **ship**
- 9 Repeat this with a word from the Wednesday lesson: **mash**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>A tale of two sisters</u></p> <p><i>This is a story from the Panchatantra tales adapted to suit the theme, working together.</i></p>	<p><i>This story is a tale. A tale is a special story that is meant to teach me a lesson. Our theme this week is Working Together. I make the evaluation this tale is going to teach me something important about working together.</i></p>
<p>Once upon a time, in the faraway land of India, there lived two sisters. Normally, Kamala and Jameela were the best of friends. But one day, they got into an unusual argument.</p> <p>'Being strong is definitely better than being fast!' Kamala said adamantly.</p> <p>'I would always rather be fast and agile than big and strong!' Jameela argued.</p> <p>Back and forth they argued, getting angrier and angrier with each other.</p>	<p>--</p>
<p>Luckily for Kamala and Jameela, the wise old woman Ghosha lived in their village. Whenever the people in Ghosha's village had a matter they couldn't resolve, they went to her. They respected her deeply because she always had an idea for how to resolve an argument. Kamala and Jameela walked to Ghosha's house, arguing as they walked.</p> <p>'Strong is better!' Kamala said adamantly.</p> <p>'Fast is definitely better!' Jameela argued.</p>	<p>I make the evaluation that Ghosha must be wise, because she can solve any problem!</p>
<p>Ghosha heard Kamala and Jameela arguing. She was waiting outside when they finally reached her house.</p> <p>The two girls bent to touch her feet out of respect.</p> <p>'What seems to be the problem?' Ghosha asked.</p> <p>'Ghoshaji, is it better to be fast or is it better to be strong?' Kamala asked.</p> <p>'Go and sit in your house and wait for me. Do not speak further about this,' Ghosha replied.</p>	
<p>Ghosha sat in her garden and thought deeply about what to do.</p>	<p>I make the evaluation that Ghosha is wise because she thinks deeply about things!</p>

Text	Second Read (Think Aloud)
Finally, Ghosha had an idea. She smiled a small, knowing smile as she walked to Kamala and Jameela's home.	--
'I have decided I will answer your question, with the condition that you will undertake a challenge together,' Ghosha explained. 'Across the river, in the depths of the forest is a tall tree with the most luscious coconuts. You must bring me fruit from that tree. Then, I will answer your question.'	I make the evaluation that Ghosha has chosen this task because she wants the sisters to have to work together. She must know that this task will require both of their skills.
So Kamala and Jameela set out on their journey. When they reached the banks of the river, Jameela began to wade into the river. She quickly realised that the river was too deep and the currents were too strong for her to cross. Kamala watched her sister struggling. 'Climb on my shoulders,' she offered. Then together they crossed the river.	Ghosha is very wise. I think she knew that it would take Kamala's strength to cross the river.
When they reached the tree, Kamala tried to shake the tree. She pushed and pulled. But the tree was huge and nothing happened. So Jameela quickly climbed up the tree, picked the coconuts, and threw them to the ground. Kamala and Jameela gathered the coconuts and began the journey home.	Ghosha is very wise. I think she knew that it would take Jameela's agility to climb the tree.
When the sisters reached Ghosha, they offered her the coconuts. 'Of the two of you, who brings this fruit to me?' asked Ghosha. Kamala and Jameela looked at each other. 'I do!' Jameela said, 'I climbed the tree to pick the fruit!' 'I do!' Kamala said, 'I carried Jameela across the river. The fruit wouldn't be here without me!'	I think that Ghosha gave the sisters a task where they had to work together. She wanted them to see that both of their skills were needed to get the coconuts!
Kamala and Jameela looked at each other. They began to giggle. 'Now you see – one isn't better than the other! Neither of you could have completed the task alone. But as a team, you have achieved the impossible! All because you used your individual talents at the right time.' Ghosha smiled her small, knowing smile as the sisters walked away, hand in hand.	I make the evaluation that Ghosha's task helped the sisters to see that it isn't better to be strong or fast – both skills are needed at different times.

Follow up questions	Possible responses
How did Kamala help to get the coconuts?	She carried Jameela across the river. They couldn't have gotten to the coconut tree without Kamala.
How did Jameela help to get the coconuts?	She climbed the tree and threw the coconuts to the ground. They wouldn't have gotten the coconuts without Jameela.
Why question	Possible responses
Why did Ghosha ask Kamala and Jameela to collect coconuts?	<ul style="list-style-type: none"> • Because she knew that the sisters would need Kamala's strength to cross the river. • Because she knew the sisters would need Jameela to quickly climb the tall tree to get the coconuts. • Because she knew the task would require both of their skills. • Because she wanted the sisters to see that it isn't better to be strong or fast – both skills are needed at different times. • Because she wanted to give the sisters a task that would make them work together.



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.
 - individual
 - team
 - talent

Rhyme or song	Actions
Together we aspire	<i>Stretch your arms out wide</i>
Together we achieve	<i>Put your right fist up in the air</i>
Together we will make it	<i>Put your right fist up in the air</i>
If we do it as a team!	<i>Stretch your arms out wide</i>

WEEK 4

DISCUSSION OF SHARED READING TEXT

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



Phonemic Awareness and Phonics:

15 minutes

Word Find

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

sh-	-sh	p
i	o	n
t	a	m
b	w	f

MODEL

- 1 Remind learners of the sounds of the week: /**sh-**/ and /**-sh**/
- 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: /**sh-/i/-/p/ = ship**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**sh-**/ or /**-sh**/
- 6 Show learners how to make another word, like: /**m/-/a/-/p/ = map**

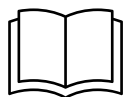
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **sh-, – sh**
- 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): **ship, shop, shin, shot, bash, mash, fish, wish, map, fat, bat, win, pain, wait, faint**

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: A tale of two sisters.
- 2 They will also talk about an **evaluation** they can make about Ghosha.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and an **evaluation**, like: **I liked when** Kamala and Jameela are arguing and arguing and decide to go to Ghosha because she is wise. **I make the evaluation** that Ghosha is very good at helping people.
- 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 liked** about the story and an **evaluation** they can make about Ghosha in the story *A tale of two sisters*.
- 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 4**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



End of week language learning review

15 minutes

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

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

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

Grade 1

TERM 3

Week

5

THEME:

All about clothes



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: bring a few different items of clothing.
- 5 Do some research on the internet to prepare for the theme. For example: research the history of clothing.
- 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 2: Page 21 & 22, Let's speak

Activity 2: DBE Workbook 2: Page 23 & 24, Let's write

Activity 3: DBE Workbook 2: Page 25, Fun

Activity 4: Draw a picture of your favourite item of clothing.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the front cover of the Big Book story: Bohlale's new T-shirt
- 2 Tell learners that we are starting a new theme called: All about clothing
- 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 items of clothing?
 - b What are some adjectives (describing words) we can use to describe clothing?
 - c What kind of clothing do we wear everyday?
 - d What kind of clothing do we wear to special events?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - mirror
 - reflection
 - plain

Rhyme or song	Actions
<i>*(Change white shirt with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)</i>	
Children with a <u>*white shirt</u> Children with a <u>*white shirt</u>	--
Please stand up Please stand up	<i>Stand</i>
Clap your hands and turn around Clap your hands and turn around	<i>Clap your hands and turn around</i>
Then sit down Then sit down	<i>Sit down</i>



Handwriting

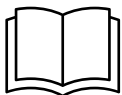
15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a ship
 - b shop
 - c shin
 - d shot
 - e bash
 - f mash
 - g fish
 - h wish
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: **Bohlale's new T-shirt**
- 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 got a new item of clothing.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I got...

MODELLING

- 1 Explain that today, learners will think about a time they got a new item of clothing.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your writing, like: I once got a new jersey. It wasn't new from the shops – it first belonged to my older sister. But it was new to me! It was my favourite jersey ever.
- 4 Use **modelling** to draw a picture of yourself wearing your new jersey.
- 5 Explain which words you will write. **Draw a line for each word**, like: I got the jersey that once belonged to my sister!
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

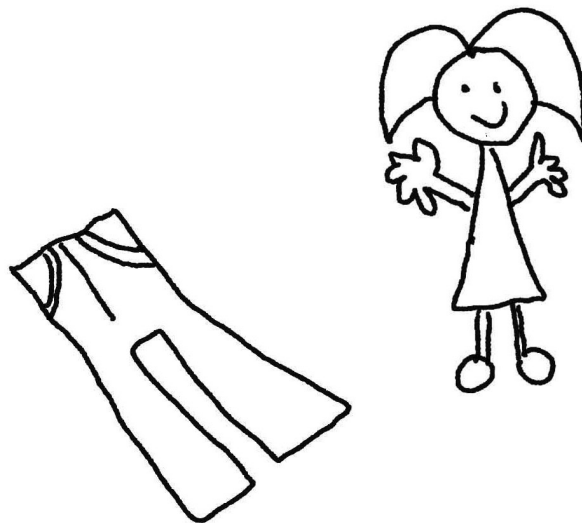
- 1 Brainstorm some items of clothing with learners.
- 2 Write the words on the chalkboard, like: T-shirt, socks, school shoes, jacket, etc.
- 3 Ask learners: What new item of clothing did you get?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about a new item of clothing.
- 6 They must say: I got...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 **Explain that we will add details to our writing on Wednesday.**



I got a new pair of jeans!



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**th**-/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that begin with /**th**/?
- 4 Brainstorm words with learners, like: **three, thin, think**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

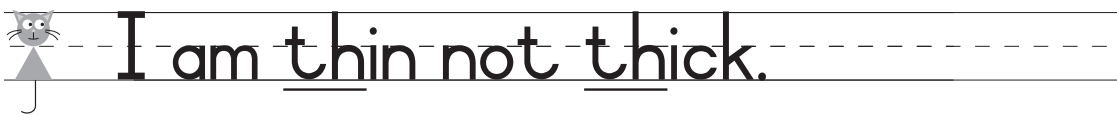
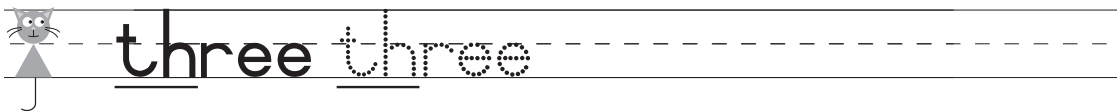
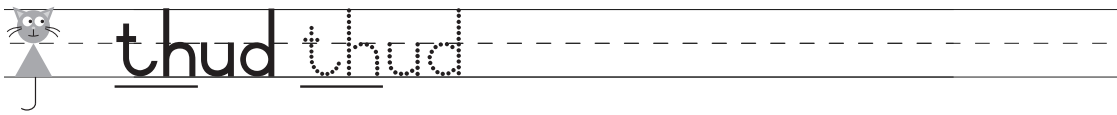
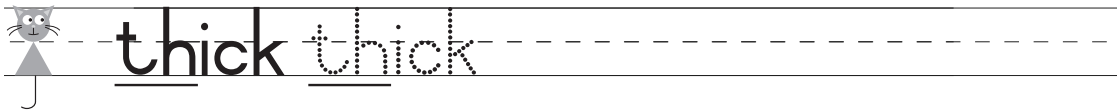
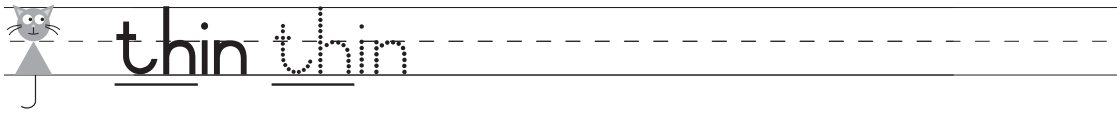
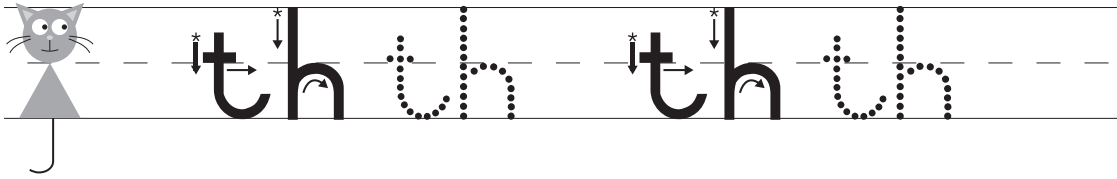


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
<p>Bohlale's new T-shirt</p> <p>It was Saturday. Bohlale was going to the shops with her grandmother. 'Let's go!' Granny called. Bohlale ran to the kitchen. Bohlale and her grandmother walked past the pigs eating.</p> <p>They walked past some girls skipping. They walked past a woman hanging up her washing.</p>	<p>I can infer that Bohlale and her granny have a long walk!</p>
<p>Finally, they got to the main road. Their taxi was almost there!</p>	--
<p>Bohlale looked out the window the whole way. She saw an old, broken car. She saw some sheep. Then, she saw many colourful signs. They were in town! The taxi stopped. 'Let's go!' said Granny.</p>	<p>Oh! I can infer that Bohlale and her granny live far from town. I can infer that they might not go to town very often.</p>
<p>First, they went to the bank. Then, they went to the post office. Finally, they went to the clothing shop.</p> <p>'I will buy you something new. Go and choose, Bohlale,' Granny said.</p>	<p>Look at the picture carefully! I can infer that Bohlale is bored at the bank. She also looks bored at the post office. But she looks very excited when she gets to the clothing shop!</p>
<p>'I like this one,' Bohlale said, pointing to a green T-shirt with a picture of a dinosaur on the front.</p> <p>'That's for boys,' said Granny.</p> <p>'But I love dinosaurs,' Bohlale said.</p> <p>'You are looking at the boys' clothing!' Granny said.</p> <p>'Oh! I love this one!' Bohlale said, looking at T-shirt with a picture of a truck on the front. Granny shook her head. 'Why not?' asked Bohlale. Granny walked away.</p>	--
<p>'What about this one?' asked Granny.</p> <p>'But Granny, I don't like pink,' said Bohlale.</p> <p>'All girls like pink!' said Granny.</p> <p>'Well, I'm a girl and I don't,' Bohlale thought.</p> <p>'Fine. We will just get you a plain, white T-shirt,' said Granny.</p>	<p>Bohlale and her granny like different T-shirts! I can infer that Bohlale is not happy about the T-shirt Granny chooses to buy.</p>

Text	First Read (Think Aloud)
<p>When Bohlale got home she left the shopping bag on the kitchen table and went to her room. She sat on her bed and thought about all the T-shirts at the clothing shop.</p> <p>Bohlale's mother came into her room. She was holding the new white T-shirt.</p> <p>'Is this what you chose?' she asked.</p> <p>Bohlale told her mom what had happened at the clothing shop.</p>	<p>Bohlale leaves her bag on the table. That lets me infer that Bohlale is not happy about the T-shirt she got at the shop.</p>
<p>'I have an idea,' her mother said and left the room. She came back with some koki pens. 'You can use these to draw your own picture on your new T-shirt!' she said. Bohlale thought about all the T-shirts she liked at the shop and began to draw.</p>	<p>I can infer that Bohlale will draw a T-shirt like the ones she saw in the shops.</p>
<p>Later, Bohlale's father called her to come for supper. Bohlale put on her new T-shirt. She looked in the mirror. Bohlale liked what she saw! She ran to the kitchen.</p>	<p>Look at Bohlale's big smile! I can infer that she likes her new T-shirt now!</p>
<p>When Palesa saw Bohlale's T-shirt, she pointed to the picture. 'I want a T-shirt just like Bohlale's!' she said. Bohlale looked at her mother and they both smiled.</p>	<p>I remember that Granny said cars and dinosaurs are only for boys. But look! Palesa likes them too. I can infer that not all girls like the same things.</p>

Follow up questions	Possible responses
<p>What kind of shirts did Bohlale want?</p>	<p>She wanted a dinosaur shirt or a car shirt.</p>
<p>Which shirt did her granny buy for her?</p>	<p>Granny bought a plain white T-shirt.</p>
Why question	Possible responses
<p>What lets you infer that Bohlale is upset about her new T-shirt?</p>	<ul style="list-style-type: none"> • She looks sad at the shop. • She leaves her bag on the kitchen table. • She sits on her bed, looking upset. • She told her mom all about what happened. • She drew on her new T-shirt to make it look nice, because she didn't like the shirt her granny had picked out.



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.
 - opinion
 - agree
 - disagree
 - choose

Rhyme or song	Actions
<i>*(Change blue dress with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)</i>	
Children with a <u>*blue dress</u>	--
Children with a <u>*blue dress</u>	
Please stand up	<i>Stand</i>
Please stand up	
Clap your hands and turn around	<i>Clap your hands and turn around</i>
Clap your hands and turn around	
Then sit down	<i>Sit down</i>
Then sit down	

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____




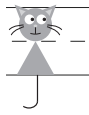
Handwriting:

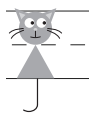
15 minutes

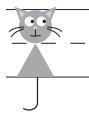
Write new letter(s) / words / sentences

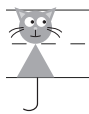
- 1 Teach learners to correctly form the lower case letter(s) in cursive: **th**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

 th th th th

 moth th

 with th

 math th

 bath th

 A moth is in a bath.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about a time you got a new item of clothing.

TASK: Draw a picture and add a sentence.

WRITING FRAME:

I got...

I felt...because...

MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Explain that today, learners will write about how they felt when they got a new item of clothing.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: I felt so happy because I had always admired the jersey when my sister wore it, and now it was mine!
- 6 Use **modelling** to add details to your drawing, like: Your sister, your facial expression, the colour of the jersey, etc.
- 7 Explain which words you will write. **Draw a line for each word**, like: I felt happy because I loved the jersey!
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm feeling words with learners.
- 2 Write the names on the chalkboard, like: happy, upset, uncomfortable, beautiful, etc.
- 3 Ask learners: How did you feel about your new item of clothing? Why?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you how they felt.
- 6 They must say: I felt...because...
- 7 Explain that learners will now draw and write their own ideas!

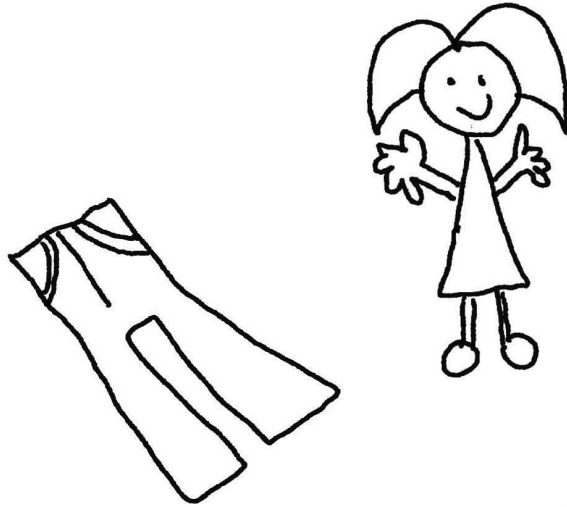
WRITING

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

TURN AND TALK

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

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



I got a new pair of jeans!



I felt excited because the jeans
were so pretty!



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p>Bohlale's new T-shirt</p> <p>It was Saturday. Bohlale was going to the shops with her grandmother. 'Let's go!' Granny called. Bohlale ran to the kitchen. Bohlale and her grandmother walked past the pigs eating.</p> <p>They walked past some girls skipping. They walked past a woman hanging up her washing.</p>	Bohlale ran to the kitchen. I can infer that she is excited to go to the shops.
Finally, they got to the main road. Their taxi was almost there!	--
Bohlale looked out the window the whole way. She saw an old, broken car. She saw some sheep. Then, she saw many colourful signs. They were in town! The taxi stopped. 'Let's go!' said Granny.	--
First, they went to the bank. Then, they went to the post office. Finally, they went to the clothing shop.	Bohlale is only excited about going to the clothing shop. I can infer that she only went to town with granny to go to the clothing shop.
'I will buy you something new. Go and choose, Bohlale,' Granny said.	
'I like this one,' Bohlale said, pointing to a green T-shirt with a picture of a dinosaur on the front.	I can infer that Bohlale and her grandmother have different ideas about what girls should wear.
'That's for boys,' said Granny.	
'But I love dinosaurs,' Bohlale said.	
'You are looking at the boys' clothing!' Granny said.	
'Oh! I love this one!' Bohlale said, looking at T-shirt with a picture of a truck on the front.	
Granny shook her head. 'Why not?' asked Bohlale. Granny walked away.	
'What about this one?' asked Granny.	Look at the picture! I can infer that Bohlale feels frustrated. Bohlale must feel frustrated because Granny told her she could choose, but then she says no to all the T-shirts that Bohlale likes!
'But Granny, I don't like pink,' said Bohlale.	
'All girls like pink!' said Granny.	
'Well, I'm a girl and I don't,' Bohlale thought.	
'Fine. We will just get you a plain, white T-shirt,' said Granny.	

Text	Second Read (Think Aloud)
<p>When Bohlale got home she left the shopping bag on the kitchen table and went to her room. She sat on her bed and thought about all the T-shirts at the clothing shop.</p> <p>Bohlale's mother came into her room. She was holding the new white T-shirt.</p> <p>'Is this what you chose?' she asked.</p> <p>Bohlale told her mom what had happened at the clothing shop.</p>	<p>Bohlale must be frustrated that Granny didn't let her choose a T-shirt that she likes. Poor Bohlale doesn't even want to take her new T-shirt out of the bag!</p>
<p>'I have an idea,' her mother said and left the room. She came back with some koki pens. 'You can use these to draw your own picture on your new T-shirt!' she said. Bohlale thought about all the T-shirts she liked at the shop and began to draw.</p>	<p>Bohlale's mother helps her make a T-shirt that she likes. I can infer that Bohlale's mom let's Bohlale wear anything she likes.</p>
<p>Later, Bohlale's father called her to come for supper. Bohlale put on her new T-shirt. She looked in the mirror. Bohlale liked what she saw! She ran to the kitchen.</p>	<p>--</p>
<p>When Palesa saw Bohlale's T-shirt, she pointed to the picture. 'I want a T-shirt just like Bohlale's!' she said. Bohlale looked at her mother and they both smiled.</p>	<p>Bohlale smiles at her mother. I can infer that Bohlale's mother helped her feel better.</p>

Follow up questions	Possible responses
<p>What do Bohlale and her granny disagree about?</p>	<p>They disagree about which T-shirt Bohlale should get.</p> <p>They disagree about what boys and girls like.</p>
<p>What does Bohlale's mother do to help her feel better?</p>	<ul style="list-style-type: none"> • She listens when Bohlale feels sad. • She gives her koki pens. • She tells her she can draw anything she wants on her shirt.
Why question	Possible responses
<p>Why did Bohlale feel frustrated?</p>	<ul style="list-style-type: none"> • Because Granny said 'no' to all the T-shirts she chooses. • Because Granny told her the things she likes are only for boys. • Because Granny told her she must like pink. • Because Granny wouldn't let Bohlale choose something she really likes.



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

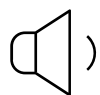
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - appearance
 - pick out
 - stereotype

Rhyme or song	Actions
<i>*(Change green jersey with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)</i>	
Children with a *green jersey Children with a *green jersey	--
Please stand up Please stand up	<i>Stand</i>
Clap your hands and turn around Clap your hands and turn around	<i>Clap your hands and turn around</i>
Then sit down Then sit down	<i>Sit down</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - My favourite part is...
 - If I were Bohlale, I think I would feel...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-	-th	i
u	d	n
ck	r	e
m	o	a

MODEL

- 1 Remind learners of the sounds of the week: /**th-**/ and /**-th**/
- 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**/-/**i**/-/**n**/ = **thin**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**th-**/ or /**-th**/
- 6 Show learners how to make another word, like: /**r**/-/**o**/-/**ck**/ = **rock**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **th-, - th**
- 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): **thin, thick, thud, three, moth, math, run, ran, den, rock, duck, mock**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **make an inference and draw** about what might happen next if the story continued.
- 3 **Model** how you **make an inference** about what could happen next, like: I think that next, Palesa would get a plain white T-shirt from the shops.
- 4 Draw your own picture on the chalkboard of Palesa picking out a plain white T-shirt at the shop.
- 5 Next, tell learners that they are going to make an inference about what could happen next.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes and draw their ideas about what could happen next.
- 8 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 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 activities, including books, pencils, globes, lightbulbs, gears, and laboratory equipment.

Grade 1

TERM 3

Week

6

THEME:

All about clothes



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different items of clothing.
- 5 Do some research on the internet to prepare for the theme. For example: research different kinds of clothing from around the world.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



Extension Activities

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

Activity 1: DBE Workbook 2: Page 26, Let's read & Page 27, Word work

Activity 2: DBE Workbook 2: Page 28 & 29, Let's write

Activity 3: DBE Workbook 2: Page 30, Word work

Activity 4: Draw a picture of something that feels comfortable to wear.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of Fadzi trying on new pants in the Big Book story: The perfect pants
- 2 Tell learners that we are continuing our theme: All about clothes
- 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 When do we need new clothes?
 - b Why do wear clothes?
 - c What are some different kinds of clothing from around the world?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - comfortable
 - uncomfortable
 - size
 - fit

Rhyme or song	Actions
<i>*(Change red hat with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)</i>	
Children with a * <u>red hat</u>	--
Children with a * <u>red hat</u>	
Please stand up	<i>Stand</i>
Please stand up	
Clap your hands and turn around	<i>Clap your hands and turn around</i>
Clap your hands and turn around	
Then sit down	<i>Sit down</i>
Then sit down	



Handwriting

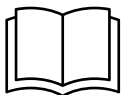
15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a thin
 - b thick
 - c thud
 - d three
 - e moth
 - f with
 - g math
 - h bath
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: **The perfect pants**
- 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: Pretend you are Fadzi. Write a thank you card to your dad!

TASK: Write a thank you card.

WRITING FRAME:

Dear Dad,

Thank you for...

MODELLING

- 1 Explain that today, learners will pretend they are Fadzi from our Big Book story. They will write a thank you card.
- 2 Explain that learners will make their own card. Take a blank piece of paper and show learners how to fold the paper in half.
- 3 Explain that on the front of the card, learners will draw a beautiful picture and write the words: **Thank you**
- 4 **Draw two boxes on the chalkboard to show the front and the inside of the card.**
- 5 Use **modelling** to draw on the front of the card.
- 6 Use **modelling** to show learners that you **think before you write.**
- 7 Tell learners your idea for your writing, like: If I were Fadzi, I would want to thank my dad for being so patient when I tried on all the pants.
- 8 Explain which words you will write. **Draw a line for each word**, like: Dear Dad, Thank you for being patient at the shops.
- 9 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some different things Fadzi could be grateful for with learners.
- 2 Write the words on the chalkboard, like: patient, kind, flexible, understanding, helpful etc.
- 3 Ask learners: If you were Fadzi, what do you think you would be thankful for?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you what they think Fadzi feels thankful for.
- 6 They must say: Thank you for...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

- 1 Hand out blank pieces of paper.
- 2 Instruct learners to fold the paper in half like a card.
- 3 As learners are writing, walk around the room and complete **mini conferences**.
- 4 Ask learners to tell you about their writing.
- 5 Help learners to add a sentence.
- 6 Encourage learners.

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 Explain that we will add details to our writing on Wednesday.





Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**ch**-/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that begin with /**ch**/?
- 4 Brainstorm words with learners, like: **chin, cheek, chips**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____




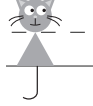
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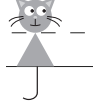
15 minutes

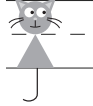
Write new letter(s) / words / sentences

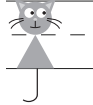
- 1 Teach learners to correctly form the lower case letter(s) in cursive: **ch**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

 ch ch ch ch

 chin chin

 chop chop

 chip chip

 chain chain

 I can chop a chip.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

First Read

COMPREHENSION STRATEGIES: I WONDER

Text	First Read (Think Aloud)
<p><u>The perfect pants</u></p> <p>Fadzi hated new clothes. She loved the soft, comfortable feeling of her clothes that had been worn and washed day after day. But the fact was, her pants just didn't fit anymore. She had been squeezing into them for months. That is, until one day when the button popped off.</p>	<p>Oh no! I wonder if Fadzi will have to get rid of her old, comfortable pants?</p>
<p>Fadzi tried to cover it up, but when her mother noticed, she began to laugh. 'That's it! It's time for new pants!' she announced.</p>	<p>I wonder why Fadzi tried to cover up her button popping off? It must be because she doesn't want new pants!</p>
<p>A few days later, when Fadzi and her father went to the shops together, she sulked the entire way there. 'I don't want new pants!' she thought.</p>	<p>--</p>
<p>Fadzi's father helped her collect different styles of pants in her size. She took them into the fitting room.</p> <p>'I'll be outside. Let me know when you find a pair of pants you like,' he said.</p>	<p>I wonder if Fadzi will find a pair of pants she likes as much as her old pants?</p>
<p>First, Fadzi tried on a pair of cool black pants.</p> <p>'Maybe they're not too bad?' she thought as she took them off the hanger. But when she tried them on, the material was uncomfortable. It felt rough and scratchy against her skin.</p> <p>'I don't want new pants!' she thought.</p>	<p>Fadzi definitely isn't going to get those pants because they don't feel good! I wonder which pants she will get?</p>
<p>Next, Fadzi tried on some stylish dark blue jeans.</p> <p>'Maybe I will look cool in these?' she thought as she took them off the hanger. But when she tried them on, the material felt stiff. She felt like she could barely move. When she tried to squat, the pants cut into her waist.</p> <p>'I don't want new pants!' she thought.</p>	<p>Those blue jeans aren't comfortable, so Fadzi definitely won't buy those. I wonder if she will find pants that she loves?</p>
<p>After that, Fadzi tried on a pair of bright red pants.</p> <p>'Maybe these will be comfortable?' she thought as she took them off the hanger. But when she tried them on, they felt too baggy. They felt heavy. And she worried that they would fall down as she ran and played in them.</p> <p>'I don't want new pants!' she thought.</p>	<p>--</p>

Text	First Read (Think Aloud)
<p>'How's it going in there?' Fadzi's father called from outside the fitting room.</p> <p>'I can't find any pants I like,' she said, putting her old, perfect pants back on.</p>	<p>I wonder what pants Fadzi will get? She can't wear her old, perfect pants forever!</p>
<p>When Fadzi found her father, he was standing next to a rack of flowy, floral skirts. Fadzi's eyes lit up. 'What about these?' she asked, 'can I try some skirts?'</p> <p>'You like them more than pants?' he asked.</p> <p>Fadzi nodded yes.</p>	<p>Oh! I wonder if she will be able to find a skirt that she likes?</p>
<p>When Fadzi put the first skirt on, she knew it was right. The material was so soft. It felt silky against her skin. The skirt didn't feel stiff. When she sat down, it stretched perfectly in all the right places. It felt as comfortable as her old, perfect pants.</p> <p>Fadzi hadn't found perfect pants, but she had certainly found the perfect skirt.</p>	<p>Fadzi didn't find new pants but she got a new skirt instead.</p>

Follow up questions	Possible responses
<p>What kind of pants did Fadzi try on?</p>	<p>She tried on black pants, dark blue jeans, and bright red pants.</p>
<p>What did Fadzi find at the shop?</p>	<p>She found a new, perfect skirt.</p>
Why question	Possible responses
<p>Why didn't Fadzi get new pants?</p>	<ul style="list-style-type: none"> • Because she got a skirt instead. • Because none of the pants felt comfortable, but the skirt felt comfortable. • Because the black pants she tried on felt rough and scratchy against her skin. • Because the blue jeans she tried on felt stiff. • Because the red pants she tried on felt heavy and baggy. • Because the skirt felt right when she put it on!

WEEK 6



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.
 - baggy
 - loose
 - tight

Rhyme or song	Actions
<i>*(Change baggy pants with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)</i>	
Children with a * <u>baggy pants</u>	--
Children with a * <u>baggy pants</u>	
Please stand up	<i>Stand</i>
Please stand up	
Clap your hands and turn around	<i>Clap your hands and turn around</i>
Clap your hands and turn around	
Then sit down	<i>Sit down</i>
Then sit down	

WEEK 6

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

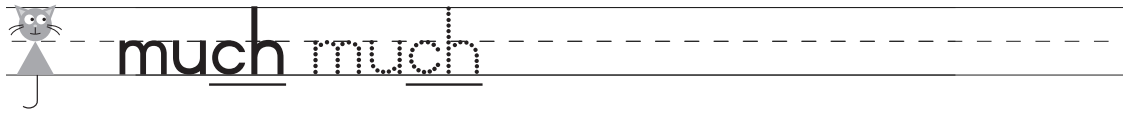
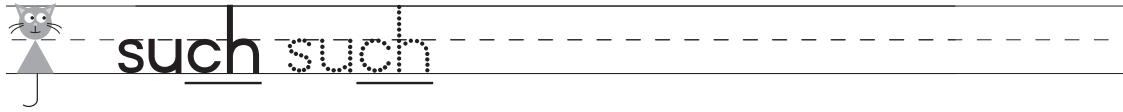
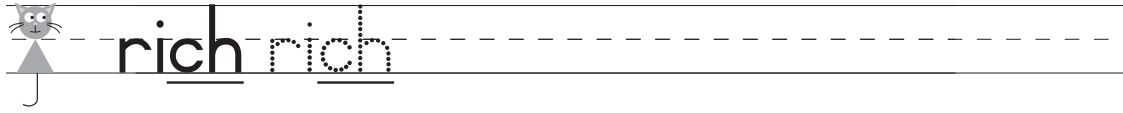
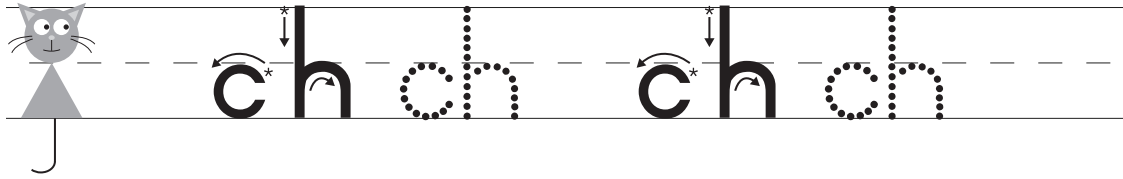


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Pretend you are Fadzi. Write a thank you card to your dad!

TASK: Write a thank you card.

WRITING FRAME:

Dear Dad,

Thank you for...

I feel...

Love, Fadzi

MODELLING

- 1 Explain that today, learners will add a sentence to the inside of their card from Monday.
- 2 Read the new writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Tell learners your idea for your writing, like: If I were Fadzi, I would feel so happy that my dad let me get the skirt I wanted instead of pants.
- 5 Explain which words you will write. **Draw a line for each word**, like: I feel so happy that you bought me a new skirt.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some feeling words with learners.
- 2 Write the words on the chalkboard, like: happy, grateful, comfortable, etc.
- 3 Ask learners: If you were Fadzi, how would you feel?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you how they would feel if they were Fadzi.
- 6 They must say: I feel...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

- 1 **Hand out learners' cards.** Instruct learners to open to the inside of their cards. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to tell you about their writing.
- 4 Help learners to add a sentence.
- 5 Encourage learners.

TURN AND TALK

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

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



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p><u>The perfect pants</u></p> <p>Fadzi hated new clothes. She loved the soft, comfortable feeling of her clothes that had been worn and washed day after day. But the fact was, her pants just didn't fit anymore. She had been squeezing into them for months. That is, until one day when the button popped off.</p>	<p>I can make a connection! That reminds me of a pair of pyjama pants I once had. I wore them every night – until they got a big hole in them!</p>
<p>Fadzi tried to cover it up, but when her mother noticed, she began to laugh. 'That's it! It's time for new pants!' she announced.</p>	<p>Even when my pyjama pants ripped, I wanted to keep them because they were so comfortable! I think Fadzi wants to keep her comfortable pants just like me, because she tried to cover up her missing button!</p>
<p>A few days later, when Fadzi and her father went to the shops together, she sulked the entire way there. 'I don't want new pants!' she thought.</p>	<p>I think that Fadzi must be feeling frustrated that she can no longer wear her old pants, just like I felt!</p>
<p>Fadzi's father helped her collect different styles of pants in her size. She took them into the fitting room.</p> <p>'I'll be outside. Let me know when you find a pair of pants you like,' he said.</p>	--
<p>First, Fadzi tried on a pair of cool black pants.</p> <p>'Maybe they're not too bad?' she thought as she took them off the hanger. But when she tried them on, the material was uncomfortable. It felt rough and scratchy against her skin.</p> <p>'I don't want new pants!' she thought.</p>	<p>I can make a connection with Fadzi. I don't like trying on new clothes that don't feel good against my skin.</p>
<p>Next, Fadzi tried on some stylish dark blue jeans.</p> <p>'Maybe I will look cool in these?' she thought as she took them off the hanger. But when she tried them on, the material felt stiff. She felt like she could barely move. When she tried to squat, the pants cut into her waist.</p> <p>'I don't want new pants!' she thought.</p>	<p>I know that it can be difficult to find a pair of jeans that fit nicely. It must be frustrating for Fadzi. She had pants that she loved, but now all the pants she is trying on don't feel nice.</p>
<p>After that, Fadzi tried on a pair of bright red pants.</p> <p>'Maybe these will be comfortable?' she thought as she took them off the hanger. But when she tried them on, they felt too baggy. They felt heavy. And she worried that they would fall down as she ran and played in them.</p>	<p>If I were Fadzi, I would be frustrated that none of the pants I tried on felt right. I know I would be missing my old pants. I bet Fadzi feels frustrated!</p>

Text	Second Read (Think Aloud)
'I don't want new pants!' she thought.	
'How's it going in there?' Fadzi's father called from outside the fitting room. 'I can't find any pants I like,' she said, putting her old, perfect pants back on.	If it were me, I would feel grateful to have someone check on me.
When Fadzi found her father, he was standing next to a rack of flowy, floral skirts. Fadzi's eyes lit up. 'What about these?' she asked, 'can I try some skirts?' 'You like them more than pants?' he asked. Fadzi nodded yes.	--
When Fadzi put the first skirt on, she knew it was right. The material was so soft. It felt silky against her skin. The skirt didn't feel stiff. When she sat down, it stretched perfectly in all the right places. It felt as comfortable as her old, perfect pants. Fadzi hadn't found perfect pants, but she had certainly found the perfect skirt.	Oh! Fadzi didn't end up finding pants, but she found a skirt. If I were Fadzi, I would feel relieved that I found something comfortable to wear!

Follow up questions	Possible responses
How do you think Fadzi felt when the button popped off her pants?	I think she felt sad/upset/frustrated.
How do you think Fadzi felt when she finally found a skirt she liked?	I think she felt happy/relieved.
Why question	Possible responses
Why did Fadzi feel frustrated?	<ul style="list-style-type: none"> • Because the button popped off the pants she loved. • Because she didn't want to go to the shop to get new pants. • Because she missed her old, comfortable pants. • Because she didn't want to get new pants – she wished she could wear her old, comfortable pants. • Because none of the pants she tried on were like her old pants. • Because none of the pants she tried on felt comfortable. • Because the black pants she tried on felt rough and scratchy against her skin. • Because the blue jeans she tried on felt stiff. • Because the red pants she tried on felt heavy and baggy.



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

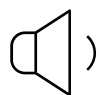
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - fancy
 - rough
 - soft
 - stiff
 - silky

Rhyme or song	Actions
<i>*(Change silky skirt with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)</i>	
Children with a <i>*silky skirt</i>	--
Children with a <i>*silky skirt</i>	
Please stand up	<i>Stand</i>
Please stand up	
Clap your hands and turn around	<i>Clap your hands and turn around</i>
Clap your hands and turn around	
Then sit down	<i>Sit down</i>
Then sit down	

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - I can connect to Fadzi when...
 - I think this story connects to the theme *All about clothes* 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.

ch-	-ch	i
u	r	n
o	a	p
s	m	e

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ch-**, **- ch**
- 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): **chin, chop, chip, chain, rich, such, much, nap, pin, pen, rain, main, pain, snap**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE CONNECTIONS

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: The perfect pants
- 2 They will also talk about a **connection** they can make to *The perfect pants*.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and a **connection**, like: **I liked when** Fadzi finally found the perfect skirt. I can **connect** to this story, because I also don't like wearing uncomfortable clothing!
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they like** and a **connection to** the story *The perfect pants*.
- 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 of the entire page is a repeating pattern of small, light gray educational icons. These icons include books, pencils, globes, lightbulbs, gears, and various school-related symbols, creating a textured, thematic backdrop for the text.

Grade 1

TERM 3

Week

7

THEME:

Reading is fun!



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of children reading, different kinds of books, etc.
- 5 Do some research on the internet to prepare for the theme. For example: research how to make reading fun.
- 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 2: Page 35, Fun

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

Activity 3: DBE Workbook 2: Page 37, Let's write

Activity 4: Draw a picture of yourself reading a book.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the front cover of the Big Book story: Bohlale's new book
- 2 Tell learners that we are starting a new theme called: Reading is fun!
- 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 read?
 - b Who reads?
 - c Where can we get items to read?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - bored
 - destination
 - landmark

Rhyme or song	Actions
Want to read? Grab a book!	<i>Pretend to take a book from a shelf</i>
Open it up and take a look!	<i>Pretend to open a book. Make a book with your hands</i>
Look at the words. Sound some out!	<i>Look at your pretend book</i>
That's what reading is all about!	<i>Look at your pretend book</i>
Other words you know by sight,	<i>Point to you sight word display board</i>
Practise 'til you get them right!	<i>Put your hands up into the air, like you have won!</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a chin
 - b chop
 - c chip
 - d chain
 - e rich
 - f such
 - g much
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Bohlale's new book
- 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: Pretend you are Bohlale. Write a thank you card to your auntie!

TASK: Write a thank you card.

WRITING FRAME:

Dear Auntie,

Thank you for...

MODELLING

- 1 Explain that today, learners will pretend they are Bohlale from our Big Book story. They will write a thank you card.
- 2 Explain that learners will make their own card. Take a blank piece of paper and show learners how to fold the paper in half.
- 3 Explain that on the front of the card, learners will draw a beautiful picture and write the words: **Thank you**
- 4 **Draw two boxes on the chalkboard to show the front and the inside of the card.**
- 5 Use **modelling** to draw on the front of the card.
- 6 Use **modelling** to show learners that you **think before you write.**
- 7 Tell learners your idea for your writing, like: If I were Bohlale, I would want to thank my auntie for bringing me a nice gift.
- 8 Explain which words you will write. **Draw a line for each word**, like: Dear Auntie, Thank you for bringing me a thoughtful gift.
- 9 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some reasons Bohlale could be thankful with learners.
- 2 Write the words on the chalkboard, like: Auntie was kind, Auntie brought a nice gift, a new book, a thoughtful gift, etc.
- 3 Ask learners: If you were Bohlale, what would you want to say thank you for?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you what they think Bohlale would say thank you for.
- 6 They must say: Thank you for...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

- 1 Hand out blank pieces of paper.
- 2 Instruct learners to fold the paper in half like a card.
- 3 As learners are writing, walk around the room and complete **mini conferences**.
- 4 Ask learners to tell you about their writing.
- 5 Help learners to add a sentence.
- 6 Encourage learners.

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 Explain that we will add details to our writing on Wednesday.





Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**cr**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that begin with /**cr**/?
- 4 Brainstorm words with learners, like: **creep, crayon, cry**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

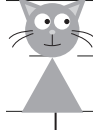


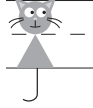
Handwriting:

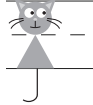
15 minutes

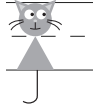
Write new letter(s) / words / sentences

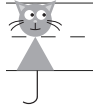
- 1 Teach learners to correctly form the lower case letter(s) in cursive: **cr**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

 c r or c r or

 crib crib

 crab crab

 crop crop

 crack crack

 A crab is in a crack.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

First Read

COMPREHENSION STRATEGIES: I WONDER

Text	First Read (Think Aloud)
<p><u>Bohlale's new book</u></p> <p>Bohlale's auntie came to visit after her holiday. As Bohlale's auntie was leaving, she handed her a small brown package.</p> <p>'I almost forgot!' she said, 'I brought you something.'</p> <p>She handed Bohlale a small brown package with a green ribbon.</p>	<p>I wonder what is inside the package?</p>
<p>Bohlale put the package on her bed. She thought about the crayons she had seen at the shops with her mother. She thought about her cousin Lebo's puzzle.</p> <p>Finally, she opened the package. Inside was a small book.</p>	<p>Bohlale was not thinking about a book. I wonder how she will feel about getting a new book?</p>
<p>'This is no fun!' thought Bohlale. She ran outside to play.</p> <p>She chased a butterfly flying in the sky. She watched an aeroplane fly overhead and wondered where it was going. She searched for stones in the riverbed.</p>	<p>I wonder why Bohlale isn't excited about her new book? She must think a book isn't as fun as crayons or a puzzle!</p>
<p>Then she felt a raindrop right between her eyes. Bohlale looked up. The sky was dark and grey.</p> <p>She ran inside. The rain began to fall harder and harder.</p>	<p>--</p>
<p>Bohlale went to her room. She took off her wet clothes and put on her warm, dry tracksuit. She sat on her bed and watched the rain fall. She listened to the thunder.</p>	<p>Bohlale can't play outside anymore because of the rain. I wonder what she will do now?</p>
<p>Then, she noticed the book on her bed. There was a picture of the Earth on the cover. She read the title, "All Around the World".</p> <p>Bohlale opened to the first page. There was a picture of giant pyramids and camels. 'I want to go there!' she thought. 'Egypt,' she read.</p> <p>Bohlale turned to the next page. She read the words, 'New York'. She looked at the pictures. There were lights and cars everywhere. She had never seen such tall buildings.</p> <p>On the next page, she saw Mount Kilimanjaro, the highest mountain in Africa.</p>	<p>I wonder why Bohlale decides to look at the book now? It must be because she doesn't have anything else to do!</p>

Text	First Read (Think Aloud)
<p>Bohlale read until she fell asleep, the book still in her hands.</p> <p>That night, Bohlale dreamed about flying in a giant aeroplane.</p>	<p>I wonder why Bohlale falls asleep with the book in her hands? It must be because she reads and reads until she falls asleep!</p>
<p>When Bohlale woke up, the book was no longer in her hands. 'Where is my book?' she thought. She looked under the covers. No book. She looked on the table next to her bed. No book. Finally, she looked under her bed. 'Phew,' she said. 'I thought I'd lost you!'</p>	<p>I wonder why Bohlale is so scared that she lost her book? I think it is because she really likes it!</p>
<p>Bohlale shined her shoes and packed her school bag. She put her new book into her bag. But then she changed her mind. 'I want to carry my book so I can see it,' Bohlale thought.</p> <p>All the way to school, Bohlale turned the pages, trying to decide which one she would show her friends first.</p>	<p>I wonder which page Bohlale will decide to show her friends first?</p>
Follow up questions	Possible responses
Who brought Bohlale a new book?	Her auntie brought her a new book.
What are the places Bohlale sees in her new book?	She sees Egypt, she sees New York, and Mount Kilimanjaro.
Why question	Possible responses
How do Bohlale's feelings about her new book change?	<p>At first, she is not very excited about the book.</p> <p>When she reads the book, she loves it! She feels excited about the book once she looks at it.</p> <p>By the end of the story, she loves the book so much she wants to carry it to school with her.</p>



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

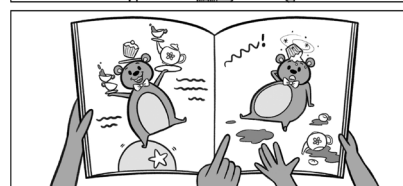
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - dream
 - imagine
 - imagination

Rhyme or song	Actions
Want to read? Grab a book!	<i>Pretend to take a book from a shelf</i>
Open it up and take a look!	<i>Pretend to open a book. Make a book with your hands</i>
Look at the words. Sound some out!	<i>Look at your pretend book</i>
That's what reading is all about!	<i>Look at your pretend book</i>
Other words you know by sight,	<i>Point to you sight word display board</i>
Practise 'til you get them right!	<i>Put your hands up into the air, like you have won!</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /oo/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that have the sound /oo/?
- 5 Brainstorm words with learners, like: **look, shook, crook**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

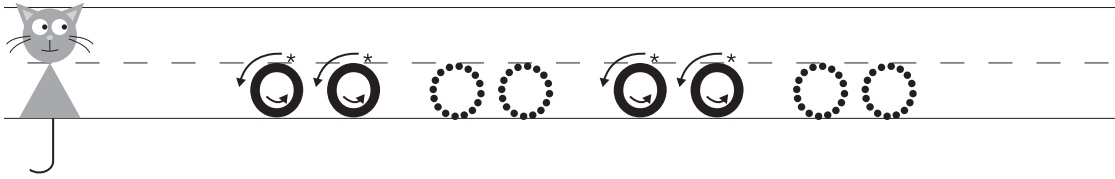



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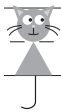
15 minutes


Write new letter(s) / words / sentences

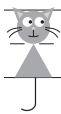
- 1 Teach learners to correctly form the lower case letter(s) in cursive: **oo**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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



 look look

 book book

 took took

 shook shook

 I look at a book.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Pretend you are Bohlale. Write a thank you card to your auntie!

TASK: Write a thank you card.

WRITING FRAME:

Dear Auntie,

Thank you for...

I love...

Love, Bohlale

MODELLING

- 1 Explain that today, learners will add a sentence to the inside of their card from Monday.
- 2 Read the new writing frame to learners. Explain that learners will think about something Bohlale loved about her book.
- 3 Use **modelling** to show learners that you **think before you write.**
- 4 Tell learners your idea for your writing, like: If I were Bohlale, I would want my auntie to know how much I loved my new book! I would write about how I loved learning about new places!
- 5 Explain which words you will write. **Draw a line for each word**, like: I love all the new places in my book!
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some words to describe Bohlale's new book with learners.
- 2 Write the words on the chalkboard, like: travel, Egypt, interesting, new places, destinations, beautiful, etc.
- 3 Ask learners: If you were Bohlale, what would you love about your new book?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you something Bohlale might love about her new book.
- 6 They must say: I love...
- 7 Explain that learners will now draw and write their own ideas!

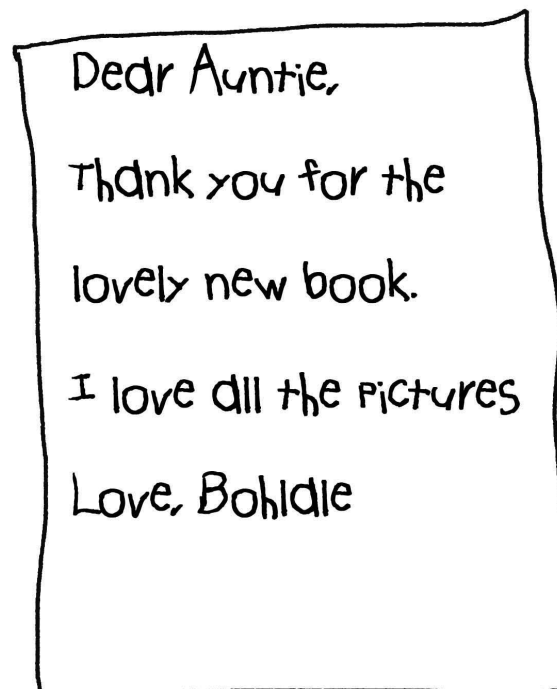
WRITING

- 1 **Hand out learners' cards.** Instruct learners to open to the inside of their cards. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to tell you about their writing.
- 4 Help learners to add a sentence.
- 5 Encourage learners.

TURN AND TALK

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

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





Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

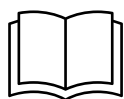
WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Bohlale's new book</u></p> <p>Bohlale's auntie came to visit after her holiday. As Bohlale's auntie was leaving, she handed her a small brown package.</p> <p>'I almost forgot!' she said, 'I brought you something.'</p> <p>She handed Bohlale a small brown package with a green ribbon.</p>	--
<p>Bohlale put the package on her bed. She thought about the crayons she had seen at the shops with her mother. She thought about her cousin Lebo's puzzle.</p> <p>Finally, she opened the package. Inside was a small book.</p>	I can infer that Bohlale was wishing for a different gift!
<p>'This is no fun!' thought Bohlale. She ran outside to play.</p> <p>She chased a butterfly flying in the sky. She watched an aeroplane fly overhead and wondered where it was going. She searched for stones in the riverbed.</p>	I can infer that Bohlale isn't too excited about her book at first. She doesn't even look at it! She just goes outside to play.
<p>Then she felt a raindrop right between her eyes. Bohlale looked up. The sky was dark and grey.</p> <p>She ran inside. The rain began to fall harder and harder.</p>	--
<p>Bohlale went to her room. She took off her wet clothes and put on her warm, dry tracksuit. She sat on her bed and watched the rain fall. She listened to the thunder.</p>	Look at Bohlale's sad face. I can infer that she feels upset that she must stay inside!
<p>Then, she noticed the book on her bed. There was a picture of the Earth on the cover. She read the title, "All Around the World".</p> <p>Bohlale opened to the first page. There was a picture of giant pyramids and camels. 'I want to go there!' she thought. 'Egypt,' she read.</p> <p>Bohlale turned to the next page. She read the words, 'New York'. She looked at the pictures. There were lights and cars everywhere. She had never seen such tall buildings.</p>	Bohlale keeps turning the pages. She sees so many new places! I can infer that she is interested in the book.

Text	Second Read (Think Aloud)
On the next page, she saw Mount Kilimanjaro, the highest mountain in Africa.	
Bohlale read until she fell asleep, the book still in her hands. That night, Bohlale dreamed about flying in a giant aeroplane.	I can infer that Bohlale is so excited about her new book! I make that inference because she dreams about the aeroplane from her book! She can't stop thinking about everything she has seen inside!
When Bohlale woke up, the book was no longer in her hands. 'Where is my book?' she thought. She looked under the covers. No book. She looked on the table next to her bed. No book. Finally, she looked under her bed. 'Phew,' she said. 'I thought I'd lost you!'	I can infer that Bohlale loves her book now, because she is very scared when she cannot find it!
Bohlale shined her shoes and packed her school bag. She put her new book into her bag. But then she changed her mind. 'I want to carry my book so I can see it,' Bohlale thought. All the way to school, Bohlale turned the pages, trying to decide which one she would show her friends first.	I wonder why Bohlale decides to carry her book? It must be because she loves it so much, she wants to keep looking at it!

Follow up questions	Possible responses
What did Bohlale dream about?	She dreamt about an aeroplane – like the one from her book!
How do you think Bohlale felt when she thought she lost her book?	<i>I think Bohlale felt...</i>
Why question	Possible responses
How can you infer that Bohlale loves her new book in the end?	<ul style="list-style-type: none"> • Bohlale keeps turning the pages! • Bohlale falls asleep with the book in her hands. • Bohlale dreams about the book. She can't stop thinking about all the things she saw in her new book! • Bohlale is scared when she thinks she lost her book! • Bohlale decides to carry her book to school. She doesn't want to put it in her bag. • Bohlale wants to hold her book so she can easily show her friends all the interesting places inside! • Bohlale thinks about her book the whole way to school.



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

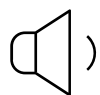
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - sound out
 - skim
 - flip (like flip through the pages)

Rhyme or song	Actions
Want to read? Grab a book!	<i>Pretend to take a book from a shelf</i>
Open it up and take a look!	<i>Pretend to open a book. Make a book with your hands</i>
Look at the words. Sound some out!	<i>Look at your pretend book</i>
That's what reading is all about!	<i>Look at your pretend book</i>
Other words you know by sight,	<i>Point to your sight word display board</i>
Practise 'til you get them right!	<i>Put your hands up into the air, like you have won!</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
My favourite part is...
I would like / would not like to receive a book as a gift 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.

cr	oo	i
a	b	o
p	c	k
l	t	sh

MODEL

- 1 Remind learners of the sounds of the week: /**cr**/ and /**oo**/
- 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: /**cr**/-/**i**/-/**b**/ = **crib**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**cr**/ or /**oo**/
- 6 Show learners how to make another word, like: /**sh**/-/**i**/-/**p**/ = **ship**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **cr, 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): **crib, crab, crop, crack, look, book, took, shook, cat, pat, ship, shop, kick, pack, lock**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **make an inference and draw** about what might happen next if the story continued.
- 3 **Model** how you **make an inference** about what could happen next, like: I think that next, Bohlale would show her friends Mount Kilimanjaro in her book.
- 4 Draw your own picture on the chalkboard of Bohlale holding up her book, open to the page with Mount Kilimanjaro on it.
- 5 Next, tell learners that they are going to make an inference about what could happen next.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes and draw their ideas about what could happen next.
- 8 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 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, thematic background.

Grade 1

TERM 3

Week

8

THEME:

Reading is fun!



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: bring a few books from the reading corner.
- 5 Do some research on the internet to prepare for the theme. For example: research what skills we need to be good readers.
- 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 2: Page 38 & 39, Let's do

Activity 2: DBE Workbook 2: Page 40, Let's read

Activity 3: DBE Workbook 2: Page 41, Let's write

Activity 4: Draw a picture of something you like to read about.

Monday



Oral Activities

15 minutes

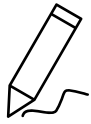
RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE (SECOND WEEK OF THE THEME)

- 1 Show learners a picture of Mogau on the carpet, reading after school in the Big Book story: Mogau learns to read
- 2 Tell learners that we are continuing our theme: Reading is fun!
- 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 read?
 - b How do you feel about reading?
 - c How do we learn to read?
 - d What skills do we need to have to be good readers?

THEME VOCABULARY

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

Rhyme or song	Actions
Want to read? Grab a book!	<i>Pretend to take a book from a shelf</i>
Open it up and take a look!	<i>Pretend to open a book. Make a book with your hands</i>
Look at the words. Sound some out!	<i>Look at your pretend book</i>
That's what reading is all about!	<i>Look at your pretend book</i>
Other words you know by sight,	<i>Point to you sight word display board</i>
Practise 'til you get them right!	<i>Put your hands up into the air, like you have won!</i>



Handwriting

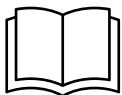
15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a crib
 - b crab
 - c crack
 - d crop
 - e look
 - f book
 - g took
 - h shook
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Mogau learns to read
- 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 ashamed or embarrassed, like Mogau.

TASK: Draw a picture and add a caption. This will be part of a class book for the reading corner.

WRITING FRAME: I felt ashamed / embarrassed when...

MODELLING

- 1 Explain that today, learners will write about a time they felt ashamed or embarrassed.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your writing, like: I once felt embarrassed when I had dirt on my bum from sitting on the ground, and everyone laughed at me as I walked. I didn't know my pants were dirty!
- 4 Use **modelling** to draw a picture of yourself walking with dirt on your pants.
- 5 Explain which words you will write. **Draw a line for each word**, like: I felt embarrassed when I had dirt on my bum. I felt ashamed because everyone laughed at me but I didn't know why.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

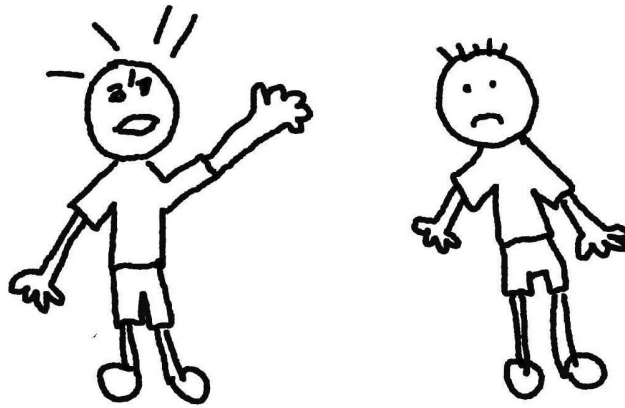
- 1 Brainstorm some words related to being ashamed or embarrassed with learners.
- 2 Write the words on the chalkboard, like: laugh at, point, dirty, wrong, etc.
- 3 Ask learners: When in your life have you felt ashamed or embarrassed?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about their experience of feeling ashamed or embarrassed.
- 6 They must say: I felt ashamed / embarrassed when...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 Explain that we will add details to our writing on Wednesday.



I felt dshamed when I was rude to
my friend.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /ng/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that end with /ng/?
- 4 Brainstorm words with learners, like: **king, sing, wrong**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

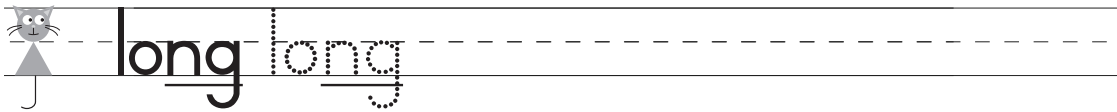
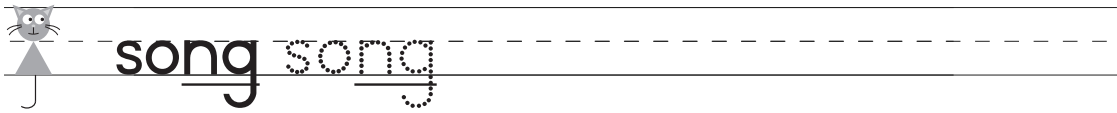
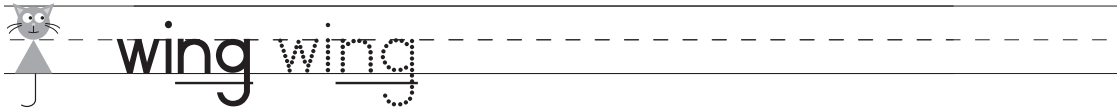
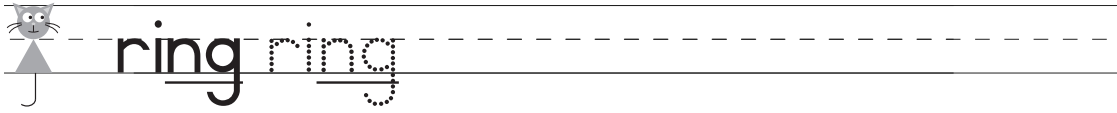
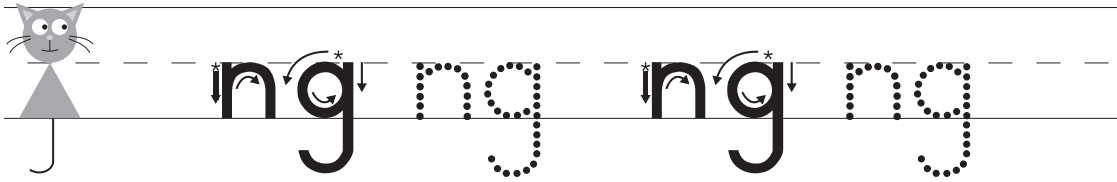


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

First Read

COMPREHENSION STRATEGIES: I WONDER

Text	First Read (Think Aloud)
<p><u>Mogau learns to read</u></p> <p>When Mogau first started school, he absolutely loved it. He loved his teacher, Mr Lehoko. He loved his friends Khomotjo and Bokang. He loved listening to stories.</p> <p>Lately, however, Mogau didn't love school so much. He still loved Mr Lehoko. He still loved Khomotjo and Bokang. He still loved listening to stories. But Mogau felt scared all day at school because he could not read. At first, none of the other children knew their letter sounds and only a few could read their names. But now, Mogau felt like he was the only one who didn't get it. What if I will never learn to read? Mogau worried to himself. What if something is wrong with me? What if, what if, what if...?</p>	<p>I wonder why Mogau felt scared all day? He must feel scared that his teachers and the other learners will find out he can't read.</p>
<p>One day, Mr Lehoko called on Mogau to read the phonic sounds. Usually, Mogau loved being called on, but not this time. He didn't know the phonic sounds. Mogau pretended that he had to use the toilet, and quickly ran from the room.</p>	<p>I wonder why Mogau ran out of the classroom? I think it was because he didn't want the others to see that he can't read the sounds!</p>
<p>The next week, Mr Lehoko called on Mogau to come to the front of the room to read the sight word of the day. Usually, Mogau loved going up to the front of the room, but not today. He didn't know the sight word. Mogau pretended that his stomach hurt, and put his head down on the desk, trying to look sick.</p>	<p>I wonder why Mogau pretended to be sick? He didn't want the others to see that he can't read the word of the day!</p>
<p>A week later, Mr Lehoko asked Mogau to come speak with him during break. Mogau ate his lunch slowly. His thoughts were racing. What if Mr Lehoko yells at me? What if he tells me I am stupid? What if, what if, what if...?</p>	<p>I wonder why Mr Lehoko wants to speak to Mogau?</p>
<p>Mogau finally went and sat down at Mr Lehoko's desk with his head hung low.</p> <p>'What's wrong?' Mr Lehoko asked cheerfully.</p> <p>Mogau looked up, surprised. Mr Lehoko did not look angry – he was smiling.</p> <p>'I've noticed you might be having a hard time with phonic sounds and reading sight words. That's okay – we all learn differently,' Mr Mogau said gently.</p>	<p>Oh! Mr Lehoko realised that Mogau can't read, but he isn't angry. I wonder why Mogau was so scared?</p>

Text	First Read (Think Aloud)
<p>'But...I'm the only one! What if I just can't learn reading!' Mogau replied.</p> <p>'No, no you're not the only one! There are other learners who are feeling just like you. We will have a special group together. That way, I can help you learn your sounds and sight words.'</p>	
<p>The next day, after school, Mogau stayed in his seat when the rest of the class left to go home. He looked around. Kelebogang and Mojakisani were still in their seats too. He smiled at them.</p>	<p>I wonder how Mogau felt when he saw there were other learners who needed help too? He must have felt relieved.</p>
<p>Mr Lehoko called them up to the carpet on the front. He showed them three phonic sounds: /m/ /p/ and /a/. They practiced reading the sounds a few times. Then, he put the sounds down on the carpet. 'Mogau, can you use the sounds to build the word 'ma'?' he asked.</p>	<p>I wonder if Mogau will be able to do it?</p>
<p>Mogau knew these sounds. First, he took the 'm' and read the sound /m/. Then, he took the 'a' card and read the sound /a/. He put the 'a' next to the 'm'. Then he sounded the word: /m/ /a/ – – ma.</p> <p>'You're a reader!' Mr Lehoko said excitedly.</p>	<p>--</p>
<p>At the end of the lesson, Kelebogang, Mojakisani and Mogau ran to the playground together. They played until the Principal came out of her office and told them they must walk home before dark.</p>	<p>--</p>
<p>As he walked home, Mogau beamed. What if I become the best reader in class? What if I make new friends? What if, what if, what if...?</p>	<p>I wonder why Mogau beamed? It must be because school wasn't so bad, now that he was a reader!</p>
Follow up questions	Possible responses
<p>When did Mr Lehoko meet with Mogau and the other learners who needed extra help?</p>	<p>He met with them after school.</p>
<p>Who were the other learners who needed help reading?</p>	<p>Kelebogang and Mojakisani also needed help with reading.</p>
Why question	Possible responses
<p>Why didn't Mogau like school anymore?</p>	<ul style="list-style-type: none"> • Because he couldn't read. • Because he felt scared all day at school because he couldn't read like the other learners. • Because he was worried he would never learn to read. • Because he was worried that something was wrong with him. • Because he thought Mr Lehoko might yell at him if he found out he couldn't read. • Because he thought he was the only learner in his class who didn't know how to read.



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

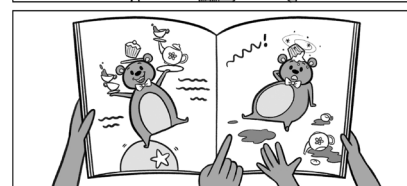
THEME VOCABULARY

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

Rhyme or song	Actions
Want to read? Grab a book!	<i>Pretend to take a book from a shelf</i>
Open it up and take a look!	<i>Pretend to open a book. Make a book with your hands</i>
Look at the words. Sound some out!	<i>Look at your pretend book</i>
That's what reading is all about!	<i>Look at your pretend book</i>
Other words you know by sight,	<i>Point to you sight word display board</i>
Practise 'til you get them right!	<i>Put your hands up into the air, like you have won!</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**ar**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that have the sound /**ar**/?
- 5 Brainstorm words with learners, like: **start, far, hard**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

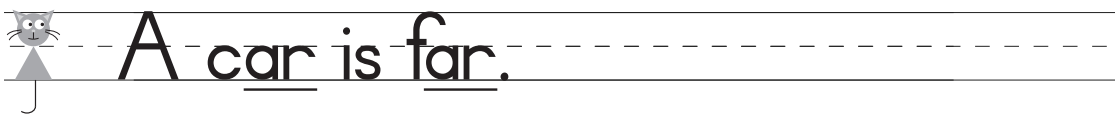
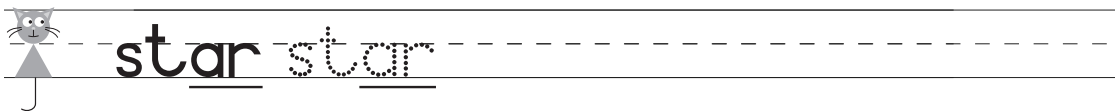
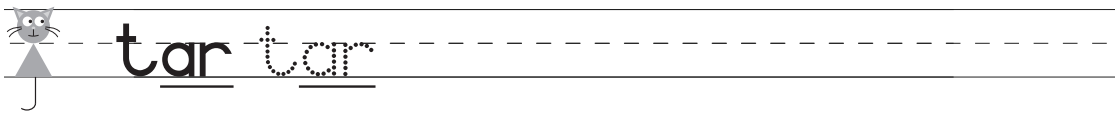
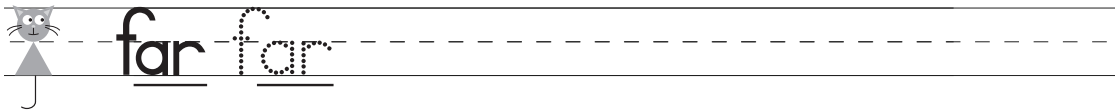
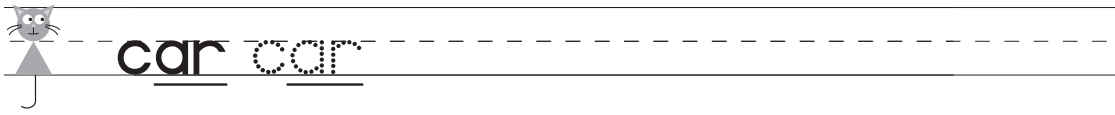
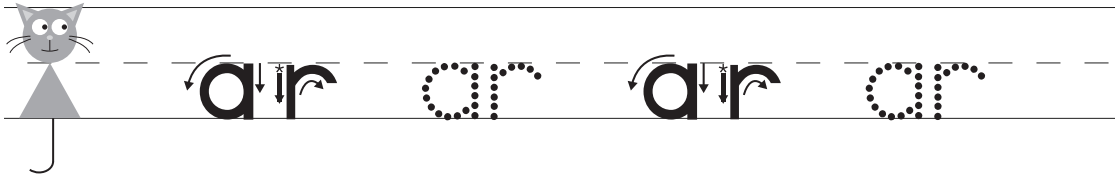


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about a time you felt ashamed or embarrassed, like Mogau.

TASK: Draw a picture and add a caption. This will be part of a class book for the reading corner.

WRITING FRAME:

I felt ashamed / embarrassed when...

I felt better when...

MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Explain that today, learners will write about what made them feel better.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: I only felt better when my friend told me I had dirt on my pants, and then she helped me clean up!
- 6 Use **modelling** to add details to your drawing, like: your friend talking to you.
- 7 Explain which words you will write. **Draw a line for each word**, like: I felt better when my friend helped me clean up.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some ways we could feel better after feeling embarrassed with learners.
- 2 Write the words on the chalkboard, like: friend, talk, cry, mom, teacher, clean, etc.
- 3 Ask learners: What helped you to feel better after feeling embarrassed or ashamed?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about what made them feel better.
- 6 They must say: I felt better when...
- 7 Explain that learners will now draw and write their own ideas!

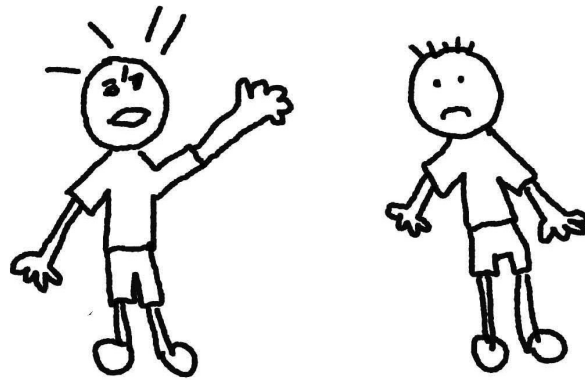
WRITING

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

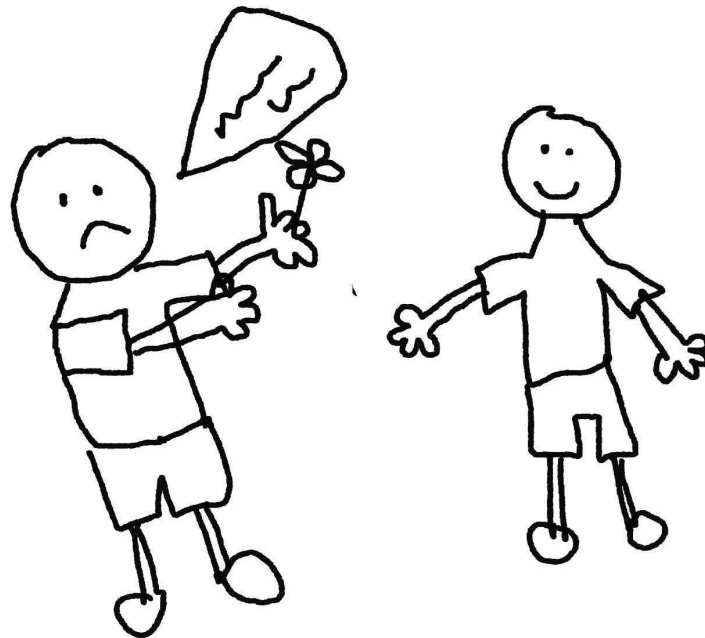
TURN AND TALK

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

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



I felt ashamed when I was rude to
my friend.



I felt better when I said sorry to him.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: VISUALISE

Text	Second Read (Think Aloud)
<p><u>Mogau learns to read</u></p> <p>When Mogau first started school, he absolutely loved it. He loved his teacher, Mr Lehoko. He loved his friends Khomotjo and Bokang. He loved listening to stories.</p> <p>Lately, however, Mogau didn't love school so much. He still loved Mr Lehoko. He still loved Khomotjo and Bokang. He still loved listening to stories. But Mogau felt scared all day at school because he could not read. At first, none of the other children knew their letter sounds and only a few could read their names. But now, Mogau felt like he was the only one who didn't get it. What if I will never learn to read? Mogau worried to himself. What if something is wrong with me? What if, what if, what if...?</p>	--
<p>One day, Mr Lehoko called on Mogau to read the phonic sounds. Usually, Mogau loved being called on, but not this time. He didn't know the phonic sounds. Mogau pretended that he had to use the toilet, and quickly ran from the room.</p>	I can visualise Mogau looking very embarrassed when he is called on, because he can't read the sounds.
<p>The next week, Mr Lehoko called on Mogau to come to the front of the room to read the sight word of the day. Usually, Mogau loved going up to the front of the room, but not today. He didn't know the sight word. Mogau pretended that his stomach hurt, and put his head down on the desk, trying to look sick.</p>	I can visualise Mogau's look of shock when he is called on again. He really doesn't want anyone to know he can't read!
<p>A week later, Mr Lehoko asked Mogau to come speak with him during break. Mogau ate his lunch slowly. His thoughts were racing. What if Mr Lehoko yells at me? What if he tells me I am stupid? What if, what if, what if...?</p>	I can visualise Mogau eating each bite slowly, because he feels afraid that Mr Lehoko knows!
<p>Mogau finally went and sat down at Mr Lehoko's desk with his head hung low.</p> <p>'What's wrong?' Mr Lehoko asked cheerfully.</p> <p>Mogau looked up, surprised. Mr Lehoko did not look angry – he was smiling.</p> <p>'I've noticed you might be having a hard time with phonic sounds and reading sight words. That's okay – we all learn differently,' Mr Mogau said gently.</p>	I can visualise Mogau's look of surprise when Mr Lehoko speaks very kindly to him. He thought Mr Lehoko would be angry that he can't read, but he isn't!

Text	Second Read (Think Aloud)
<p>'But...I'm the only one! What if I just can't learn reading!' Mogau replied.</p> <p>'No, no you're not the only one! There are other learners who are feeling just like you. We will have a special group together. That way, I can help you learn your sounds and sight words.'</p>	
<p>The next day, after school, Mogau stayed in his seat when the rest of the class left to go home. He looked around. Kelebogang and Mojakisani were still in their seats too. He smiled at them.</p>	<p>I can visualise Mogau sighing in relief when he sees he is not the only learner who needs help.</p>
<p>Mr Lehoko called them up to the carpet on the front. He showed them three phonic sounds: /m/ /p/ and /a/. They practiced reading the sounds a few times. Then, he put the sounds down on the carpet. 'Mogau, can you use the sounds to build the word 'ma'?' he asked.</p>	<p>I can visualise Mogau's heart beating fast when it is his turn to build a word, because I know reading makes him feel scared.</p>
<p>Mogau knew these sounds. First, he took the 'm' and read the sound /m/. Then, he took the 'a' card and read the sound /a/. He put the 'a' next to the 'm'. Then he sounded the word: /m/ /a/ – – ma.</p> <p>'You're a reader!' Mr Lehoko said excitedly.</p>	<p>I can visualise Mogau's look of surprise when Mr Lehoko says he is a reader!</p>
<p>At the end of the lesson, Kelebogang, Mojakisani and Mogau ran to the playground together. They played until the Principal came out of her office and told them they must walk home before dark.</p>	--
<p>As he walked home, Mogau beamed. What if I become the best reader in class? What if I make new friends? What if, what if, what if...?</p>	<p>I can visualise Mogau's big smile as he walked home. I think he will begin to love school again, now that he doesn't have to feel scared of Mr Lehoko finding out he can't read.</p>

Follow up questions	Possible responses
How did Mogau think Mr Lehoko would feel when he found out Mogau couldn't read?	He thought Mr Lehoko would feel angry.
How do you think Mogau will feel about school now?	<i>I think he will feel...because...</i>
Why question	Possible responses
Why do you think Mr Mogau wanted to meet with Mogau after school?	<ul style="list-style-type: none"> • Because he wanted to give Mogau extra help. • Because he could see that Mogau was embarrassed. He didn't want all the other learners to realise Mogau (and Kelebogang and Mojakisani) were struggling to read. • He wanted to give the learners who were struggling his full attention. • He wanted Mogau, Kelebogang and Mojakisani to see that they are readers!



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

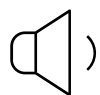
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - beamed
 - proud
 - relief
 - relieved

Rhyme or song	Actions
Want to read? Grab a book!	<i>Pretend to take a book from a shelf</i>
Open it up and take a look!	<i>Pretend to open a book. Make a book with your hands</i>
Look at the words. Sound some out!	<i>Look at your pretend book</i>
That's what reading is all about!	<i>Look at your pretend book</i>
Other words you know by sight,	<i>Point to you sight word display board</i>
Practise 'til you get them right!	<i>Put your hands up into the air, like you have won!</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
I think Mogau felt...because...
If I were Mogau...
- 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.

ng	ar	i
o	r	s
l	w	c
f	t	k

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ng, ar**
- 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): **ring, wing, song, long, car, far, tar, star, sing, start, cart, tart sick, sock, rock**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **visualise and illustrate** something from the text, like: I visualise Mogau looking very embarrassed as he runs to the toilet.
- 3 Draw your own picture on the chalkboard of Mogau looking embarrassed outside his classroom.
- 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 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, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

Grade 1

TERM 3

Week

9

THEME:

**Keeping our bodies
healthy and safe**



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: create a poster about things that are safe or unsafe.
- 5 Do some research on the internet to prepare for the theme. For example: research ways of keeping our bodies healthy and safe.
- 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 2: Page 42, Let's write

Activity 2: DBE Workbook 2: Page 43, Fun

Activity 3: DBE Workbook 2: Page 44, Let's read & Page 45, Let's write

Activity 4: Draw a picture of something you do to keep your body healthy and safe.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the front cover of the Big Book story: Lesego feels uncomfortable
- 2 Tell learners that we are starting a new theme called: Keeping our bodies healthy and safe
- 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 things that are healthy for our bodies?
 - b What are some things that are unhealthy for our bodies?
 - c What are some things we can do to keep safe?
 - d What are some things that are unsafe?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - uncomfortable
 - healthy
 - unhealthy
 - trust

Rhyme or song	Actions
I may be young	<i>Point to yourself</i>
I may be small	<i>Pinch your fingers together</i>
But this is my body	<i>Point to yourself</i>
I am in charge of it all!	<i>Point to yourself</i>
If someone does something I don't like	<i>Wave your index finger</i>
I must tell someone I can trust, it's my right!	<i>Point to yourself</i>



Handwriting

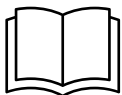
15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a ring
 - b song
 - c wing
 - d long
 - e car
 - f far
 - g tar
 - h star
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Lesego feels uncomfortable
- 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 someone you trust.

TASK: Draw a picture and add a sentence.

WRITING FRAME: I trust...

MODELLING

- 1 Explain that today, learners will think about a person who they trust.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your writing, like: I trust my brother. I can tell him anything. I always feel better when I talk to him about a problem I am having.
- 4 Use **modelling** to draw a picture of you and your brother talking.
- 5 Explain which words you will write. **Draw a line for each word**, like: I trust my brother.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

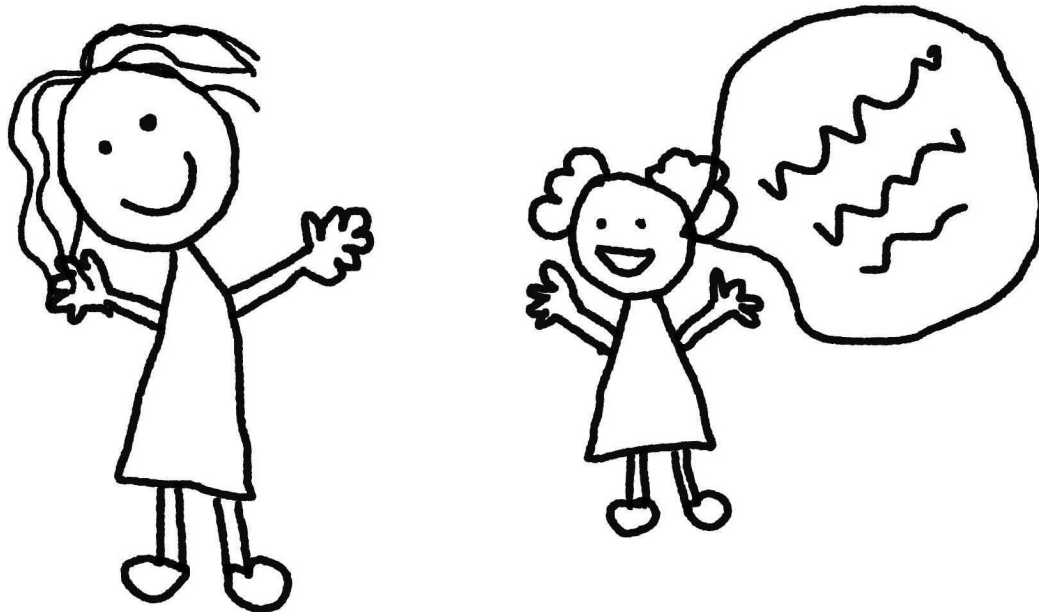
- 1 Brainstorm some people we might trust with learners.
- 2 Write the words on the chalkboard, like: sister, brother, teacher, auntie, uncle, gogo, etc.
- 3 Ask learners: Who do you trust?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about someone they trust.
- 6 They must say: I trust...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 Explain that we will add details to our writing on Wednesday.



I trust my sister.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**br**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that end with /**br**/?
- 4 Brainstorm words with learners, like: **bride, breath, bread**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

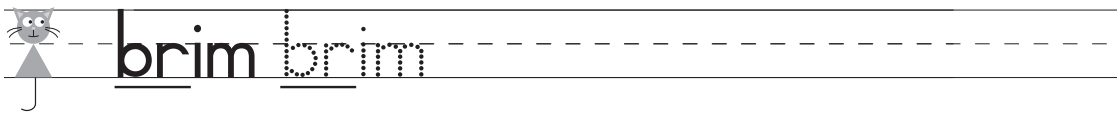
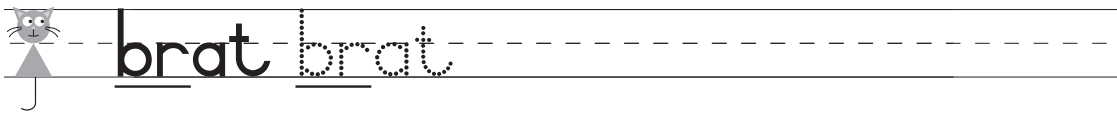
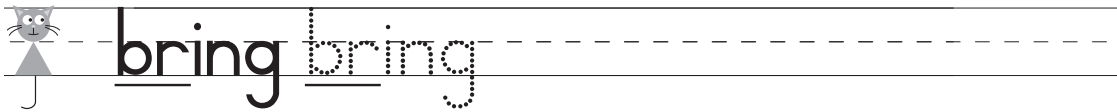
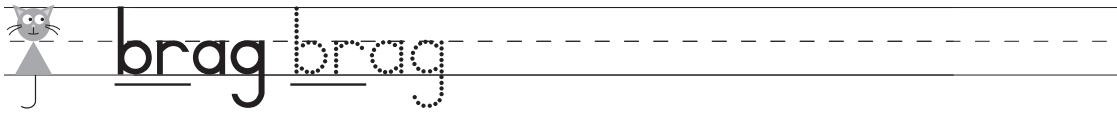
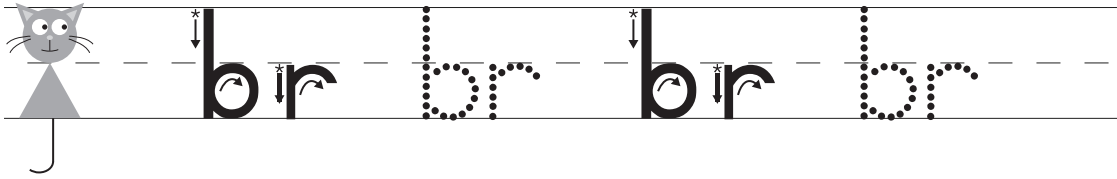


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

First Read

COMPREHENSION STRATEGIES: I WONDER

Text	First Read (Think Aloud)
<p><u>Lesego feels uncomfortable</u></p> <p>Lesego sat nervously on her bed. Her mother had told her Uncle Tumelo was coming for Sunday lunch. Lesego didn't like it when Uncle Tumelo came over. She didn't like the way he hugged her. She didn't like the way he kissed her on the lips.</p>	<p>--</p>
<p>Mapule, Lesego's older sister, came into the room. 'What's wrong Lesego?' she asked.</p> <p>'Nothing,' Lesego lied.</p> <p>Mapule sat down next to her. 'I can see something is wrong!' she said. 'Tell me!'</p>	<p>I wonder why Lesego is scared to tell her sister? She must think her feelings are bad or wrong!</p>
<p>'I don't like it when Uncle Tumelo comes over. I just feel...I don't know,' Lesego said. 'But don't tell anyone! I don't want Mom to be angry with me!'</p> <p>'I know how you feel. I don't like when he kisses me on the lips.' Mapule said. 'I think we should tell Mom. It is a serious thing if someone makes us feel uncomfortable!'</p>	<p>I wonder why Lesego is scared to tell her mom? Oh! It must be because she is afraid her mother will say her feelings are wrong!</p>
<p>'No! She will be angry with us for saying mean things about her brother. I don't want to make her mad!' Lesego cried.</p> <p>'I know it is scary – but maybe it will be worth it! Maybe she can help us feel better. And if not, at least we are telling her together,' Mapule said, holding Lesego's hand.</p>	<p>I wonder why Mapule isn't scared? She must feel like their feelings are right.</p>
<p>Mapule and Lesego found their mother cooking lunch. 'Mom, we need to talk to you,' Mapule said bravely. Then, Mapule told her mother that Uncle Tumelo made them feel uncomfortable.</p>	<p>--</p>
<p>Mom took a deep breath. Lesego thought she was getting ready to shout.</p> <p>'I'm glad you told me. You should never keep it secret if someone makes you feel uncomfortable. That is an important feeling you shouldn't ignore. I will speak to him.'</p> <p>'And also, Mapule, I don't want you or Lesego to ever be alone with him,' Mom said seriously. 'Always stay together when you are with Uncle Tumelo.'</p>	<p>--</p>

Text	First Read (Think Aloud)
Lesego and Mapule went outside to play. But then Lesego saw her mother speaking on the phone through the kitchen window. Lesego was worried about what her mother would say to Uncle Tumelo. She knew she shouldn't listen, but she couldn't help it. She ran and sat underneath the kitchen window.	I wonder why Lesego is worried? She must still feel like maybe her feelings about Uncle Tumelo were wrong.
'Tumelo,' said Mom in a serious voice, 'the girls feel uncomfortable when men other than their father hug and kiss them. Please respect their feelings – just give them a high five when you greet them.'	--
When Uncle Tumelo finally walked through the door, he didn't try to hug or kiss the girls. He just said, 'Happy Sunday, Mapule and Lesego,' and he put up his hand for high fives.	I wonder how Lesego feels now? She must see that her feelings were right, and important.

Follow up questions	Possible responses
Who makes Lesego feel uncomfortable?	Uncle Tumelo makes her feel uncomfortable.
Who does Lesego tell that she feels uncomfortable?	She tells her sister Mapule.
Why question	Possible responses
Let's make an evaluation . Do you think Lesego's feelings right or wrong?	<ul style="list-style-type: none"> • <i>I think Lesego's feelings were right because...</i> • <i>I think Lesego's feelings were wrong because...</i> • <i>Note to teacher: It is important for learners to understand that if they have a funny feeling about someone, they should talk to someone they trust!</i>



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.
 - brave
 - ignore
 - underneath

Rhyme or song	Actions
I may be young	<i>Point to yourself</i>
I may be small	<i>Pinch your fingers together</i>
But this is my body	<i>Point to yourself</i>
I am in charge of it all!	<i>Point to yourself</i>
If someone does something I don't like	<i>Wave your index finger</i>
I must tell someone I can trust, it's my right!	<i>Point to yourself</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**or**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that have the sound /**or**/?
- 5 Brainstorm words with learners, like: **for, torn, storm**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

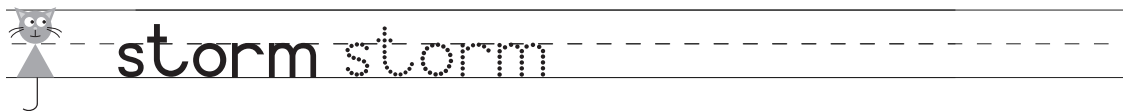
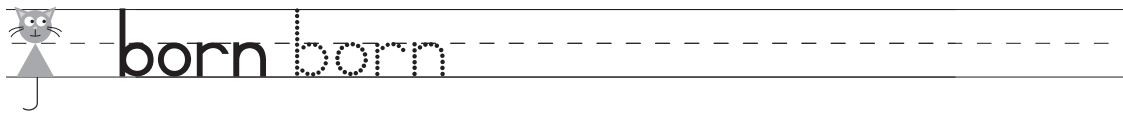
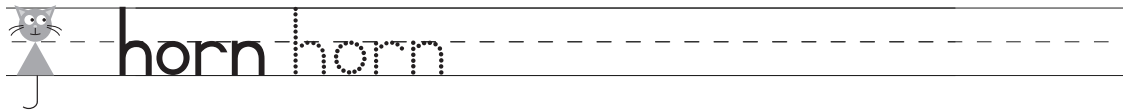
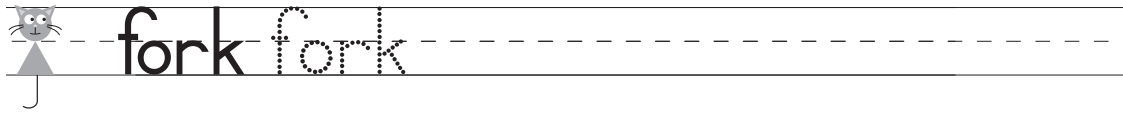


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about someone you trust.

TASK: Draw a picture and add a sentence. With help using nouns and pronouns (I, you, she, he, it) correctly in writing.

WRITING FRAME:

I trust...

I trust him/her because...

MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Explain that today, learners will write about why we trust the person we have chosen.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: I trust my brother because I can tell him anything and he doesn't judge me. He also keeps my secrets.
- 6 Use **modelling** to add details to your drawing, like: you and your brother talking, looking happy, etc.
- 7 Explain which words you will write. **Draw a line for each word**, like: I trust him because he doesn't judge me.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm words about trust with learners.
- 2 Write the names on the chalkboard, like: keeps secrets, doesn't judge, doesn't laugh at me, etc.
- 3 Ask learners: Why do you trust the person you have chosen?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you the reason they trust the person they have chosen.
- 6 They must say: I trust him / her because...
- 7 Explain that learners will now draw and write their own ideas!

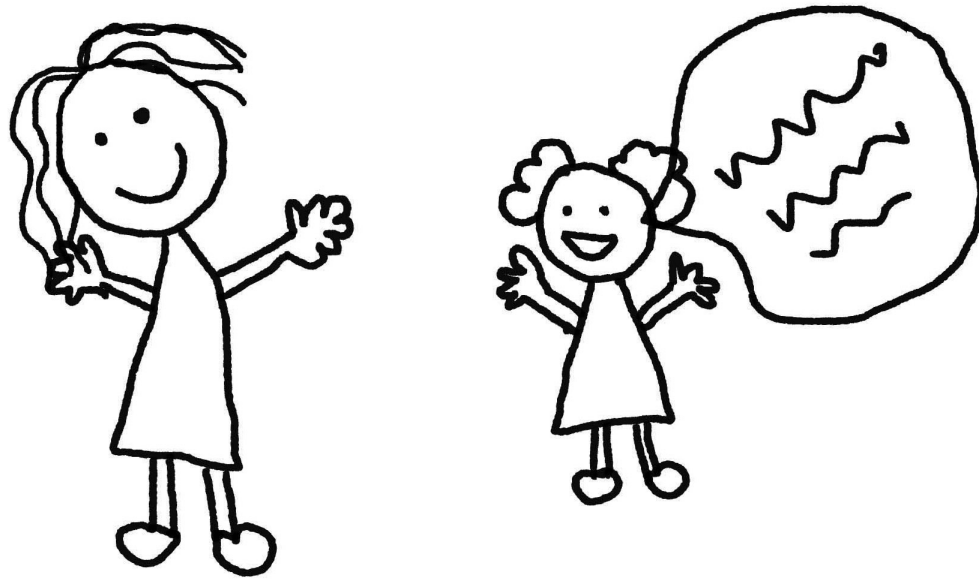
WRITING

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

TURN AND TALK

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

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



I trust my sister.



I trust her becduse she helps me and
looks after me.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

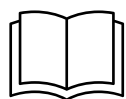
WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>Lesego feels uncomfortable</u></p> <p>Lesego sat nervously on her bed. Her mother had told her Uncle Tumelo was coming for Sunday lunch. Lesego didn't like when Uncle Tumelo came over. She didn't like the way he hugged her. She didn't like the way he kissed her on the lips.</p>	<p>Lesego must be evaluating whether her feelings about Uncle Tumelo are right or wrong.</p>
<p>Mapule, Lesego's older sister, came into the room. 'What's wrong Lesego?' she asked.</p> <p>'Nothing,' Lesego lied.</p> <p>Mapule sat down next to her. 'I can see something is wrong!' she said. 'Tell me!'</p>	<p>Lesego must be evaluating whether she should tell her sister about her feelings or keep them a secret!</p>
<p>'I don't like it when Uncle Tumelo comes over. I just feel...I don't know,' Lesego said. 'But don't tell anyone! I don't want Mom to be angry with me!'</p> <p>'I know how you feel. I don't like when he kisses me on the lips.' Mapule said. 'I think we should tell Mom. It is a serious thing if someone makes us feel uncomfortable!'</p>	<p>Mapule makes the evaluation that their feelings about their uncle are not wrong!</p>
<p>'No! She will be angry with us for saying mean things about her brother. I don't want to make her mad!' Lesego cried.</p> <p>'I know it is scary – but maybe it will be worth it! Maybe she can help us feel better. And if not, at least we are telling her together,' Mapule said, holding Lesego's hand.</p>	<p>Mapule makes the evaluation that their feelings about their uncle are not wrong!</p>
<p>Mapule and Lesego found their mother cooking lunch. 'Mom, we need to talk to you,' Mapule said bravely. Then, Mapule told her mother that Uncle Tumelo made them feel uncomfortable.</p>	<p>--</p>
<p>Mom took a deep breath. Lesego thought she was getting ready to shout.</p> <p>'I'm glad you told me. You should never keep it secret if someone makes you feel uncomfortable. That is an important feeling you shouldn't ignore. I will speak to him.'</p> <p>'And also, Mapule, I don't want you or Lesego to ever be alone with him,' Mom said seriously. 'Always stay together when you are with Uncle Tumelo.'</p>	<p>Mapule's evaluation was correct! Their feelings are serious and important.</p>

Text	Second Read (Think Aloud)
Lesego and Mapule went outside to play. But then Lesego saw her mother speaking on the phone through the kitchen window. Lesego was worried about what her mother would say to Uncle Tumelo. She knew she shouldn't listen, but she couldn't help it. She ran and sat underneath the kitchen window.	--
'Tumelo,' said Mom in a serious voice, 'the girls feel uncomfortable when men other than their father hug and kiss them. Please respect their feelings – just give them a high five when you greet them.'	Lesego's mother took their feelings seriously. Next time, I think Lesego will make the evaluation that her feelings aren't wrong!
When Uncle Tumelo finally walked through the door, he didn't try to hug or kiss the girls. He just said, 'Happy Sunday, Mapule and Lesego,' and he put up his hand for high fives.	--

Follow up questions	Possible responses
What makes Lesego feel uncomfortable?	The way Uncle Tumelo hugs and kisses her.
Why did Lesego sit underneath the kitchen window?	So she could hear her mother talk on the phone. So she could hear what her mother said to Uncle Tumelo.
Why question	Possible responses
Why didn't Lesego want to tell anyone about her feelings?	<ul style="list-style-type: none"> Because she wasn't sure if her feelings are wrong. Because she was afraid to make her mother angry.



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

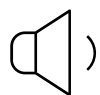
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - judge
 - believe
 - secret

Rhyme or song	Actions
I may be young	<i>Point to yourself</i>
I may be small	<i>Pinch your fingers together</i>
But this is my body	<i>Point to yourself</i>
I am in charge of it all!	<i>Point to yourself</i>
If someone does something I don't like	<i>Wave your index finger</i>
I must tell someone I can trust, it's my right!	<i>Point to yourself</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - This story teaches me that...
 - This story connects to our theme '*Keeping our bodies healthy and safe*' 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.

br	or	g
a	i	n
t	m	s
h	f	k

MODEL

- 1 Remind learners of the sounds of the week: **/br/** 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: **/br/-/a/-/g/ = brag**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/br/ or /or/**
- 6 Show learners how to make another word, like: **/th/-/i/-/n/ = thin**

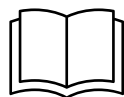
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **br, 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): **brag, bring, brat, brim, fork, horn, storm, mat, king, sing, thin, mash, gain**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **visualise and illustrate** a detail you remember from the text, like: I remember that Lesego felt anxious.
- 3 Draw your own picture on the chalkboard of Lesego sitting on her bed, looking anxious.
- 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 1

TERM 3

Week

10

THEME:

**Keeping our bodies
healthy and safe**



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different exercises children can do to keep healthy, etc.
- 5 Do some research on the internet to prepare for the theme. For example: research ways to keep our bodies healthy and safe.
- 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 2: Page 46, Let's write

Activity 2: DBE Workbook 2: Page 47, Fun

Activity 3: DBE Workbook 2: Page 48, Let's read & Page 49, Let's write

Activity 4: Draw a picture of someone who helps you stay healthy and safe.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of Hulisani washing her hands in the Big Book story: Hulisani stays safe
- 2 Tell learners that we are continuing our theme: Keeping our bodies healthy and safe
- 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 How are health and safety similar?
 - b How are health and safety different?
 - c Can you be healthy but unsafe?
 - d Can you be safe but unhealthy?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - virus
 - spread
 - germ

Rhyme or song	Actions
I may be young	<i>Point to yourself</i>
I may be small	<i>Pinch your fingers together</i>
But this is my body	<i>Point to yourself</i>
I am in charge of it all!	<i>Point to yourself</i>
If someone does something I don't like	<i>Wave your index finger</i>
I must tell someone I can trust, it's my right!	<i>Point to yourself</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a stop
 - b road
 - c drop
 - d seem
 - e green
 - f soon
 - g shop
 - h thick
 - i chain
 - j storm
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan and Draft

TOPIC: Write about something you do to keep your body healthy.

TASK: Draw a picture and add a caption. This will be part of a class book for the reading corner.

WRITING FRAME: I...to stay healthy.

MODELLING

- 1 Explain that today, learners will write about something they do to keep their body healthy.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your writing, like: I do many things to be healthy. I exercise my body. I eat protein and vegetables. I wash my hands. But I think I will write about exercising to stay fit and strong.
- 4 Use **modelling** to draw a picture of yourself running or lifting weights.
- 5 Explain which words you will write. **Draw a line for each word**, like: I exercise to keep healthy.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some different healthy practices with learners.
- 2 Write the words on the chalkboard, like: healthy eating, vegetables, fruit, protein, run, wash hands, wear a mask, bath, etc.
- 3 Ask learners: What is something you do to stay healthy?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about their healthy practice.
- 6 They must say: I...to stay healthy.
- 7 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 **Explain that we will add details to our writing on Wednesday.**



I play soccer to keep healthy.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 10**.
- 2 Explain **Monday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Monday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Revise sounds and words

REVISE SOUNDS

- 1 Say the sound and hold up the flashcard for all sounds covered in the term: /st/ /oa/ /dr/ /ee/ /gr/ /oo/ /sh-/ /-sh/ /th-/ /-th/ /ch-/ /-ch/ /cr/ /oo/ /ng/ /ar/ /br/ /or/
- 2 Hold up the flashcards in different orders and ask individual learners to read the sounds.
- 3 Stick up the sound flashcards on the chalkboard.
- 4 Ask a few different learners to come and build words on the chalkboard.
- 5 Then, ask learners to build and write down as many words as they can in their books.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Handwriting:

15 minutes

Revise letter(s) / words / sentences

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

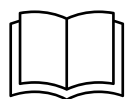
 A queen can weed a tree.

 I must just stop!

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Hulisani stays safe</u></p> <p>'Time for bed!' Hulisani's dad said, switching off the TV.</p>	--
<p>But Hulisani could not fall asleep. A new virus was spreading around the world. She knew that viruses made people sick. Sometimes, viruses even made people die. Hulisani imagined germs sticking to her body, making her sick.</p>	I infer that Hulisani must feel scared, because she can't sleep!
<p>'I can't go to school!' Hulisani told her dad in the morning. 'There is a virus spreading all around the world. I don't want to get sick!' she said through tears.</p>	I infer that Hulisani doesn't want to go to school because she is afraid she will get sick there.
<p>'Huli, there is a virus that is spreading. But we don't have to panic. We can learn more about keeping ourselves safe,' her dad said, taking out his phone and typing. 'Let's do some research.'</p>	I infer that Hulisani doesn't know what she can do to stay healthy and safe. That must make her feel very scared.
<p>'Okay, the first important thing is to avoid touching other people.' said her dad. 'For now, try to not hug or hold hands with your friends.'</p> <p>'Okay,' said Hulisani, 'but what about in class? I sit right next to the other kids.'</p> <p>'Well there are other things that you can do to stay safe,' explained Hulisani's father. 'You must wash your hands as often as you can.'</p> <p>Hulisani walked over to the sink and ran her hands under the water. 'There!' she said.</p> <p>Her dad laughed. 'Huli, that isn't the kind of hand-washing that kills germs,' he said, beckoning her back to the sink. 'You must use soap and rub every part of your hands to get the germs off,' he explained as he put a bar of soap into her hands. 'You can sing a song or count to 20 while you rub, so that you remember to wash for long enough!'</p>	I can infer that Hulisani doesn't always wash her hands properly, because she didn't use soap the first time! I think it is helpful for her to do this research with her father!
<p>Once their hands were properly washed, Hulisani's father looked at his phone again.</p> <p>'The next way to stay safe is to avoid touching your face,' he told her, 'because germs can get into your body through your eyes, nose, and mouth.'</p>	I infer that Hulisani normally touches her face without thinking about it. I think it is very helpful to do research about how to stay healthy and safe.

Text	First Read (Think Aloud)
<p>At that exact moment, Hulisani had an itch in her nose. She lifted her hand to scratch, but then stopped. 'But what if I have an itch?' she worried.</p> <p>'Well, you can wash your hands before scratching! Or use a tissue,' he said, handing her one.</p>	
<p>'Another thing you must remember is that when you cough or sneeze, you must use your elbow and not your hands!' he said, demonstrating. Hulisani practiced coughing into her elbow.</p>	--
<p>At school, Hulisani had a difficult time focussing. She noticed when Mashudu sneezed into the air. She noticed when Princess bit on her fingers. All day, Hulisani imagined germs sticking to her body, making her sick.</p>	<p>Hulisani knows how she must protect herself. But, I can infer that her friends at school haven't done the same research about this.</p>
<p>At the end of the day, she approached her teacher, Mrs Khoza.</p> <p>'Teacher, did you know there is a virus spreading all around the world?' Hulisani asked. 'My daddy taught me how to stay safe, by not touching others, by washing my hands, by not touching my face, and by coughing into my elbow,' Hulisani explained. 'But I don't think my classmates know! Maybe you can tell them?'</p>	<p>I can infer that Hulisani wants her friends to know how to stay healthy and safe, just like her.</p>
<p>'I have a better idea,' Mrs Khoza said smiling. 'Tomorrow morning, you can teach everyone how to stay safe. What do you think?'</p>	--
<p>That afternoon, Hulisani ran to her father. 'Guess what? Mrs Khoza asked me to teach the other kids about staying safe tomorrow!'</p> <p>'That's great!' her father said, 'and I have the perfect thing for you to wear!'</p> <p>Hulisani's dad took a mask out of his pocket. 'I got this for you today. Wearing a mask will help keep you extra safe from germs,' he said.</p> <p>Hulisani's dad helped her put on the mask. She felt ready to teach her class about staying safe.</p>	<p>I infer that wearing a mask will help Hulisani feel even safer and help keep her healthy.</p>

Follow up questions	Possible responses
How did Hulisani feel about going to school?	She felt scared to go to school.
How would you feel if you heard about a virus spreading around the world?	<i>I would feel...</i>
Why question	Possible responses
Why did Hulisani feel scared?	<ul style="list-style-type: none">• Because she heard there was a virus spreading.• Because she was afraid she would get sick.• Because she didn't know how to stay safe.• Because her classmates weren't being healthy and safe.



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.
 - panic
 - information
 - research

Rhyme or song	Actions
I may be young	<i>Point to yourself</i>
I may be small	<i>Pinch your fingers together</i>
But this is my body	<i>Point to yourself</i>
I am in charge of it all!	<i>Point to yourself</i>
If someone does something I don't like	<i>Wave your index finger</i>
I must tell someone I can trust, it's my right!	<i>Point to yourself</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Revise words

REVISE WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____




Handwriting:

15 minutes

Revise letter(s) / words / sentences

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

 A moth is in a bath.

 Can a fish wish?

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about something you do to keep your body healthy.

TASK: Draw a picture and add a caption. This will be part of a class book for the reading corner.

WRITING FRAME:

I...to stay healthy.

...makes me feel....

MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Explain that today, learners will write about how they feel when they do something to stay healthy.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: I feel so good when I exercise. I feel strong. I also feel happy because I know I am doing something good for myself.
- 6 Use **modelling** to add details to your drawing, like: yourself looking happy, a speech bubble saying, 'I feel good!', etc.
- 7 Explain which words you will write. **Draw a line for each word**, like: Exercising makes me feel strong and happy.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some feeling words with learners.
- 2 Write the words on the chalkboard, like: happy, strong, proud, etc.
- 3 Ask learners: How do you feel when you do something healthy?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you how they feel when they do something healthy.
- 6 They must say: ...makes me feel...
- 7 Explain that learners will now draw and write their own ideas!

WRITING

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

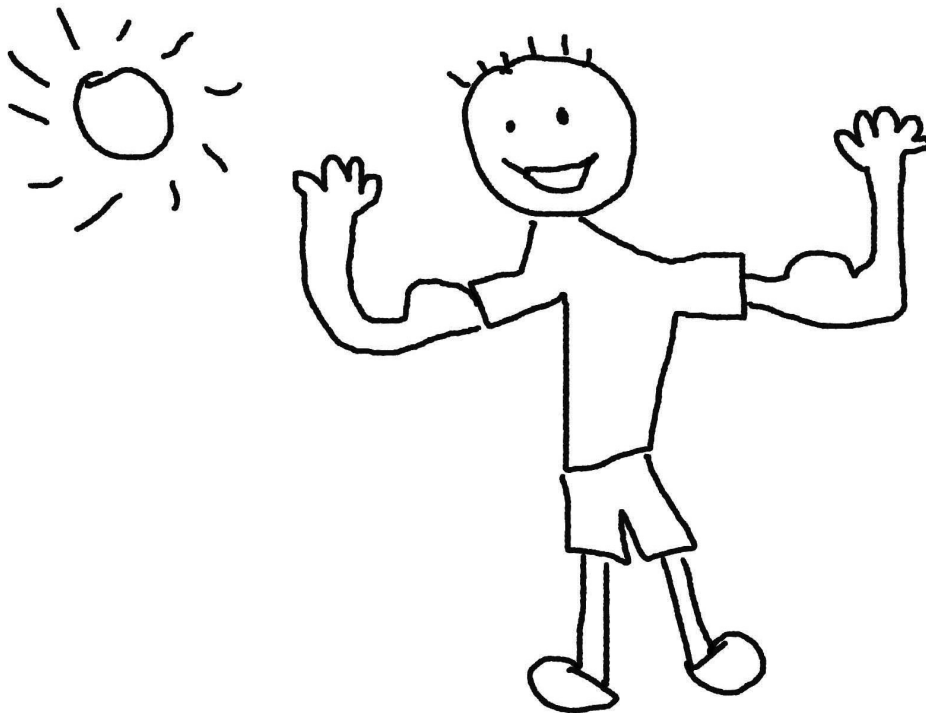
TURN AND TALK

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

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



I play soccer to keep healthy.



Soccer makes me feel fit and healthy.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 10**.
- 2 Explain **Wednesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Wednesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

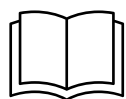
WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Hulisani stays safe</u></p> <p>'Time for bed!' Hulisani's dad said, switching off the TV.</p>	--
<p>But Hulisani could not fall asleep. A new virus was spreading around the world. She knew that viruses made people sick. Sometimes, viruses even made people die. Hulisani imagined germs sticking to her body, making her sick.</p>	<p>I can infer that Hulisani knows a little bit about viruses, but she doesn't have a lot of information. Maybe she feels scared because she doesn't know enough about the new virus.</p>
<p>'I can't go to school!' Hulisani told her dad in the morning. 'There is a virus spreading all around the world. I don't want to get sick!' she said through tears.</p>	--
<p>'Huli, there is a virus that is spreading. But we don't have to panic. We can learn more about keeping ourselves safe,' her dad said, taking out his phone and typing. 'Let's do some research.'</p>	<p>I infer that more information about the virus might help Hulisani to feel safer. I think that is why her father suggests they do some research.</p>
<p>'Okay, the first important thing is to avoid touching other people.' said her dad. 'For now, try to not hug or hold hands with your friends.'</p> <p>'Okay,' said Hulisani, 'but what about in class? I sit right next to the other kids.'</p> <p>'Well there are other things that you can do to stay safe,' explained Hulisani's father. 'You must wash your hands as often as you can.'</p> <p>Hulisani walked over to the sink and ran her hands under the water. 'There!' she said.</p> <p>Her dad laughed. 'Huli, that isn't the kind of hand-washing that kills germs,' he said, beckoning her back to the sink. 'You must use soap and rub every part of your hands to get the germs off,' he explained as he put a bar of soap into her hands. 'You can sing a song or count to 20 while you rub, so that you remember to wash for long enough!'</p>	<p>I can infer that Hulisani is learning a lot of important information about how to keep herself healthy and safe. I think it is important to have these facts!</p>
<p>Once their hands were properly washed, Hulisani's father looked at his phone again.</p> <p>'The next way to stay safe is to avoid touching your face,' he told her, 'because germs can get into your body through your eyes, nose, and mouth.'</p>	<p>I can infer that doing research with her father is important, because Hulisani has a chance to ask all of her questions. I think having the answers must help her to feel healthy and safe!</p>

Text	Second Read (Think Aloud)
<p>At that exact moment, Hulisani had an itch in her nose. She lifted her hand to scratch, but then stopped. 'But what if I have an itch?' she worried.</p> <p>'Well, you can wash your hands before scratching! Or use a tissue,' he said, handing her one.</p>	
<p>'Another thing you must remember is that when you cough or sneeze, you must use your elbow and not your hands!' he said, demonstrating. Hulisani practiced coughing into her elbow.</p>	<p>I think it must make Hulisani feel less scared to know and practice all the things she can do to help keep herself safe.</p>
<p>At school, Hulisani had a difficult time focussing. She noticed when Mashudu sneezed into the air. She noticed when Princess bit on her fingers. All day, Hulisani imagined germs sticking to her body, making her sick.</p>	<p>Hulisani must be able to infer that her classmates don't have the same information about staying safe that she does. I think this must make her feel scared.</p>
<p>At the end of the day, she approached her teacher, Mrs Khoza.</p> <p>'Teacher, did you know there is a virus spreading all around the world?' Hulisani asked. 'My daddy taught me how to stay safe, by not touching others, by washing my hands, by not touching my face, and by coughing into my elbow,' Hulisani explained. 'But I don't think my classmates know! Maybe you can tell them?'</p>	<p>I can infer that it makes Hulisani feel scared that her friends don't know what to do. I think she wants her teacher to make sure all the learners in the class know how to stay healthy and safe.</p>
<p>'I have a better idea,' Mrs Khoza said smiling. 'Tomorrow morning, you can teach everyone how to stay safe. What do you think?'</p>	<p>I infer that Hulisani will feel safer if her friends know how to stay safe too. I think it will make Hulisani feel better to share all the new information she has!</p>
<p>That afternoon, Hulisani ran to her father. 'Guess what? Mrs Khoza asked me to teach the other kids about staying safe tomorrow!'</p> <p>'That's great!' her father said, 'and I have the perfect thing for you to wear!'</p> <p>Hulisani's dad took a mask out of his pocket. 'I got this for you today. Wearing a mask will help keep you extra safe from germs,' he said.</p> <p>Hulisani's dad helped her put on the mask. She felt ready to teach her class about staying safe.</p>	<p>--</p>

Follow up questions	Possible responses
How did Hulisani learn about staying healthy and safe?	She and her dad used his phone (the internet) to do research about staying healthy and safe.
Where can you infer that Hulisani heard about the virus?	I can infer she heard about the virus on the TV.
Why question	Possible responses
Why do you think Hulisani spoke to her teacher at the end of the school day?	<ul style="list-style-type: none"> • Because she wants to make sure her teacher knows about the virus. • Because she sees the other learners doing things that aren't healthy and safe. • Because she wants to share the information she learned about staying healthy and safe with Mrs Khoza. • Because she wants to make sure the other learners in her class learn how to stay healthy and safe, like her.



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.
 - rub
 - mask
 - demonstrate

Rhyme or song	Actions
I may be young	<i>Point to yourself</i>
I may be small	<i>Pinch your fingers together</i>
But this is my body	<i>Point to yourself</i>
I am in charge of it all!	<i>Point to yourself</i>
If someone does something I don't like	<i>Wave your index finger</i>
I must tell someone I can trust, it's my right!	<i>Point to yourself</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - This story teaches me that...
 - This story connects to our theme '*Keeping our bodies healthy and safe*' 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 most of the sounds covered this term.

st	oa	dr
a	s	t
ee	gr	oo
r	e	k
sh	th	ch
n	b	i
cr	oo	ng
o	l	u

MODEL

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

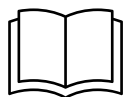
LEARNERS DO

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **make an inference and draw** about what might happen next if the story continued.
- 3 **Model** how you **make an inference** about what could happen next, like: I think that the next day, Hulisani's friends will all want to wear masks like her.
- 4 Draw your own picture on the chalkboard of Hulisani's friends pointing at her mask. Make speech bubbles saying, 'I want one!'
- 5 Next, tell learners that they are going to make an inference about what could happen next.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes and draw their ideas about what could happen next.
- 8 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

GROUPS: _____

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