

Grade 2

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

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

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

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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

community	ingredient	slaughter	plan	clever	sneaky
contribute	gather	feast	crisis	poison	pollution
situation	perspective	optimistic	devastating	power	powerful
leader	creative	embarrassed	improve	score	goal
determined	continue	effort	practise	routine	tutorial
perception	successful	attention	generation	expert	professional
workshop	academy	healthy	unhealthy	nutritious	protein
muscles	focus	treat	delicious	sugar	sweet
advertise	advertisement	sign	fresh	design	flyer
entrepreneur	business	customer	worried	worries	afraid
comfort	trust	overheard	calm	peeped	toss and turn
face mask	virus	pandemic	hand sanitiser	spray	recognise
protect	handkerchief	distance	notice	country	travel
visit	postcard	holiday	water fall	beach	ocean
jealous	homesick	expensive	imagination	ancient	wonder
description	reveal	magnificent	emperor	enemy	gladiator

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

a	s	t	p	i	n
m	d	o	g	c	k
e	ck	b	h	u	r

Learners should be able to break the following words into syllables

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

READING

Learners should be able to decode the following words

sat	pat	sap	tap	sip	pit
tip	nap	pin	tin	mat	map
man	dam	dad	sad	pot	mop
dot	got	pig	dig	cap	cat
can	kid	kit	kin	net	men
ten	kick	sick	sock	bat	bit
bed	bad	back	hat	hen	hop
ham	hit	sun	hug	bug	hut
buck	rat	run	red	rub	rock

Learners should be able to read the following words by sight

Granny	soup	delicious	bowl	taste	didn't
clean	community	water	everywhere	soccer	goal
watched	practise	between	dance	young	talent
become	was	packet	protein	peanuts	Auntie
unhealthy	extra	sign	door	heard	vegetables
today	worried	paid	can't	explained	said
wearing	face	important	mask	holidays	stayed
boring	drawing	brother	money	most	seven
anywhere	world				

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

I fell down by the rock. I hurt my knee and I am in a lot of pain. My pants are torn now and I do not feel good. I think my mom should take me to the nurse. The nurse will know what to do. She will help me. But Mom has no money and you need money to pay the nurse. Oh no! Maybe Mom can help me. Maybe Mom will know what to do. My mom always knows what to do!

COMPREHENSION

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

WRITING

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

GROUP GUIDED READING

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



Materials and Resources Provided

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

In Term 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.

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.



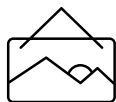
Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	READING WORKSHEET
1	Community	Granny's stone soup	1
2	Community	Mari Copeny: Water Warrior	2
3	Creative thinking	Zweli makes a ball	3
4	Creative thinking	Dancegod Lloyd	4
5	Healthy eating	No chips for Lomusa	5
6	Healthy eating	Fresh eggs for sale	6
7	Worried and afraid	Zweli is worried	7
8	Worried and afraid	Khanani's new mask	8
9	Other places	The winter holidays	9
10	Other places	Mashudu's travels	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 up all the theme vocabulary and illustrations for the year. These displays should be related to the theme you are doing. If the whole classroom is full of the words and illustrations it becomes overwhelming, and learners will stop noticing them.
- 6 Once you have taken down a set of words and illustrations, file them carefully.
- 7 Look after these words so that you can use them again the following year.

THEME TABLE

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

Core Methodologies



Classroom Management

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

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

SEATING AND SMALL GROUPS

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

MANAGING GROUP DISCUSSIONS

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

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

READING TRANSITION ACTIVITIES

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

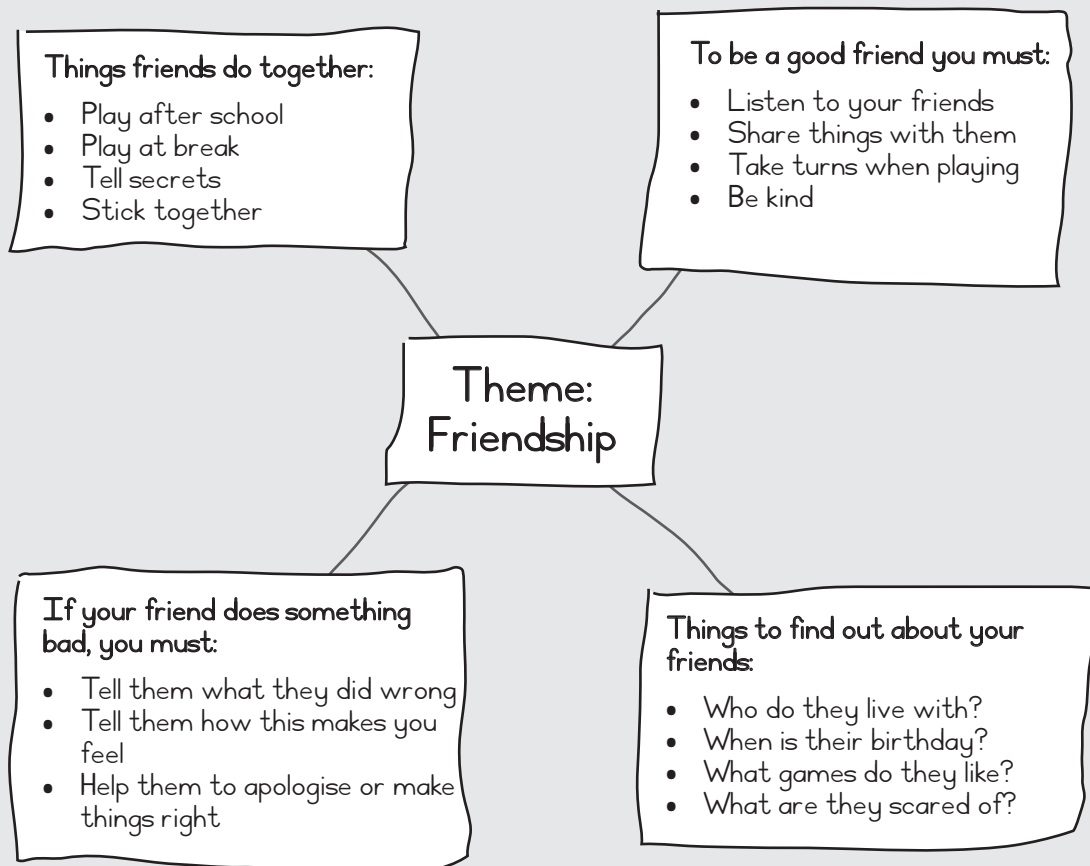
Objective: *To consolidate learners' knowledge of new vocabulary. To learn through play.*

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

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

Learning New Sound and Words: Tuesdays and Wednesdays

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

Introduce the New Sound

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

Introduce the New Words

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

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

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

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

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

Segmenting and Blending: Thursdays

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

I do...

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

We do...

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

Word Find: Fridays

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

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

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 and syllables, in order to read and write independently. To increase recognition of phonemes with automaticity.*

I do...

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

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

We do...

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

You do...

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

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

HANDWRITING

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

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

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

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

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

PHONICS

Letter Swap: Thursdays

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

I do...

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

We do...

Part 1

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

Part 2

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

You do...

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

PHONICS

Word Find: Fridays

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

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

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>

Core Methodologies

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	<p><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></p>
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 kinds of communities around the world
- 5 Do some research on the internet to prepare for the theme. For example: Articles about people who help their communities.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

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

Activity 2: DBE Workbook 2: Page 4, Let's do

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

Activity 4: Draw a picture of a community you are part of.

Monday



Oral Activities

15 minutes

WEEK 1

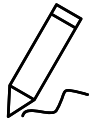
INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of everyone eating soup together in the Big Book story: Granny's Stone Soup
- 2 Tell learners that we are starting a new theme called: Community
- 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 community?
 - b Who is part of a community?
 - c What are some important places in a community?

THEME VOCABULARY

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

Rhyme or song	Actions
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>
Let's each add a little To the water in the pot	<i>Pretend to put something in a pot</i>
Then stir it altogether What a lot we've got!	<i>Pretend to stir a pot</i>
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</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 lunch
 - b blow
 - c hedge
 - d joke
 - e knee
 - f shirt
 - g verb
 - h clue
 - i write
 - j news
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan And Draft

TOPIC: Write about what you would like to do to help your community and make the world a better place.

TASK: Write 2 paragraphs of 6-8 sentences.

PLANNING STRATEGY: Make a mind-map

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your story, like:
I am going to write a story about a young princess named Lintle who lives in a faraway land called Beautiful. In Beautiful, everyone is as tiny as an ant.

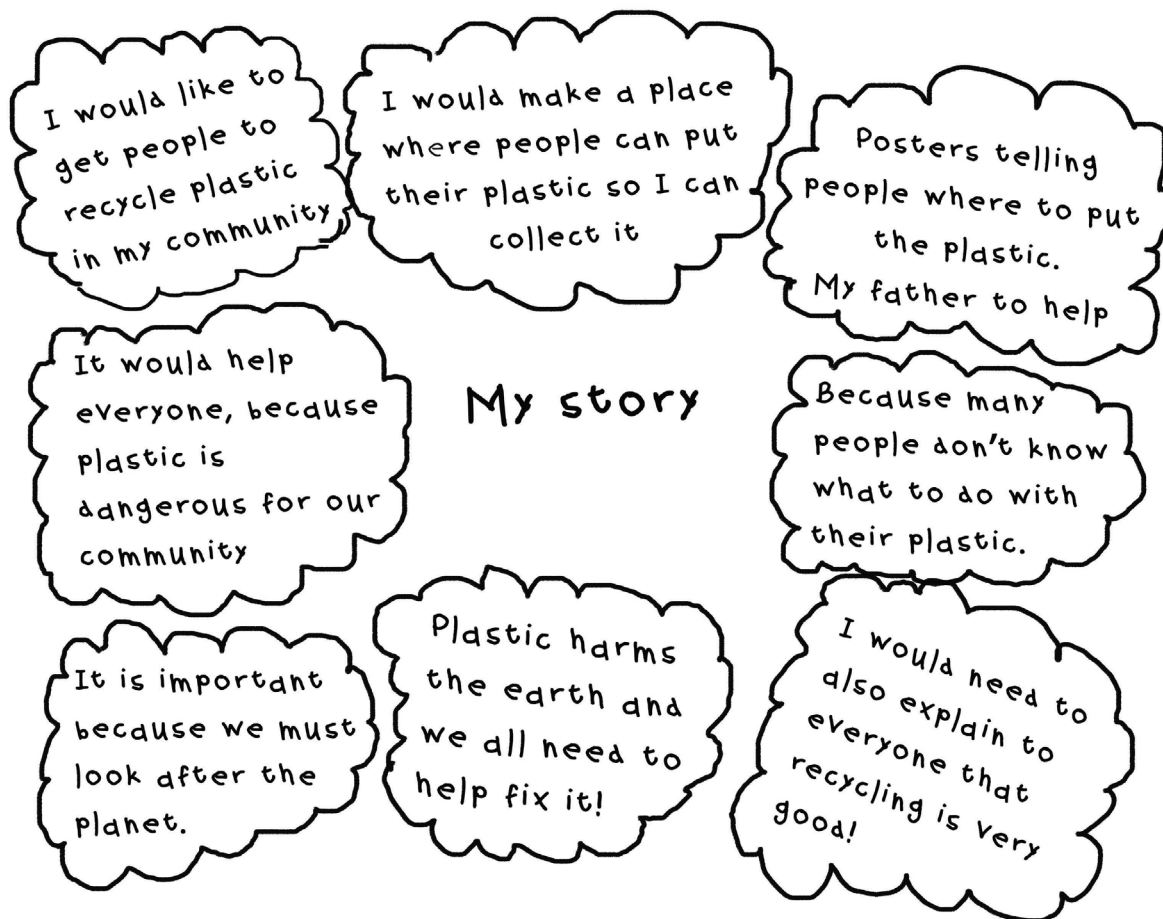
MODELLING THE PLANNING STRATEGY (I DO)

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

Mind-map plan			Mind-map		
What would you like to do to help your community?	How would you do this?	What would you need?	I would like to put rubbish bins in my community	I would raise money then purchase bins. Then have people help me spread them out in the streets.	Rubbish bins and people to help me
Who would this help?	Helping my community	Why is this a good idea?	It would help everyone, because rubbish hurts our whole world and community	My story	Because we need rubbish bins if we don't want people to litter.
Why is your idea important?	How would this make the world better?	Anything else?	--	Rubbish harms the earth and we all need to help fix it!	I would need to also explain to everyone that littering is bad!

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

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





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: /a/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /a/?
- 5 Brainstorm words with learners, like: **ant, apple, ankle**
- 6 Ask learners: Can you think of words that end that have the sound /a/ in the middle?
- 7 Brainstorm words with learners, like: **cat, hat, pat**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

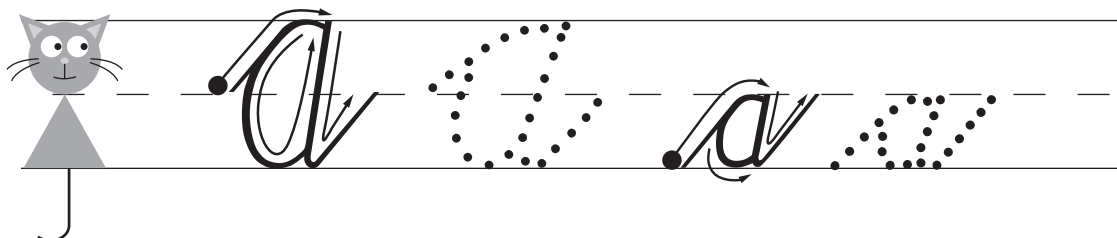


Handwriting:

15 minutes

Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case cursive letter(s): **Aa**
- 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 into their books.



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER

Text	First Read (Think Aloud)
<p><u>Granny's Stone Soup</u></p> <p>Tselane and her Granny were very hungry. Times were hard. The rain had not come. The maize did not grow, and the cattle were thin. No one in the village had any food to spare. Granny was worried. What could she do? Tselane's skinny legs grew thinner every day, and she no longer ran around and played after school.</p>	<p>Tselane and her granny really need food! I wonder what they will do?</p>
<p>Granny needed to think of a plan quickly! She sat in her rocking chair. Back and forth she rocked as she thought of a plan. 'Aha,' shouted Granny, 'I have a plan! Tselane, it's time to make my famous stone soup!'</p>	<p>I have never heard of stone soup. I wonder if you can really eat stones in a soup?</p>
<p>Tselane made a fire. Granny put a large pot filled with water on the fire. Tselane collected smooth stones from the dry ground. 'These stones will make delicious soup!' Tselane and Granny laughed happily! Granny added the stones to the water.</p>	<p>I wonder why they add stones to the water? Maybe it is because they don't have any food to add!</p>
<p>'Run to the village and tell everyone about my delicious stone soup, Tselane!' said Granny. Tselane ran to the village.</p>	<p>I wonder why Tselane's granny wants her to tell the villagers about the stone soup?</p>
<p>'Granny is making her delicious stone soup!' she told the villagers.</p> <p>'Stone soup?' said the teacher. 'I don't know about that.'</p> <p>'Granny is famous for her delicious stone soup,' said Tselane.</p>	<p>I wonder why anyone would want to eat soup that is just water and stones?</p>

Text	First Read (Think Aloud)
<p>'Oh yes – I love that soup,' said Granny's friend. 'I definitely need to have a bowl.'</p> <p>'Can I taste?' asked the farmer.</p> <p>'It sounds delicious,' said the herder.</p> <p>'It is,' said Tselane.</p>	
<p>Tselane thought for a moment. 'But there isn't enough to share,' she said sadly. Everyone looked sad. They were hungry too.</p>	
<p>'I have an idea!' said Tselane, 'I am sure Granny will share her soup. But you must all bring a tasty ingredient to add to it. Then there will be enough for everyone!'</p> <p>'I can bring potatoes,' said the teacher.</p> <p>'Carrots will add flavour,' said the farmer.</p> <p>'I have sweet onions we can add,' said the herder.</p> <p>'I will slaughter my last chicken for the pot,' said Granny's friend.</p> <p>All the villagers rushed home to see what they could find to add to Granny's special stone soup.</p>	<p>Oh! Now everyone wants to bring something delicious to add to Granny's pot. I wonder if that was Tselane's plan all along?</p>
<p>Steam drifted up from the pot. Granny stirred the water and added salt and spices. What a delicious smell! One by one the villagers brought their vegetables to add to Granny's soup. As each villager added something to the soup it smelled even more delicious!</p>	
<p>The soup was ready at last. Everyone brought a bowl and sat around the fire to share the tasty stone soup. There was even enough for Tselane's dog!</p>	<p>I wonder why the soup tastes good? It must be because of all the ingredients the villagers contributed!</p>
<p>After the feast, Granny told a story, Tselane sang a song and everyone celebrated. It had been a long time since the villagers had sat down together to eat and talk.</p> <p>'What a wonderful day we have had,' said the farmer.</p> <p>'Thank you for the stone soup,' said the herder.</p> <p>'You have shown us that sharing makes us all richer,' said the teacher.</p>	<p>I wonder if the villagers would be angry that Tselane and her granny added stones instead of a real ingredient?</p>
<p>Tselane and Granny shared a secret smile.</p>	<p>I make the evaluation that the other villagers wouldn't be too upset. Tselane and her granny made a fire and brought everyone together! They helped the soup taste good, even though they didn't have any food to contribute!</p>

Follow up questions	Possible responses
What ingredient did the teacher contribute to the soup?	She contributed potatoes.
What did the farmer contribute to the soup?	He contributed carrots.
Why question	Possible responses
Why did the soup taste good?	<ul style="list-style-type: none"> • Because each of the villagers contributed an ingredient. • Because all of the ingredients tasted good together.



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

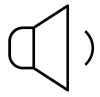
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - plan
 - clever
 - sneaky

Rhyme or song	Actions
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>
Let's each add a little To the water in the pot	<i>Pretend to put something in a pot</i>
Then stir it altogether What a lot we've got!	<i>Pretend to stir a pot</i>
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>

CREATIVE STORYTELLING

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





Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /s/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /s/?
- 5 Brainstorm words with learners, like: **sun, sip, snake, song**
- 6 Ask learners: Can you think of words that end with /s/?
- 7 Brainstorm words with learners, like: **bus, dress, flowers**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

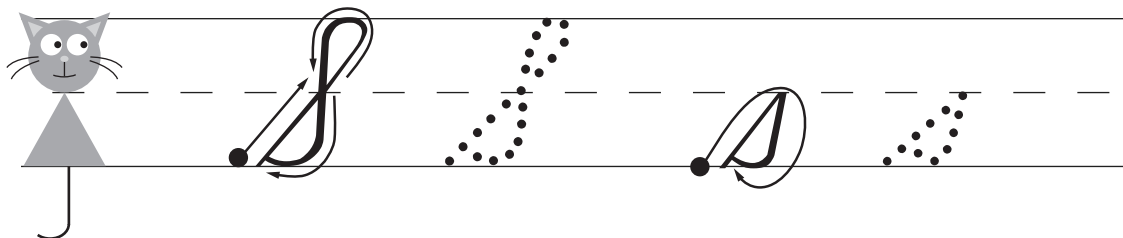


Handwriting:

15 minutes

Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case cursive letter(s): **Ss**
- 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 into their books.



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write about what you would like to do to help your community and make the world a better place.

TASK: Write a paragraphs of 6-8 sentences.

WRITING FRAME:

I would like to...

To make this happen, I...

This is important because...

This would help...

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

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:
I would like to put rubbish bins all over my community, so no one litters. **To make this happen, I** would need to raise money to buy bins. Then, I would need to put them in my community. **This is important because** rubbish is bad for our planet. We all need to help clean it up. **This would help** people in my community have a place to put their rubbish rather than littering.

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

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

i would like to Get peepLe to recycele
plastic in my community.

To make this happen, I need to make
a place where people can put their
plastic so that I can collect it.

this is important because plastik is
bad for the enviroment and it harms
the earth

This would help peepLe to see that
recyceleing is good and that they can
help the earth.



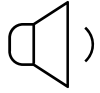
Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Segmenting And Blending

REVISE THE SOUNDS

- 1 Say the sound and hold up the flashcards: /a/ /s/
- 2 Say the sounds and instruct learners to repeat each sound x 3.
- 3 Show learners the sounds on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /a/?
- 5 Ask learners: Can you think of words that begin with /s/?
- 6 Ask learners: Can you think of words that have the sound /a/ in the middle?
- 7 Ask learners: Can you think of words that end with /s/?

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>Granny's Stone Soup</u></p> <p>Tselane and her Granny were very hungry. Times were hard. The rain had not come. The maize did not grow, and the cattle were thin. No one in the village had any food to spare. Granny was worried. What could she do? Tselane's skinny legs grew thinner every day, and she no longer ran around and played after school.</p>	<p>I make the evaluation that Granny loves Tselane, and wants to make a plan for her to eat!</p>
<p>Granny needed to think of a plan quickly! She sat in her rocking chair. Back and forth she rocked as she thought of a plan. 'Aha,' shouted Granny, 'I have a plan! Tselane, it's time to make my famous stone soup!</p>	<p>I make the evaluation that Tselane's grandmother is clever. I think she can always make a plan, even when times are hard!</p>

Text	Second Read (Think Aloud)
<p>Tselane made a fire. Granny put a large pot filled with water on the fire. Tselane collected smooth stones from the dry ground. 'These stones will make delicious soup!' Tselane and Granny laughed happily! Granny added the stones to the water.</p>	<p>I make the evaluation that Tselane's granny is so clever. She calls her soup 'Stone soup' so people will think it is a special soup.</p>
<p>'Run to the village and tell everyone about my delicious stone soup, Tselane!' said Granny. Tselane ran to the village.</p>	<p>--</p>
<p>'Granny is making her delicious stone soup!' she told the villagers. 'Stone soup?' said the teacher. 'I don't know about that.' 'Granny is famous for her delicious stone soup,' said Tselane. 'Oh yes – I love that soup,' said Granny's friend. 'I definitely need to have a bowl.' 'Can I taste?' asked the farmer. 'It sounds delicious,' said the herder. 'It is,' said Tselane.</p>	<p>I make the evaluation that Tselane is clever, like her grandmother. She has a plan to make all the villagers curious about Granny's special soup.</p>
<p>Tselane thought for a moment. 'But there isn't enough to share,' she said sadly. Everyone looked sad. They were hungry too.</p>	<p>--</p>
<p>'I have an idea!' said Tselane, 'I am sure Granny will share her soup. But you must all bring a tasty ingredient to add to it. Then there will be enough for everyone!' 'I can bring potatoes,' said the teacher. 'Carrots will add flavour,' said the farmer. 'I have sweet onions we can add,' said the herder. 'I will slaughter my last chicken for the pot,' said Granny's friend. All the villagers rushed home to see what they could find to add to Granny's special stone soup.</p>	<p>Tselane is playing a clever trick on the other villagers. I think the soup will taste delicious because of all of the ingredients from the villagers – not the stones in the soup!</p>
<p>Steam drifted up from the pot. Granny stirred the water and added salt and spices. What a delicious smell! One by one the villagers brought their vegetables to add to Granny's soup. As each villager added something to the soup it smelled even more delicious!</p>	<p>I make the evaluation that Granny's stone soup is a clever way for granny to get some food when she really needs it!</p>
<p>The soup was ready at last. Everyone brought a bowl and sat around the fire to share the tasty stone soup. There was even enough for Tselane's dog!</p>	<p>I make the evaluation that it is all of the ingredients from the villager that have made this into a real soup – not the stones!</p>

Text	Second Read (Think Aloud)
<p>After the feast, Granny told a story, Tselane sang a song and everyone celebrated. It had been a long time since the villagers had sat down together to eat and talk.</p> <p>‘What a wonderful day we have had,’ said the farmer.</p> <p>‘Thank you for the stone soup,’ said the herder.</p> <p>‘You have shown us that sharing makes us all richer,’ said the teacher.</p>	<p>I make the evaluation that the neighbours love Granny’s stone soup! I don’t think they realise that Tselane and her granny have tricked them!</p>
<p>Tselane and Granny shared a secret smile.</p>	<p>I make the evaluation that they are clever and sneaky, because they got to share in so many ingredients, even though they only had stones and salt to add!</p>

Follow up questions	Responses
Why was Granny worried?	Because she didn’t have enough food for her granddaughter.
How do the villagers feel after the feast?	They feel happy / full.
Why question	Possible responses
Make an evaluation about Tselane and her granny. Do you think they are clever or sneaky people?	<i>I think they are...because...</i>



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.
 - contribute
 - gather
 - feast

Rhyme or song	Actions
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>
Let's each add a little To the water in the pot	<i>Pretend to put something in a pot</i>
Then stir it altogether What a lot we've got!	<i>Pretend to stir a pot</i>
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 My favourite part of the story was when...because...
 I think this story shows the theme of community 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

Revise The Sounds

REVISE THE SOUNDS

- 1 Say the sound and hold up the flashcards: /a/ /s/
- 2 Say the sounds and instruct learners to repeat each sound x 3.
- 3 Show learners the sounds on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /a/?
- 5 Ask learners: Can you think of words that begin with /s/?
- 6 Ask learners: Can you think of words that have the sound /a/ in the middle?
- 7 Ask learners: Can you think of words that end with /s/?

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 Tselane, Tselane's grandmother, the teacher, the farmer, the herder, and grandmother's friend.
- If possible, bring: a pot, some stones, a carrot, an onion, a potato, and some salt to school for learners to use when the act out the story.

TEXT	TEACHER DOES / SAYS	LEARNERS DO
Tselane and her Granny were very hungry. Times were hard. The rain had not come. The maize did not grow, and the cattle were thin. No one in the village had any food to spare. Granny was worried. What could she do? Tselane's skinny legs grew thinner every day, and she no longer ran around and played after school.	Ask learners: What is happening here?	Learners summarise what is happening on the page.
Granny needed to think of a plan quickly! She sat in her rocking chair. Back and forth she rocked as she thought of a plan. 'Aha,' shouted Granny, 'I have a plan! Tselane, it's time to make my famous stone soup!'	Call the learners who are playing Granny and Tselane up to the front of the room.	Granny says: 'Aha! I have a plan! Tselane, it's time to make my famous stone soup!'
Tselane made a fire. Granny put a large pot filled with water on the fire. Tselane collected smooth stones from the dry ground. 'These stones will make delicious soup!' Tselane and Granny laughed happily! Granny added the stones to the water.	Ask learners: What is happening here? Help the learners follow all the steps on the page: Tselane makes a fire. Granny puts a pot on the fire. Tselane searches for the stones and gives them to Granny. Granny puts the stones in the pot.	Tselane pretends to make a fire. Granny puts the pot on top of the fire. Tselane pretends to search for stones. Tselane says: 'These stones will make delicious soup!' Tselane and Granny laugh together. Granny puts the stones in the pot.

TEXT	TEACHER DOES / SAYS	LEARNERS DO
'Run to the village and tell everyone about my delicious stone soup, Tselane!' said Granny. Tselane ran to the village.	--	<i>Granny says:</i> 'Run to the village and tell everyone about my delicious stone soup, Tselane!' <i>Tselane pretends to run to the village.</i>
'Granny is making her delicious stone soup!' she told the villagers. 'Stone soup?' said the teacher. 'I don't know about that.' 'Granny is famous for her delicious stone soup,' said Tselane. 'Oh yes – I love that soup,' said Granny's friend. 'I definitely need to have a bowl.'	<i>Ask learners: Where is this part of the story happening?</i> <i>Call the learners who are playing the teacher, the farmer, the herder, and Granny's friend up to the front of the room.</i> <i>Instruct the Granny to sit for this part!</i>	<i>Learners explain that Tselane is in the village now.</i> Tselane says: 'Granny is making her delicious stone soup.' Teacher says: 'Stone soup? I don't know about that.' Tselane says: 'Granny is famous for her delicious stone soup.' Granny's friend says: 'Oh yes – I love that soup! I definitely need to have a bowl.'
'Can I taste?' asked the farmer. 'It sounds delicious,' said the herder. 'It is,' said Tselane.		Farmer says: 'Can I taste?' Herder says: 'It sounds delicious.' Tselane says: 'It is!'
Tselane thought for a moment. 'But there isn't enough to share,' she said sadly. Everyone looked sad. They were hungry too.	<i>Ask learners: How do the villagers feel here? Why?</i>	<i>Learners summarise what is happening on the page.</i> Tselane says: 'But there isn't enough to share!' <i>Everyone else looks sad.</i>
'I have an idea!' said Tselane, 'I am sure Granny will share her soup. But you must all bring a tasty ingredient to add to it. Then there will be enough for everyone!' 'I can bring potatoes,' said the teacher. 'Carrots will add flavour,' said the farmer. 'I have sweet onions we can add,' said the herder. 'I will slaughter my last chicken for the pot,' said Granny's friend. All the villagers rushed home to see what they could find to add to Granny's special stone soup.	--	Tselane says: 'I have an idea! I am sure Granny will share her soup. But you must all bring a tasty ingredient to add to it. Then there will be enough for everyone!' Teacher says: 'I can bring potatoes.' Farmer says: 'Carrots will add flavour!' Herder says: 'I have sweet onions we can add.' Granny's friend says: 'I will slaughter my last chicken for the pot.' <i>All the villagers must pretend to run home!</i>

TEXT	TEACHER DOES / SAYS	LEARNERS DO
Steam drifted up from the pot. Granny stirred the water and added salt and spices. What a delicious smell! One by one the villagers brought their vegetables to add to Granny's soup. As each villager added something to the soup it smelled even more delicious!	<i>Ask learners: Where is this part of the story happening?</i> <i>Instruct the teacher, the farmer, the herder, and Granny's friend to come one-by-one. Each must add their ingredient into the pot!</i>	<i>Learners explain that this is happening at Tselane's granny's house!</i>
The soup was ready at last. Everyone brought a bowl and sat around the fire to share the tasty stone soup. There was even enough for Tselane's dog!	<i>Instruct all the learners to pretend they have a bowl and are sitting around the fire eating soup!</i>	<i>All the learners pretend to eat delicious stone soup!</i>
After the feast, Granny told a story, Tselane sang a song and everyone celebrated. It had been a long time since the villagers had sat down together to eat and talk. 'What a wonderful day we have had,' said the farmer. 'Thank you for the stone soup,' said the herder. 'You have shown us that sharing makes us all richer,' said the teacher.	--	Farmer says: 'What a wonderful day we have had!' Herder says: 'Thank you for the stone soup!' Teacher says: 'You have shown us that sharing makes us all richer.'
Tselane and Granny shared a secret smile.	--	<i>Tselane and Granny smile at each other.</i>



Group Guided Reading

30 minutes

GROUPS: _____

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

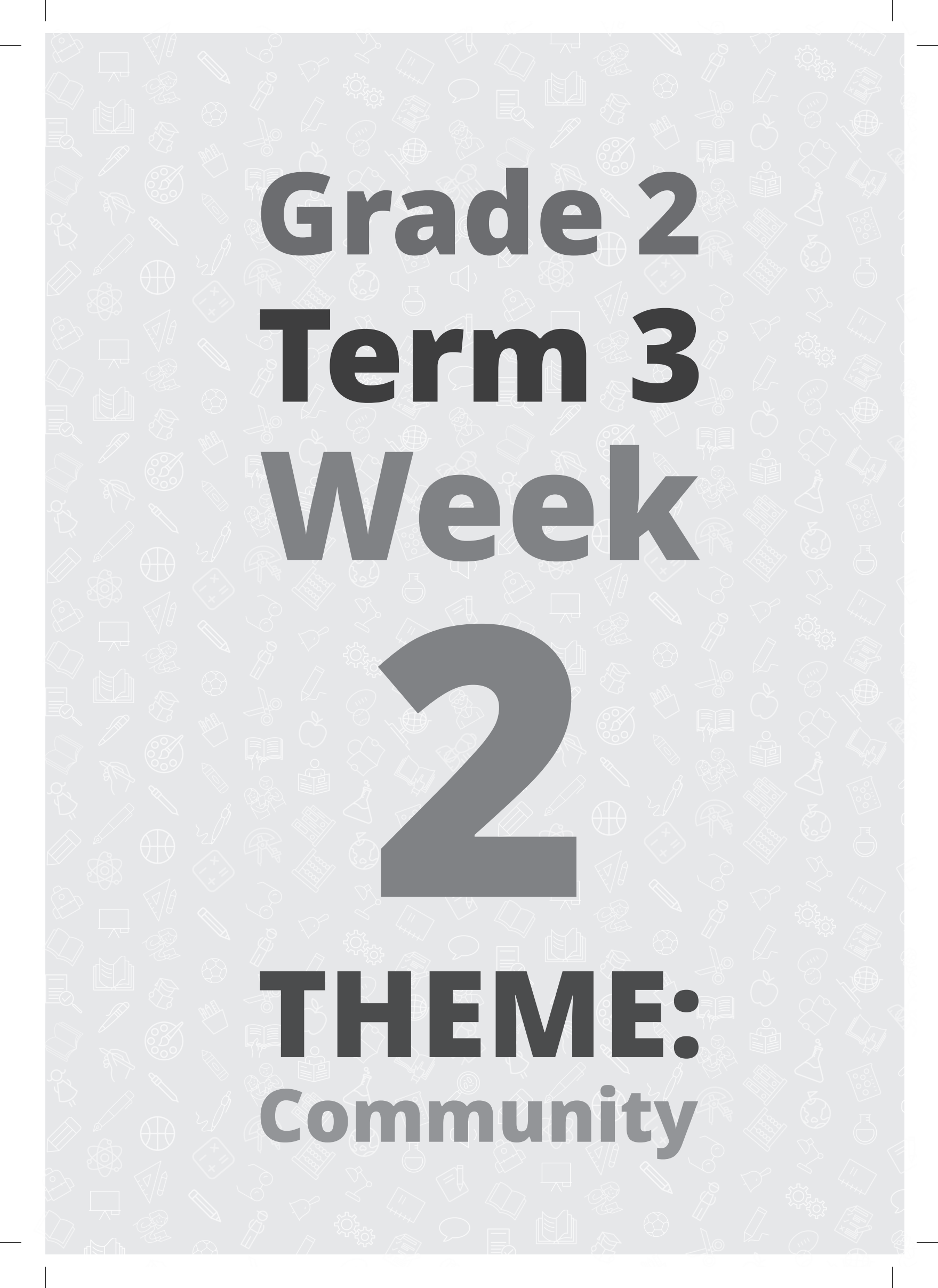


End of week language learning review

15 minutes

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

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

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

Grade 2 Term 3 Week

2

THEME: Community



Classroom Preparation

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



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 & Page 7, Let's write

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

Activity 3: DBE Workbook 2: Page 9, Let's write

Activity 4: Draw a picture of someone who is helpful in your community.

Monday



Oral Activities

15 minutes

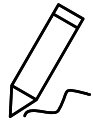
RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE (SECOND WEEK OF THE THEME)

- 1 Show learners a picture of Mari Copeny in the Big Book: Mari Copeny: Water Warrior
- 2 Tell learners that we are continuing our theme: Community
- 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 in communities gather?
 - b What are some things you love about your community?
 - c What are some things you wish could change about your community?
 - d Who are people who are helpful or important in your community?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - crisis
 - poison
 - pollution
 - situation

Rhyme or song	Actions
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>
Let's each add a little To the water in the pot	<i>Pretend to put something in a pot</i>
Then stir it altogether What a lot we've got!	<i>Pretend to stir a pot</i>
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
 - a A A A...
 - b a a a...
 - c S S S...
 - d s s s...
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Edit

TOPIC: Write about what you would like to do to help your community and make the world a better place.

TASK: Write a paragraphs of 6-8 sentences.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I write about a way I could make my community or world better?
- 2 Did I write at least 6 sentences?
- 3 Did I spell all words correctly?
- 4 Does every sentence start with a capital letter?
- 5 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

I would like to get people to recycle plastic in my community.

To make this happen, I need to make a place where people can put their plastic so that I can collect it.

This is important because plastic is bad for the environment and it harms the earth.

This would help people to see that recycling is good and that they can help the earth.



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: /t/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /t/ ?
- 5 Brainstorm words with learners, like: **tap, top, ten**
- 6 Ask learners: Can you think of words that end with /t/ ?
- 7 Brainstorm words with learners, like: **ant, pet, hat**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **sat**
- 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: _____



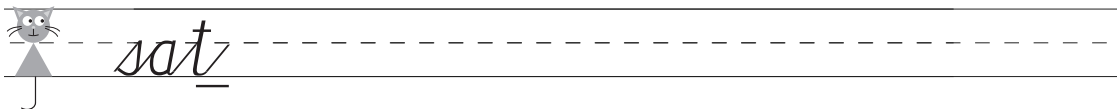
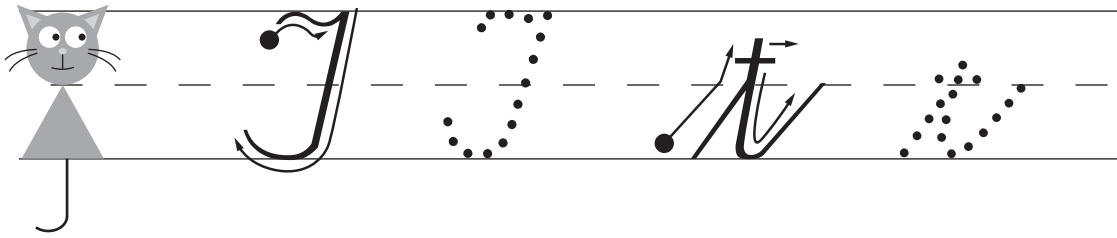
Handwriting:

15 minutes

Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case cursive letter(s): **Tt**
- 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 / sentence written.



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER/MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p>Mari Copeny: Water Warrior</p> <p>Mari Copeny is a young American activist who fought for clean water in her hometown of Flint, Michigan.</p>	--
<p>When Mari was 8 years old, news of a water crisis broke in Mari's community. A chemical called lead was polluting the water. Many of the children in Flint were sick from drinking too much of this dangerous chemical. The people in Mari's community were very angry that their water was poisoning them.</p>	<p>Imagine finding out the water you drink every day could be poisoning you! I wonder what you would do?</p>

Text	First Read (Think Aloud)
<p>Mari and her siblings had always drunk water from the tap without worry. But suddenly, they had to stop drinking their water. Instead, their only option was to drink water from plastic bottles. Mari was glad no one in her family was ill, but she was very upset for the people of her community.</p>	<p>This seems like a very big problem. I wonder if there is anything Mari can do?</p>
<p>Mari decided to write a letter to President Barack Obama about the toxic water in Flint. In her letter, she invited the President to come to her community in order to gain a better understanding of the water crisis. She asked her mother to send the letter.</p> <p>‘You know that the President gets thousands of letters every day? He might never see your letter,’ Mari’s mother warned her.</p> <p>But Mari asked her to send the letter anyway.</p> <p>‘He needs to know about the unfair way we are being treated. We are being poisoned and no one wants to fix it – just because we are not a rich community!’ she explained.</p>	<p>Mari decided to write letter to the President to try to make a change. I wonder if you would write a letter too?</p>
<p>A month later, Mari’s mother’s phone rang. The number was unknown. When Mari’s mother answered, it was a staff member from the White House.</p> <p>‘President Obama read Mari’s letter. He would like to accept her invitation to come to Flint,’ the staff member said.</p>	<p>I wonder what Mari’s mother thinks now? She warned Mari that the President might not see her letter, but now he is coming to Flint because of the letter Mari wrote!</p>
<p>When Mari got home from school, her mother smiled and told her to sit down.</p> <p>‘I have some big news for you!’ she said, ‘President Obama read your letter...and he is coming to Flint to meet with you.’</p> <p>Mari beamed. ‘Now the President will get to see just how unfair it is for the people in our community to be poisoned by our own water!’ Mari said.</p>	<p>I wonder if Mari’s letter to the President will help solve the problem in her community?</p>
<p>During President Obama’s visit to Flint, he sat down with Mari. ‘Letters from kids like you are what make me so optimistic about the future,’ he said.</p>	<p>I wonder why kids like Mari make the President feel hopeful? I think it is because Mari cares about making her community a better place.</p>

Text	First Read (Think Aloud)
<p>The President's visit allowed him to see just how devastating the lead-poisoned water was to the community of Flint. After that, President Obama declared a state of emergency. He authorised the money needed to fix the water system. Unfortunately, Flint's water system was not easy to fix.</p>	<p>I think that Mari's letter was effective, because the President came and saw things from her perspective – just like she wanted!</p>
<p>While the people of Flint waited for their water system to be repaired, Mari helped to make sure that they had safe water to drink. First, Mari raised money to buy the poorest people in her community bottled water. But one morning, Mari looked in the trash bin and noticed it was filled with plastic bottles. She thought about all the plastic polluting the planet. From that day, she decided to find to a solution that was better for the environment. She began raising money for water filters instead.</p>	<p>I wonder why Mari worked to raise money? It must be because she wants to help her community in any way she can!</p>
<p>Mari didn't stop her fight once the problem in her own community was addressed. She continues to fight for all children in the United States to have safe and clean water – no matter how poor their community.</p>	<p>--</p>

Follow up questions	Possible responses
<p>What is the name of Mari's community?</p>	<p>Her community is Flint, Michigan in the United States.</p>
<p>What was the problem in Mari's community?</p>	<p>The problem was that the water was dangerous / poisoning people / had chemicals inside.</p>
Why question	Possible responses
<p>Why did Mari write a letter to President Barack Obama?</p>	<ul style="list-style-type: none"> • Because she wanted to help her community. • Because it was a big problem to fix and she knew she needed help. • Because she wanted the President to understand the problem in Flint. • Because she knew the President had the power to help fix this big problem.



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.
 - perspective
 - optimistic
 - devastating

Rhyme or song	Actions
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>
Let's each add a little To the water in the pot	<i>Pretend to put something in a pot</i>
Then stir it altogether What a lot we've got!	<i>Pretend to stir a pot</i>
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</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: /p/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /p/?
- 5 Brainstorm words with learners, like: **pen, pot, pan**
- 6 Ask learners: Can you think of words that end with /p/?
- 7 Brainstorm words with learners, like: **sip, top, hop**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

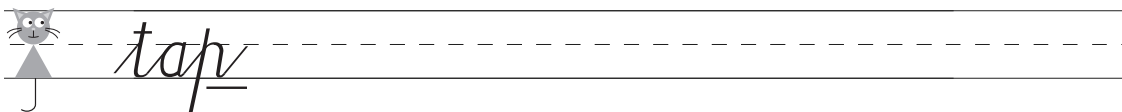
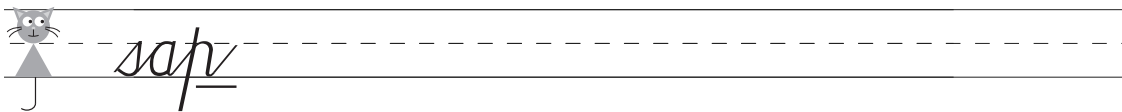
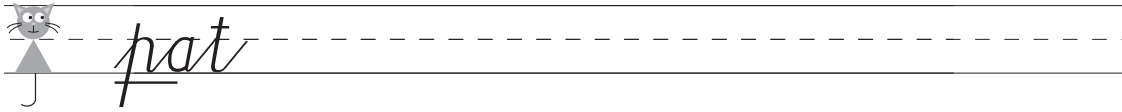
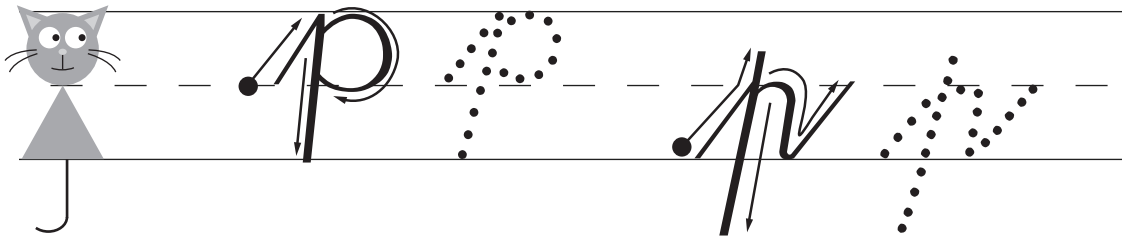


Handwriting:

15 minutes

Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case cursive letter(s): **Pp**
- 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 / sentence written.



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Write about what you would like to do to help your community and make the world a better place.

TASK: Write a paragraphs of 6-8 sentences.

WRITING FRAME:

I would like to...

To make this happen, I...

This is important because...

This would help...

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

MODELLING THE PUBLISHING PROCESS (I DO)

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

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

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

LEARNERS PRESENT THEIR WRITING

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Hang learners writing around the classroom. This helps learners to read others' writing, and have conversations using new vocabulary words.

15 July 2020

Helping the community

I would like to get people to recycle plastic in my community.

To make this happen, I need to make a place where people can put their plastic so that I can collect it.

This is important because plastic is bad for the environment and it harms the earth.



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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER/ MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p>Mari Copeny: Water Warrior</p> <p>Mari Copeny is a young American activist who fought for clean water in her hometown of Flint, Michigan.</p>	<p>I wonder what we would do if our community had the same problem as Mari's? I wonder if we would be activists like Mari?</p>
<p>When Mari was 8 years old, news of a water crisis broke in Mari's community. A chemical called lead was polluting the water. Many of the children in Flint were sick from drinking too much of this dangerous chemical. The people in Mari's community were very angry that their water was poisoning them.</p>	<p>If our community had dangerous, toxic water that could harm me, I think I would feel very angry.</p>
<p>Mari and her siblings had always drunk water from the tap without worry. But suddenly, they had to stop drinking their water. Instead, their only option was to drink water from plastic bottles. Mari was glad no one in her family was ill, but she was very upset for the people of her community.</p>	<p>I wonder what I would do if I was in the same situation as Mari?</p>
<p>Mari decided to write a letter to President Barack Obama about the toxic water in Flint. In her letter, she invited the President to come to her community in order to gain a better understanding of the water crisis. She asked her mother to send the letter.</p> <p>'You know that the President gets thousands of letters every day? He might never see your letter,' Mari's mother warned her.</p> <p>But Mari asked her to send the letter anyway.</p> <p>'He needs to know about the unfair way we are being treated. We are being poisoned and no one wants to fix it – just because we are not a rich community!' she explained.</p>	<p>I think Mari writes a letter to President Obama because she wants to fix the problem, and she knew the president has the power to help. If I were Mari, I think I would write a letter too.</p>
<p>A month later, Mari's mother's phone rang. The number was unknown. When Mari's mother answered, it was a staff member from the White House.</p> <p>'President Obama read Mari's letter. He would like to accept her invitation to come to Flint,' the staff member said.</p>	<p>Wow! I'm glad Mari took the time to write him a letter. This shows me that writing letters to powerful people can be helpful!</p>

Text	Second Read (Think Aloud)
<p>When Mari got home from school, her mother smiled and told her to sit down.</p> <p>'I have some big news for you!' she said, 'President Obama read your letter...and he is coming to Flint to meet with you.'</p> <p>Mari beamed. 'Now the President will get to see just how unfair it is for the people in our community to be poisoned by our own water!' Mari said.</p>	<p>If I were Mari, I would want the President to see things from my perspective, so that he will want to help fix the problem too.</p>
<p>During President Obama's visit to Flint, he sat down with Mari. 'Letters from kids like you are what make me so optimistic about the future,' he said.</p>	<p>Mari makes me feel optimistic too, because she shows me that one small person can help to make things better for their whole community.</p>
<p>The President's visit allowed him to see just how devastating the lead-poisoned water was to the community of Flint. After that, President Obama declared a state of emergency. He authorised the money needed to fix the water system. Unfortunately, Flint's water system was not easy to fix.</p>	<p>If I were Mari, I would feel proud that my letter helped bring attention to my community's problem!</p>
<p>While the people of Flint waited for their water system to be repaired, Mari helped to make sure that they had safe water to drink. First, Mari raised money to buy the poorest people in her community bottled water. But one morning, Mari looked in the trash bin and noticed it was filled with plastic bottles. She thought about all the plastic polluting the planet. From that day, she decided to find to a solution that was better for the environment. She began raising money for water filters instead.</p>	<p>I see that Mari is always thinking about how to help make her community better. Mari inspires me to want to help my community too.</p>
<p>Mari didn't stop her fight once the problem in her own community was addressed. She continues to fight for all children in the United States to have safe and clean water – no matter how poor their community.</p>	<p>--</p>

Follow up questions	Responses
What did Mari do to help her community?	She wrote a letter to the President. She raised money for bottled water and filters.
Can you make a connection to Mari? What do you think you would do if the water in your community was poisoning people? Or, if you had no water in your community?	<i>I think I would...</i>
Why question	Possible responses
Why do you think President Obama said that kids like Mari give him hope for the future?	<ul style="list-style-type: none"> • Because she took the time to write him a letter. • Because she is one small person who cares about changing her whole community. • Because she works and works to make things better for her community. • Because even as a child, she is already working to improve her community.



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.
 - power
 - powerful
 - leader

Rhyme or song	Actions
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>
Let's each add a little To the water in the pot	<i>Pretend to put something in a pot</i>
Then stir it altogether What a lot we've got!	<i>Pretend to stir a pot</i>
Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>

DISCUSSION OF SHARED READING TEXT

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



Phonemic Awareness And Phonics:

15 minutes

Word Find

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

a	s	t
p		

MODEL

- 1 Remind learners of the sounds of the week: /t/ and /p/
- 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: /t/ - /a/ - /p/ = **tap**
- 5 Remind learners they can make a word using any of the sounds, like: /a/ - /s/ = **as**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **t, p**
- 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): **at, sap, tap, pat, sat, pats, taps**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, MAKE CONNECTIONS

ORAL OR WRITTEN SUMMARY OF THE STORY

- 1 Explain that today we will *think about the most important parts of the text*.
- 2 We will also *think about what a connection we can make with the text*.
- 3 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:
This story is about... (2-3 sentences)
I liked...
I think I could help my community like Mari by...
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 6 Model your own example for learners. Say: ***This story is about*** Mari Copeny writing a letter to the President to help fix a problem in her community. ***I liked*** that this story taught us about a real person who helped her community. I feel impressed by Mari. ***I think I could help my community like Mari by*** making sure there are rubbish bins for people to use, rather than littering on the street.
- 7 Show learners the pictures from the Big Book story.
- 8 Give learners time to think about the text.
- 9 Instruct learners to **turn and talk** and share their **own** summary with a partner. (***They should not memorise what the teacher has said. This should be learners' own ideas!***)
- 10 Call the class back together.
- 11 Ask 1-2 learners to share their summaries with the class.
- 12 Come up with a class summary, like: ***This story is about*** a young person named Mari Copeny, who helps her community. ***We liked*** the story because we got to learn about someone who helped to solve a real problem in her community! ***We thought of lots of different ways of helping our community, like*** cleaning up rubbish from the street and building a new playground!



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.

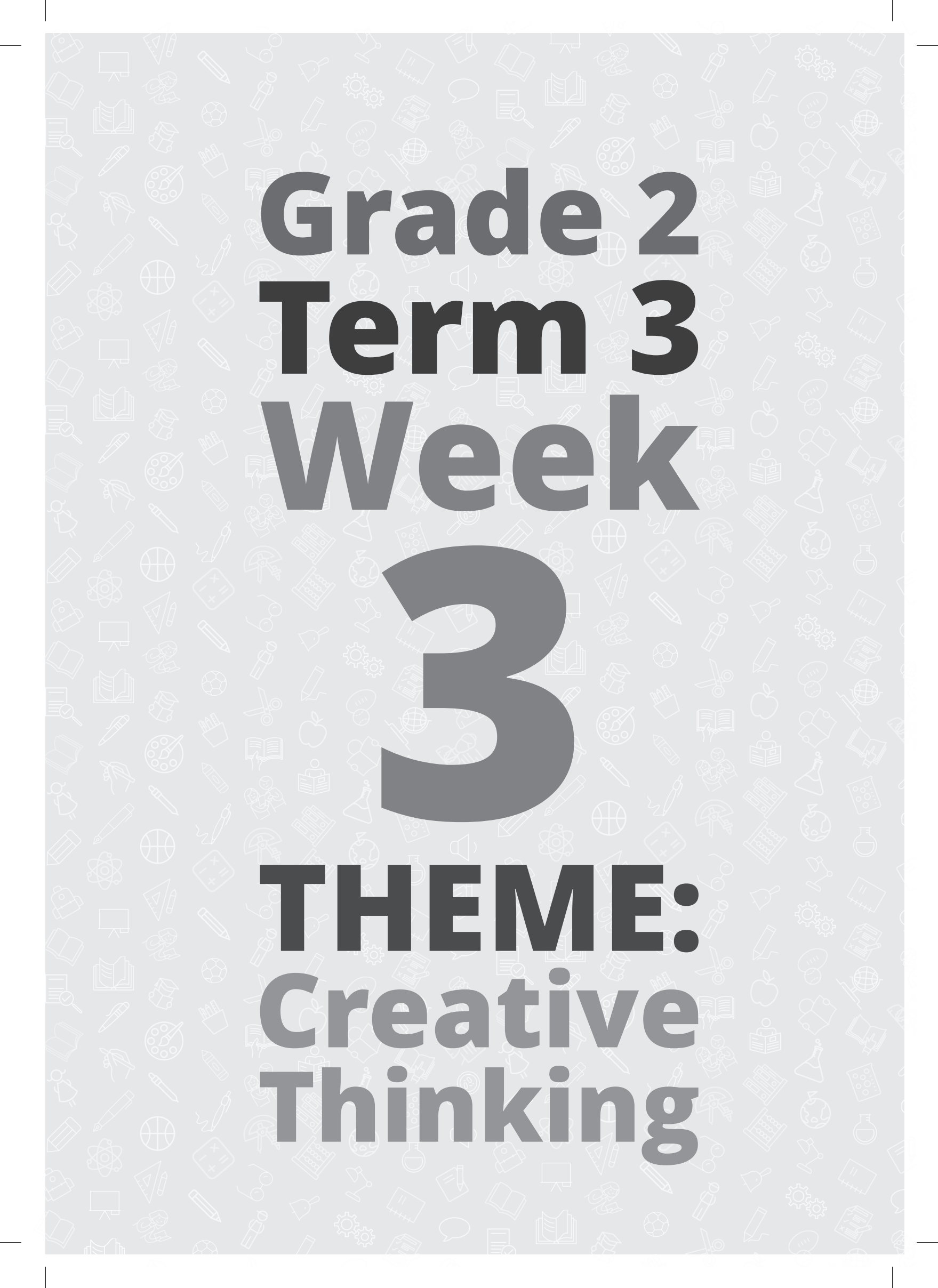


End of week language learning review

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, educational atmosphere.

Grade 2 Term 3 Week

3

THEME: Creative Thinking



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: objects made from reusing trash, different creative art pieces made by learners.
- 5 Do some research on the internet to prepare for the theme. For example: ways to make toys out of reused rubbish.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

Activity 1: DBE Workbook 2: Page 10, Let's read & Page 11, Let's write

Activity 2: DBE Workbook 2: Page 12 & 13, Let's write

Activity 3: DBE Workbook 2: Page 14 & 15, Let's read

Activity 4: Draw a picture showing someone who you think is a creative thinker.

Monday



Oral Activities

15 minutes

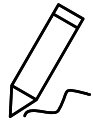
INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: Zweli makes a ball
- 2 Tell learners that we are starting a new theme called: Creative thinking
- 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 creativity?
 - b How do people use creative thinking?
 - c Why is creative thinking important?

THEME VOCABULARY

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

Rhyme or song	Actions
Zweli uses newspaper, newspaper, newspaper Zweli uses newspaper to make a soccer ball.	<i>Pretend to wrap newspaper around a small ball</i>
Zweli uses a packet, a packet, a packet Zweli uses a packet to make a soccer ball.	<i>Pretend to wrap a packet around the ball</i>
Zweli uses a handbag, a handbag, a handbag Zweli uses a handbag to make a soccer ball.	<i>Pretend to put the ball into a handbag</i>
Zweli uses a plastic bag, plastic bag, plastic bag Zweli uses a plastic bag to make a soccer ball.	<i>Pretend to put the ball into a plastic bag and to close it</i>
Now Zweli plays soccer, soccer, soccer Now Zweli plays soccer with his soccer ball!	<i>Pretend to kick a soccer ball</i>



Handwriting

15 minutes

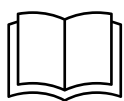
- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
 - a Aa Aa Aa...
 - b Ss Ss Ss...
 - c Tt Tt Tt...
 - d Pp Pp Pp...
 - e sat
 - f pat
 - g sap
 - h tap
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan And Draft

TOPIC: Write a story about a creative person. Use your imagination!

TASK: Write a story of 6-8 sentences to contribute to a class book entitled: Creative people.

PLANNING STRATEGY: Make a mind-map

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your story, like:
I am going to write a story about a character who can use rubbish to make anything!

MODELLING THE PLANNING STRATEGY (I DO)

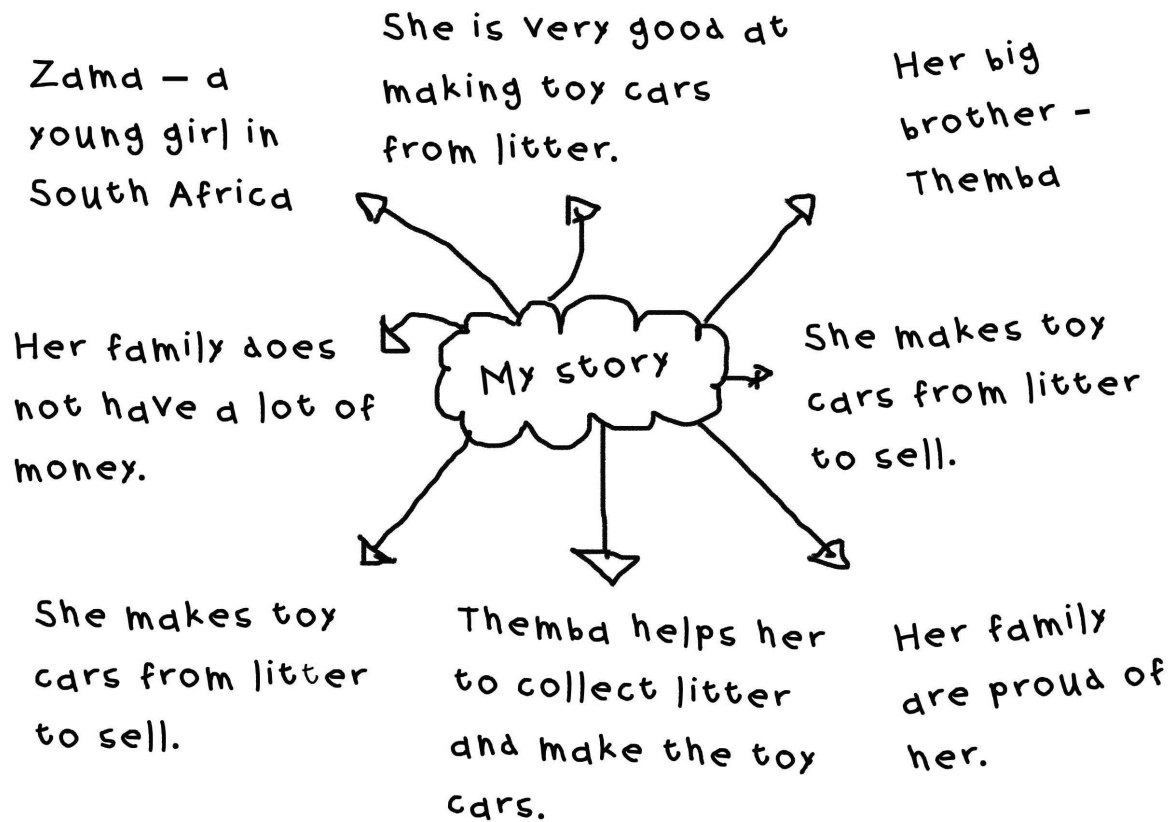
- 1 Draw a mind-map frame on one side of the chalkboard.
- 2 Show learners how you make a mind-map by answering the questions.
- 3 Complete the mind-map on the other side of the chalkboard.

Mind-map plan			Mind-map		
Who is the main character in the story?	How is the character creative?	Are there any other characters?	Sandile – a young boy in South Africa	He is very good at making any toy from rubbish	His little sister Zinzi
What is the problem in the story?	My story	How must the main character use their creativity?	His sister has no toys. She cries and cries. He makes her a new toy.	My story	He must make his sister a toy. He makes a doll from rubbish
What is the setting of the story?	Are there any other important details?	What do other people think about the main character?	At home in South Africa.	--	His sister loves him and thinks he is so smart

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of a character who is creative. Remind learners that people who are creative do things in a new way that other people might not think of!

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



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: /i/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /i/ ?
- 5 Brainstorm words with learners, like: **ink, in, into, it**
- 6 Ask learners: Can you think of words that have /i/ in the middle?
- 7 Brainstorm words with learners, like: **pin, tin, thin, wig, sip**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **sip, pit, tip**
- 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: _____

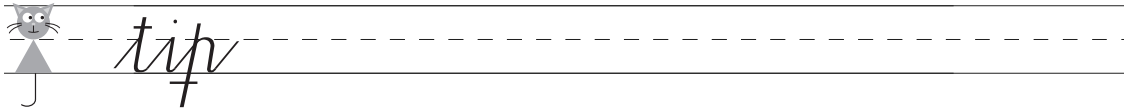
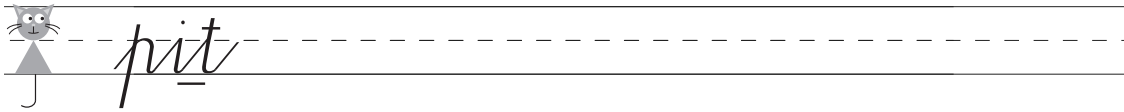
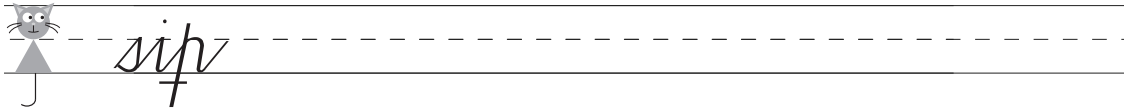
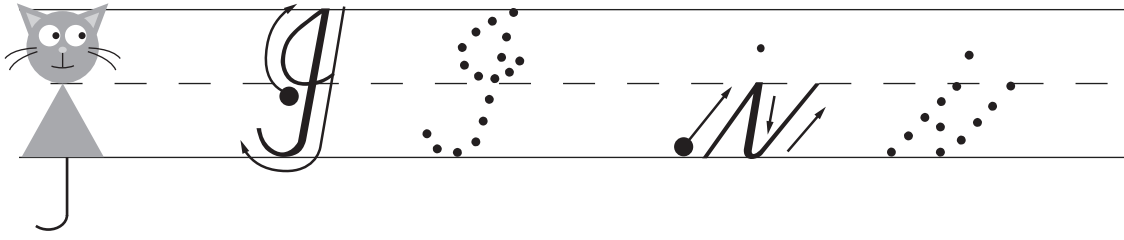


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
<p>Zweli makes a ball</p> <p>Zweli saw the big kids playing soccer. He sat at the side of the field. He wanted to play but he was too shy to ask.</p> <p>The ball came his way. He tried to kick it back to the big kids. But he missed the ball.</p> <p>His face felt hot. He ran to his house.</p>	<p>Zweli is watching the older children play soccer. I can infer that he wants to play with them!</p>

Text	First Read (Think Aloud)
<p>'I need to practise,' he thought. 'I need a ball.'</p> <p>Zweli searched his house for a soccer ball. He found a small, red bouncy ball. He tried to kick it, but it wasn't big enough. 'I need to make this ball bigger,' he thought. Zweli thought and thought about how to make his small bouncy ball into a big soccer ball.</p>	<p>I can infer that Zweli wants to find a soccer ball so he can practise and get better at soccer.</p>
<p>Zweli began to search for something to make his ball bigger. He found an old newspaper next to the rubbish bin. He wrapped the small bouncy ball in the newspaper. He tried to kick it. But the newspaper came off the small ball. 'I need something to make the newspaper stay on the small bouncy ball,' he thought.</p>	<p>Oh! Zweli is creative – the newspaper helps to make his ball bigger!</p>
<p>Zweli walked into the kitchen. He found an empty Simba packet that no one was using. He wrapped the packet around the newspaper. He tried to kick it. The newspaper stayed in place. But it still wasn't as big as a soccer ball.</p>	<p>Oh! Zweli is so creative – he is recycling trash to help make his ball bigger! What a creative idea!</p>
<p>'How can I make this bigger?' he thought. He found his mother's old handbag under the bed. He asked his mother if he could use it. 'Yes,' said Mother. 'I was going to throw it away.' Zweli cut up the handbag and wrapped it around his ball.</p>	<p>I would never think of using an old handbag to make a soccer ball! I can infer that Zweli is a creative thinker!</p>
<p>Zweli walked into the kitchen. He found a plastic bag that no one was using. He wrapped the plastic around the ball and tied it tight. Then, he found an old string. He tied it around his ball to hold the plastic in place. He looked at his new soccer ball. Finally, it was big enough!</p>	<p>Zweli didn't have a soccer ball, but he worked hard to make his own! I can infer that he really wants to practise soccer!</p>
<p>Zweli took his new ball and went outside. He kicked and kicked the ball. He set up two rocks as his goal. He practised kicking the ball between the rocks.</p>	<p>I remember that Zweli missed the ball at the beginning of the story. I can infer he wants to practise and get better at soccer. That way, he won't miss the ball again!</p>
<p>A few days later Zweli sat by the field and watched the big kids play soccer. He had been practising a lot. One of the big kids came over to him. She said 'I saw you scoring goals outside your house! You can be on our team!'</p> <p>Zweli stood up and walked onto the field, ready to play soccer with the big kids.</p>	<p>I can infer that the older girls saw Zweli working hard to get better at soccer! That must be why she invited him to play soccer!</p>

Follow up questions	Responses
What did Zweli find first?	He first found a small bouncy ball.
What did Zweli find next?	He found an old newspaper.
What else did Zweli find?	He found a Simba packet, his mother's old handbag, and a plastic bag.
Why question	Possible response
Why did the big girl ask Zweli to play soccer with the big kids?	<ul style="list-style-type: none"> • Because she saw him practicing. • Because Zweli made a ball and practised playing soccer. • Zweli scored lots of goals when he practised. • She saw him practicing and scoring goals. • Because he worked so hard to become better at soccer.



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.
 - score
 - goal
 - determined

Rhyme or song	Actions
Zweli uses newspaper, newspaper, newspaper Zweli uses newspaper to make a soccer ball.	<i>Pretend to wrap newspaper around a small ball</i>
Zweli uses a packet, a packet, a packet Zweli uses a packet to make a soccer ball.	<i>Pretend to wrap a packet around the ball</i>
Zweli uses a handbag, a handbag, a handbag Zweli uses a handbag to make a soccer ball.	<i>Pretend to put the ball into a handbag</i>
Zweli uses a plastic bag, plastic bag, plastic bag Zweli uses a plastic bag to make a soccer ball.	<i>Pretend to put the ball into a plastic bag and to close it</i>
Now Zweli plays soccer, soccer, soccer Now Zweli plays soccer with his soccer ball!	<i>Pretend to kick a soccer ball</i>

WEEK 3

CREATIVE STORYTELLING

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





Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /n/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /n/?
- 5 Brainstorm words with learners, like: **nap, nod, nine, no, not**
- 6 Ask learners: Can you think of words that end with /n/?
- 7 Brainstorm words with learners, like: **moon, pin, ton**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **nap, pin, tin**
- 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: _____

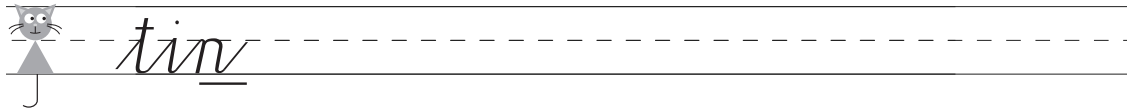
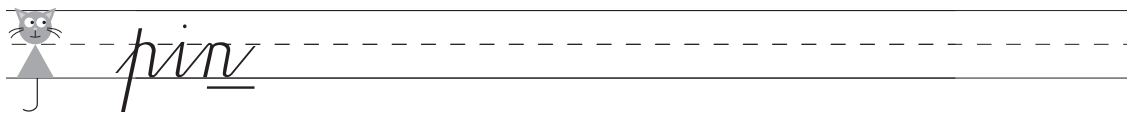
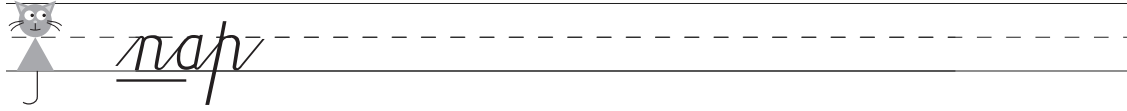
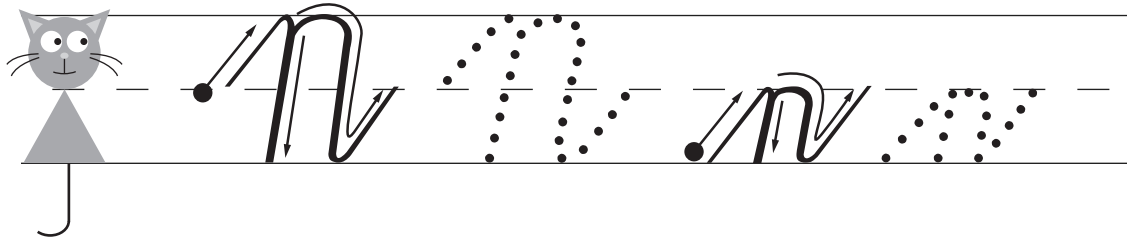


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write a story about a creative person. Use your imagination!

TASK: Write a story of 6-8 sentences to contribute to a class book entitled: Creative people.

WRITING FRAME:

Once upon a time... *(tell us about the setting and the characters)*

One day... *(explain the problem)*

Then... *(explain how the character uses their creativity to solve the problem)*

In the end... *(what do people think of the main character?)*

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

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:
Once upon a time there was a young boy names Sandile. He didn't need any toys from the shop because he made all his own toys from rubbish. **One day** Sandile's family went to the shop. His sister cried and cried because she wanted a new doll but there wasn't money to buy her one. **Then**, Sandile had an idea. He used his creativity to make his sister a doll from rubbish. **In the end**, his sister loved the doll he made more than the one from the shop!

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

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

once upon a time in a small town
in south africa there was a girl
named Zama and her older brother
named Themba

One day her family did not have
enough money to buy enough food

Then Zama and Themba worked
together to make toy cars out of
litter and sell them to people.

In the end Zama and Themba made
enough money to buy food. Her
family were very proud of them



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: **sit**
- 3 Segment the word into the individual sounds: /s/ - /i/ - /t/
- 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: /t/
- 7 Write the word on the chalkboard: **sit**
- 8 Model pointing and blending the sounds to make a word: /s/ - /i/ - /t/ = **sit**
- 9 Repeat this with a word from the Wednesday lesson: **nap**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p>Zweli makes a ball</p> <p>Zweli saw the big kids playing soccer. He sat at the side of the field. He wanted to play but he was too shy to ask.</p> <p>The ball came his way. He tried to kick it back to the big kids. But he missed the ball.</p> <p>His face felt hot. He ran to his house.</p>	<p>I can infer that Zweli feels so embarrassed when he misses the ball!</p>
<p>'I need to practise,' he thought. 'I need a ball.'</p> <p>Zweli searched his house for a soccer ball. He found a small, red bouncy ball. He tried to kick it, but it wasn't big enough. 'I need to make this ball bigger,' he thought. Zweli thought and thought about how to make his small bouncy ball into a big soccer ball.</p>	<p>Zweli wants to practise soccer. I can infer that he wants to get better at playing soccer so that he will not feel embarrassed again!</p>
<p>Zweli began to search for something to make his ball bigger. He found an old newspaper next to the rubbish bin. He wrapped the small bouncy ball in the newspaper. He tried to kick it. But the newspaper came off the small ball. 'I need something to make the newspaper stay on the small bouncy ball,' he thought.</p>	<p>I can see that Zweli doesn't give up easily! When he can't find a soccer ball, he uses his creative thinking to try to solve the problem! That lets me infer that Zweli is determined to get better at soccer!</p>
<p>Zweli walked into the kitchen. He found an empty Simba packet that no one was using. He wrapped the packet around the newspaper. He tried to kick it. The newspaper stayed in place. But it still wasn't as big as a soccer ball.</p>	<p>Zweli keeps recycling different things to build his ball. That lets me infer that Zweli is a creative thinker!</p>
<p>'How can I make this bigger?' he thought. He found his mother's old handbag under the bed. He asked his mother if he could use it. 'Yes,' said Mother. 'I was going to throw it away.' Zweli cut up the handbag and wrapped it around his ball.</p>	<p>Zweli keeps trying new things to fix his problem. That lets me infer that Zweli is determined to make his soccer ball!</p>
<p>Zweli walked into the kitchen. He found a plastic bag that no one was using. He wrapped the plastic around the ball and tied it tight. Then, he found an old string. He tied it around his ball to hold the plastic in place. He looked at his new soccer ball. Finally, it was big enough!</p>	<p>Zweli made his own soccer ball! I can infer that he is creative and determined!</p>

Text	Second Read (Think Aloud)
Zweli took his new ball and went outside. He kicked and kicked the ball. He set up two rocks as his goal. He practised kicking the ball between the rocks.	Zweli can finally practise. He practises a lot! I can infer that he really wants to get better so that he will not miss the ball and feel embarrassed again!
A few days later Zweli sat by the field and watched the big kids play soccer. He had been practising a lot. One of the big kids came over to him. She said 'I saw you scoring goals outside your house! You can be on our team!' Zweli stood up and walked onto the field, ready to play soccer with the big kids.	Zweli practised and practised. Now, he is back at the soccer field. I can infer that Zweli must feel ready to try playing with the big kids again!

Follow up questions	Responses
Why did Zweli's face feel hot?	He was embarrassed because he missed the ball.
Why did Zweli feel embarrassed?	Because he missed the soccer ball in front of the big kids.
How do you think Zweli felt when the big kids asked him to play with them?	I think Zweli felt...
Why question	Possible response
Why did Zweli work so hard to make a soccer ball?	<ul style="list-style-type: none"> • Because he really wanted to practise playing soccer. • Because he was embarrassed that he missed the ball and he wanted to practise. • Because he couldn't find a soccer ball to practise with and he wants to get better at soccer. • Because he did not want to feel embarrassed again. • Because he is determined to get better soccer!



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.
 - continue
 - effort
 - practise

Rhyme or song	Actions
Zweli uses newspaper, newspaper, newspaper Zweli uses newspaper to make a soccer ball.	<i>Pretend to wrap newspaper around a small ball</i>
Zweli uses a packet, a packet, a packet Zweli uses a packet to make a soccer ball.	<i>Pretend to wrap a packet around the ball</i>
Zweli uses a handbag, a handbag, a handbag Zweli uses a handbag to make a soccer ball.	<i>Pretend to put the ball into a handbag</i>
Zweli uses a plastic bag, plastic bag, plastic bag Zweli uses a plastic bag to make a soccer ball.	<i>Pretend to put the ball into a plastic bag and to close it</i>
Now Zweli plays soccer, soccer, soccer Now Zweli plays soccer with his soccer ball!	<i>Pretend to kick a soccer ball</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
My favourite part of the story was when...because...
Zweli is a creative thinker 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.

a	s	t
p	i	n

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **i, n**
- 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):
in, pin, tin, sin, tip, sit, nap, tap, sap, tan, nap, at, pat, sat

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, Zweli will join the other children on the soccer field. I think they will be impressed by how much he has improved.
- 4 Draw your own picture on the chalkboard of Zweli playing soccer and the other children smiling.
- 5 Use **modelling** to add a sentence to your illustration, like: Zweli has improved!
- 6 Next, tell learners that they are going to make an inference about what could happen next.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes and draw their ideas about what could happen next.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration with a partner.

WEEK 3



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 2 Term 3 Week 4

THEME: Creative Thinking



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: photographs of different creative thinkers, especially people in the creative arts (visual artists, dancers, musicians.) If possible, gather art made in your own community.
- 5 Do some research on the internet to prepare for the theme. For example: Find a video of Dancegod Lloyd to show your learners.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



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 16, Let's do

Activity 2: DBE Workbook 2: Page 17, Let's write

Activity 3: DBE Workbook 2: Page 18, & 19, Let's read

Activity 4: Draw a creative self-portrait.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of Dancegod Lloyd dancing in the Big Book: Dancegod Lloyd
- 2 Tell learners that we are continuing our theme: Creative thinking
- 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 does being creative help our communities / our world?
 - b How are you creative?
 - c How are your friends creative?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - routine
 - tutorial
 - perception

Rhyme or song	Actions
Zweli uses newspaper, newspaper, newspaper Zweli uses newspaper to make a soccer ball.	<i>Pretend to wrap newspaper around a small ball</i>
Zweli uses a packet, a packet, a packet Zweli uses a packet to make a soccer ball.	<i>Pretend to wrap a packet around the ball</i>
Zweli uses a handbag, a handbag, a handbag Zweli uses a handbag to make a soccer ball.	<i>Pretend to put the ball into a handbag</i>
Zweli uses a plastic bag, plastic bag, plastic bag Zweli uses a plastic bag to make a soccer ball.	<i>Pretend to put the ball into a plastic bag and to close it</i>
Now Zweli plays soccer, soccer, soccer Now Zweli plays soccer with his soccer ball!	<i>Pretend to kick a soccer ball</i>



Handwriting

15 minutes

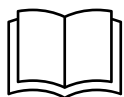
- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
 - a Ii Ii Ii...
 - b Nn Nn Nn...
 - c sat
 - d pat
 - e nap
 - f pin
 - g tin
 - h sip
 - i pit
 - j tip
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Edit

TOPIC: Write a story about a creative person. Use your imagination!

TASK: Write a story of 6-8 sentences to contribute to a class book entitled: Creative people.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I use the past tense?
- 2 Is my main character creative?
- 3 Is there a problem in my story?
- 4 Does the problem in my story get solved with creativity?
- 5 Did I spell all words correctly?
- 6 Does every sentence start with a capital letter?
- 7 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

Once upon a time in a small town
in South Africa there was a girl
named Zama and her older brother
named Themba.

One day her family did not have
enough money to buy enough food.

Then Zama and Themba worked
together to make toy cars out of
litter and sell them to people.

In the end Zama and Themba made
enough money to buy food. Her
family were very proud of them.



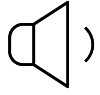
Group Guided Reading

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: /m/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /m/?
- 5 Brainstorm words with learners, like: **mother, mom, man, mouth**
- 6 Ask learners: Can you think of words that end with /m/?
- 7 Brainstorm words with learners, like: **ham, sum, thumb (the b is silent)**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **map, mat, man**
- 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: _____



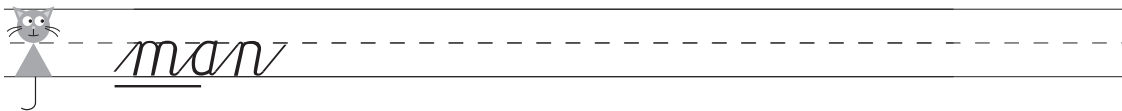
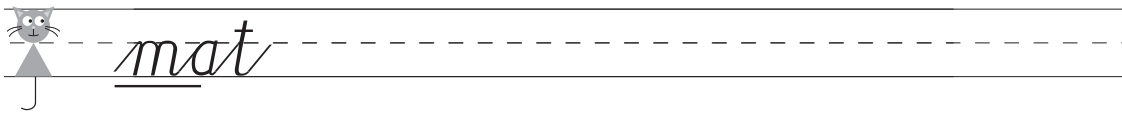
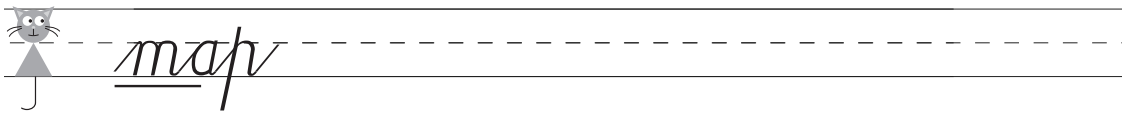
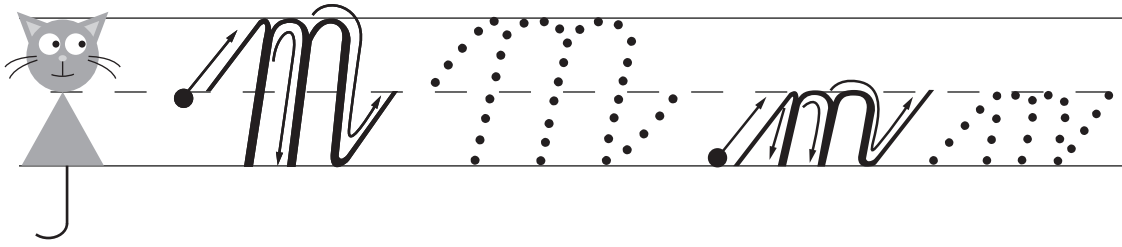
Handwriting:

15 minutes

Write new letter(s) / words / sentences

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

7 Learners must underline the targeted sound in any words/sentences written.



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p><u>Dancegod Lloyd</u></p> <p>Dancing had always made Laud Konadu feel happy. He danced as he walked to school. His feet danced under his desk all through the school day. He even danced as he ran down the soccer field. Whenever Laud danced, he couldn't help but smile.</p>	<p>--</p>
<p>But when Laud was young, people discouraged him from dancing.</p> <p>'Laud – people will think you are silly if you dance all the time,' his family said.</p> <p>'Laud – dance is not respected! You must choose something else to do!' his teachers said.</p> <p>'Laud – soccer is more important than dancing!' his friends said.</p>	<p>I make the evaluation that Laud was determined to be a successful dancer, no matter what other people thought.</p>
<p>Laud felt pressure to stop dancing, but he knew he could not live a happy life without dance. He decided to make it his life's work to change peoples' perceptions of dance.</p>	
<p>Laud decided to choreograph a dance routine. He spent hours on social media watching dances from all across the African continent and putting his own dance together. Then, he asked a friend to record his dance routine using his phone. Finally, he posted his own video to Instagram.</p>	<p>I make the evaluation that Laud is creative, because he uses social media to reach lots of people.</p>
<p>Laud's video went viral. Thousands of people from all over the world watched Laud dance.</p> <p>'Amazing!' one person commented.</p> <p>'You're a star!' another person wrote.</p> <p>'This video made my day!' a third person said.</p> <p>From that day on, Laud was known as 'Dancegod Lloyd'.</p>	<p>I think that Laud must be an excellent dancer, because people named him 'Dancegod'.</p>
<p>Dancegod Lloyd loved the attention he was getting on social media from his dance videos. However, he realised he didn't just want to dance – he wanted to help other young dancers to reach their dancing dreams too. Dancegod Lloyd began posting tutorials to teach his viewers how to do his dance routines.</p>	<p>I can make the evaluation that Laud didn't just want to change the perception of dance for himself, but for others too.</p>

Text	First Read (Think Aloud)
<p>Then, Dancegod Lloyd sat down with two of his closest friends.</p> <p>'When I began dancing, I only thought about performing on big stages. But now, all I can think about is inspiring other young Ghanaians,' he said.</p> <p>Together they opened a dance school, the 'Dance with a Purpose Academy'. They called it DWP for short.</p>	<p>I think that Laud's goal changed –from becoming a dancer himself to helping others to become dancers.</p>
<p>Dancegod Lloyd and his friends wanted to make sure that DWP was open to any young, talented dancer.</p> <p>So, they decided to cover all the costs for any dancer talented enough to be accepted to the school.</p>	<p>--</p>
<p>One day, Dancegod Lloyd was scrolling on Instagram after posting a new dance tutorial. He noticed a video posted by a young boy named Hubert. Hubert followed all the dance moves from the tutorial with creativity and flair. Laud decided Hubert was a perfect candidate for DWP.</p>	<p>I make the evaluation that Laud must care about dancing more than money, because he helps Hubert come to DWP even though he can't pay any fees.</p>
<p>When Dancegod Lloyd met with Hubert, they sat and chatted. Laud found out that Hubert was just 10 years old. He had lost both of his parents when he was a very small child. Dancegod Lloyd made a plan for Hubert to move to Accra to attend DWP. He organised school, food, and housing for Hubert.</p>	<p>--</p>
<p>'This is my dream,' Dancegod Lloyd told his friend, 'to help build a generation of expert dancers – no matter how little money they have.'</p>	<p>I think that Laud's school must help change peoples' perceptions of dance, because it is helping to create a whole group of excellent and professional dancers!</p>
<p>Dancegod Lloyd began to offer free workshops to young people throughout Ghana, to spread happiness and to change peoples' perceptions of dance. As he moves throughout Ghana, he keeps his eyes out for fresh, creative dancers like Hubert to join his dance academy.</p>	<p>--</p>

Follow up questions	Possible responses
What was Laud nicknamed after he posted his video on social media?	He was named 'Dancegod Lloyd'.
Who was Hubert?	<ul style="list-style-type: none"> • Hubert was a student at DWP. • Hubert was a dancer who Laud first saw on Instagram.
Why question	Possible responses
Why did Laud decide to open DWP?	<ul style="list-style-type: none"> • Because wanted to help other young Ghanaians become dancers. • Because he wanted to change the perceptions of dance for others too – not just for himself. • Because he wanted to teach dance to other young Ghanaians. • Because it helped him reach his goal of changing peoples' perceptions of dance.



Group Guided Reading

30 minutes

GROUPS: _____

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

Wednesday



Oral Activities

15 minutes

THEME VOCABULARY

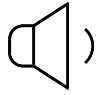
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - successful
 - attention
 - generation

Rhyme or song	Actions
Zweli uses newspaper, newspaper, newspaper Zweli uses newspaper to make a soccer ball.	<i>Pretend to wrap newspaper around a small ball</i>
Zweli uses a packet, a packet, a packet Zweli uses a packet to make a soccer ball.	<i>Pretend to wrap a packet around the ball</i>
Zweli uses a handbag, a handbag, a handbag Zweli uses a handbag to make a soccer ball.	<i>Pretend to put the ball into a handbag</i>
Zweli uses a plastic bag, plastic bag, plastic bag Zweli uses a plastic bag to make a soccer ball.	<i>Pretend to put the ball into a plastic bag and to close it</i>
Now Zweli plays soccer, soccer, soccer Now Zweli plays soccer with his soccer ball!	<i>Pretend to kick a soccer ball</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: /**d**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /**d**/?
- 5 Brainstorm words with learners, like: **dog, dad, doll, don't**
- 6 Ask learners: Can you think of words that end with /**d**/?
- 7 Brainstorm words with learners, like: **dad, sad, mad, hid, nod**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **dam, dad, sad**
- 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: _____

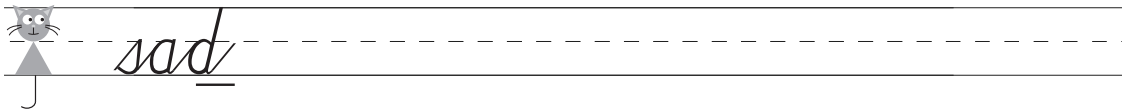
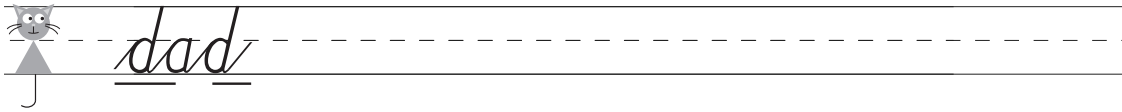
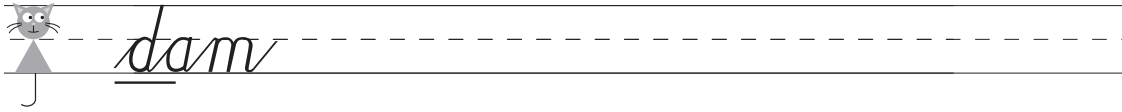
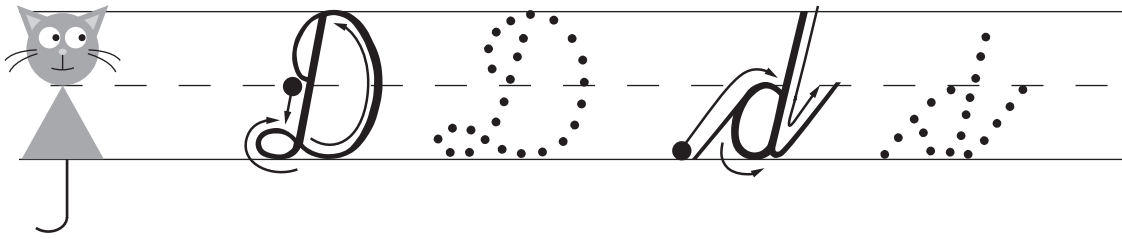


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Write a story about a creative person. Use your imagination!

TASK: Write a story of 6-8 sentences to contribute to a class book entitled: Creative people.

WRITING FRAME:

Once upon a time... *(tell us about the setting and the characters)*

One day... *(explain the problem)*

Then... *(explain how the character uses their creativity to solve the problem)*

In the end... *(what do people think of the main character?)*

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

MODELLING THE PUBLISHING PROCESS (I DO)

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

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

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

LEARNERS PRESENT THEIR WRITING

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Compile learners' work into a class book. Make the book available in the reading corner for learners to read.

29 July 2020
Toy Cars

Once upon a time in a small town in South Africa there was a girl named Zama and her older brother named Themba.

One day her family did not have enough money to buy enough food.

Then Zama and Themba worked together to make a toy car out of litter and sell them to people.

In the end Zama and Themba made enough money to buy food. Her family were very proud of them.



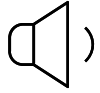
Group Guided Reading

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

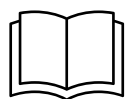
WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER

Text	Second Read (Think Aloud)
<p><u>Dancegod Lloyd</u></p> <p>Dancing had always made Laud Konadu feel happy. He danced as he walked to school. His feet danced under his desk all through the school day. He even danced as he ran down the soccer field. Whenever Laud danced, he couldn't help but smile.</p>	<p>--</p>
<p>But when Laud was young, people discouraged him from dancing.</p> <p>'Laud – people will think you are silly if you dance all the time,' his family said.</p> <p>'Laud – dance is not respected! You must choose something else to do!' his teachers said.</p> <p>'Laud – soccer is more important than dancing!' his friends said.</p> <p>Laud felt pressure to stop dancing, but he knew he could not live a happy life without dance. He decided to make it his life's work to change peoples' perceptions of dance.</p>	<p>I wonder how Laud will change peoples' perceptions about dancing?</p>
<p>Laud decided to choreograph a dance routine. He spent hours on social media watching dances from all across the African continent and putting his own dance together. Then, he asked a friend to record his dance routine using his phone. Finally, he posted his own video to Instagram.</p>	<p>I wonder how this will change peoples' perceptions of dance?</p>
<p>Laud's video went viral. Thousands of people from all over the world watched Laud dance.</p> <p>'Amazing!' one person commented.</p> <p>'You're a star!' another person wrote.</p> <p>'This video made my day!' a third person said.</p> <p>From that day on, Laud was known as 'Dancegod Lloyd'.</p>	<p>Maybe peoples' perceptions will change when they see all of the positive attention Laud is getting on social media?</p>
<p>Dancegod Lloyd loved the attention he was getting on social media from his dance videos. However, he realised he didn't just want to dance – he wanted to help other young dancers to reach their dancing dreams too. Dancegod Lloyd began posting tutorials to teach his viewers how to do his dance routines.</p>	<p>Maybe peoples' opinions about dance will change when they see that dance is a serious and difficult skill?</p>

Text	Second Read (Think Aloud)
<p>Then, Dancegod Lloyd sat down with two of his closest friends.</p> <p>'When I began dancing, I only thought about performing on big stages. But now, all I can think about is inspiring other young Ghanaians,' he said.</p> <p>Together they opened a dance school, the 'Dance with a Purpose Academy'. They called it DWP for short.</p>	<p>Maybe peoples' perceptions of dance will change when there is a serious place to study dance?</p>
<p>Dancegod Lloyd and his friends wanted to make sure that DWP was open to any young, talented dancer.</p> <p>So, they decided to cover all the costs for any dancer talented enough to be accepted to the school.</p>	<p>I wonder if peoples' perceptions might change if they see more young people dreaming of becoming dancers?</p>
<p>One day, Dancegod Lloyd was scrolling on Instagram after posting a new dance tutorial. He noticed a video posted by a young boy named Hubert. Hubert followed all the dance moves from the tutorial with creativity and flair. Laud decided Hubert was a perfect candidate for DWP.</p> <p>When Dancegod Lloyd met with Hubert, they sat and chatted. Laud found out that Hubert was just 10 years old. He had lost both of his parents when he was a very small child. Dancegod Lloyd made a plan for Hubert to move to Accra to attend DWP. He organised school, food, and housing for Hubert.</p>	<p>--</p>
<p>This is my dream,' Dancegod Lloyd told his friend, 'to help build a generation of expert dancers – no matter how little money they have.'</p>	<p>I wonder if Laud will help change perceptions of dance by making dance a real career option for other young Ghanaians?</p>
<p>Dancegod Lloyd began to offer free workshops to young people throughout Ghana, to spread happiness and to change peoples' perceptions of dance. As he moves throughout Ghana, he keeps his eyes out for fresh, creative dancers like Hubert to join his dance academy.</p>	<p>I wonder if peoples' perceptions of dancers will change when they see a professional group of excellent dancers in Ghana?</p>

Follow up questions	Possible responses
What was the name of the dance school Laud opened?	It was called Dance with a Purpose Academy (DWP for short).
What is your perception of dance? (What do you think about becoming a dancer?)	<i>My perception of dance is...</i>
Why question	Possible responses
Why did Laud want to change peoples' perceptions of dance?	<ul style="list-style-type: none"> • Because he wanted young people to be able to dream of becoming dancers. • Because people gave him such a hard time when he was young – he wanted it to be easier for other people. • Because he loved to dance, and he wanted people to see the importance of dancing. • Because he wanted young people to be able to achieve their own dreams of becoming a dancer.



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.
 - expert
 - professional
 - workshop
 - academy

Rhyme or song	Actions
Zweli uses newspaper, newspaper, newspaper Zweli uses newspaper to make a soccer ball.	<i>Pretend to wrap newspaper around a small ball</i>
Zweli uses a packet, a packet, a packet Zweli uses a packet to make a soccer ball.	<i>Pretend to wrap a packet around the ball</i>
Zweli uses a handbag, a handbag, a handbag Zweli uses a handbag to make a soccer ball.	<i>Pretend to put the ball into a handbag</i>
Zweli uses a plastic bag, plastic bag, plastic bag Zweli uses a plastic bag to make a soccer ball.	<i>Pretend to put the ball into a plastic bag and to close it</i>
Now Zweli plays soccer, soccer, soccer Now Zweli plays soccer with his soccer ball!	<i>Pretend to kick a soccer ball</i>

WEEK 4

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - My favourite part of the story was when...because...
 - Dancegod Lloyd is a creative thinker 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.

a	s	t
p	i	n
m	d	

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **m, d**
- 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): **map, maps, sip, dim, dims, tin, tins, sit, sat, dat, pad, nip, nips, pan, pans, etc.**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about two details from the story.
- 3 **Model** how you **choose two details from the story**, like: Laud posted his video to social media to try to change peoples' perceptions of dance. Then, people from all around the world watched his dancing!
- 4 Draw your own picture on the chalkboard of Laud using his phone to post his video on social media. Add a picture of people around the world watching him on their own phones.
- 5 Use **modelling** to add a sentence or two to your illustration, like: First, Laud posted a video of his dancing. Then, people all over the world watched.
- 6 Next, tell learners that they are going to choose two details they remember from the story.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes and draw their ideas.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration with a partner.



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.



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: packages of healthy snacks, pictures of healthy foods
- 5 Do some research on the internet to prepare for the theme. For example: the importance of healthy eating, the impacts of healthy eating on school success
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

Activity 1: DBE Workbook 2: Page 20 & 21, Let's do

Activity 2: DBE Workbook 2: Page 22, Let's read

Activity 3: DBE Workbook 2: Page 23 & 24, Let's do

Activity 4: Draw a picture of your favourite healthy snack.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: No chips for Lomusa
- 2 Tell learners that we are starting a new theme called: Healthy eating
- 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 healthy foods?
 - b What are some unhealthy foods?
 - c Why is healthy eating important?

THEME VOCABULARY

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

Rhyme or song	Actions
Do you eat too many unhealthy snacks?	<i>Ask your friend next to you</i>
Careful! Your body may not like that!	<i>Shout out! Wave your index finger</i>
Eat something healthy every day.	<i>Pretend to eat</i>
Take care of your body in every way!	-
Chips and sweets may taste delicious,	<i>Rub your tummy</i>
But they are not very nutritious!	<i>Wave your index finger</i>
Fruits and veg are good to eat.	<i>Thumbs up</i>
Healthy food can be a treat!	<i>Rub your tummy</i>



Handwriting

15 minutes

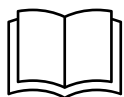
- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
 - a Mm Mm Mm...
 - b Dd Dd Dd...
 - c pit
 - d tip
 - e map
 - f mat
 - g man
 - h dam
 - i dad
 - j sad
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: No chips for Lomusa
- 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 tried a new food, and about a new food you will try in the future.

TASK: Write 2 paragraphs about trying new foods. The first paragraph should be written in the past tense. The second paragraph should be written in the future tense.

PLANNING STRATEGY: Write a list

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your paragraphs, like:
I remember the first time I tried Indian food. I was very worried about trying something new. But when I tasted it, I loved it! I think I want to try Chinese food soon. I think I will love eating it, because I love trying new things.

MODELLING THE PLANNING STRATEGY (I DO)

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

<u>Planning Questions</u>	<u>Plan</u>
<p>Paragraph 1</p> <ol style="list-style-type: none"> 1 What food did you try? 2 What did you think before you ate it? 3 What did it taste like? 4 What did you think after you ate it? <p>Paragraph 2</p> <ol style="list-style-type: none"> 1 What food will you try in the future? 2 Why do you want to try that food? 3 What do you think it will taste like? 4 Where will you try it? 5 Do you like trying new foods? Why or why not? 	<p>Paragraph 1</p> <ol style="list-style-type: none"> 1 Indian food. 2 I thought I wouldn't like it. I thought it would be too spicy for me. 3 It tasted creamy and salty and delicious. 4 I loved it. I wanted to eat more. <p>Paragraph 2</p> <ol style="list-style-type: none"> 1 Chinese food. 2 Because I've never had it. There is a Chinese restaurant in my town. 3 I don't know! 4 At the Chinese restaurant. 5 Yes, because we can find new and healthy food we like!

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

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

Plan

Paragraph 1

1. I tried Chinese food.
2. I thought I wouldn't like it. I thought it would not taste nice.
3. It tasted crunchy and sweet.
4. I liked it. I wanted to eat more.

Paragraph 2

5. Italian food.
6. Because my friend says it's her favourite.
7. Creamy and yummy!
8. At the Italian restaurant.
9. Yes, because we it is exciting to try new things!



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: /o/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /o/?
- 5 Brainstorm words with learners, like: **on, onto, orange**
- 6 Ask learners: Can you think of words that have /o/ in the middle?
- 7 Brainstorm words with learners, like: **pot, not, spot**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **pot, mop, dot**
- 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: _____



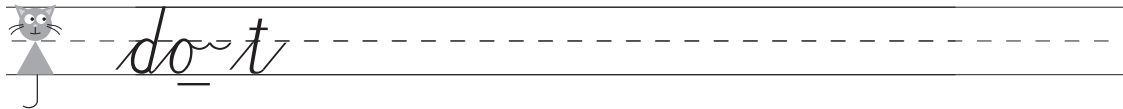
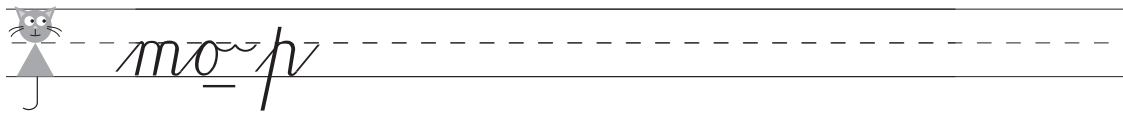
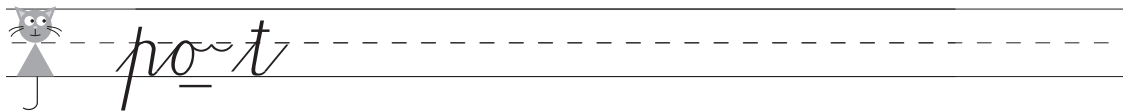
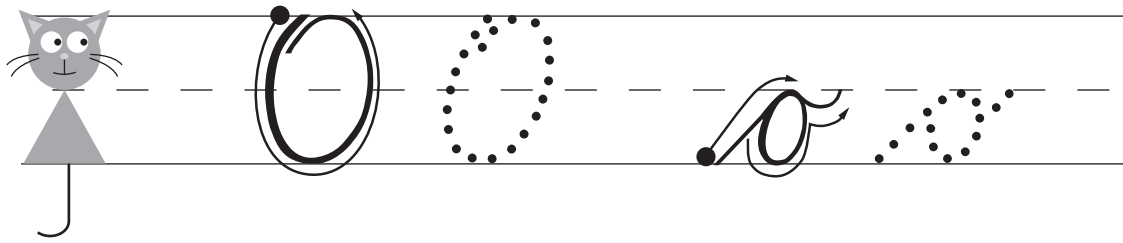
Handwriting:

15 minutes

Write new letter(s) / words / sentences

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

7 Learners must underline the targeted sound in any words/sentences written.

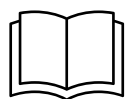


ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: VISUALISE

Text	First Read (Think Aloud)
<p><u>No chips for Lomusa</u></p> <p>Lomusa walked into the kitchen, ready for school. Her father was sitting at the table with his sister, who was visiting from Maputo. Lomusa's dad looked at the clock. 'Time for you to go!' he said. He opened the kitchen cabinet and gave Lomusa a packet of orange chips for her snack.</p>	<p>I can visualise Lomusa coming into the kitchen, all clean and ready for school!</p>
<p>'What are you giving her that for?' Auntie Sophia said. 'You know that's unhealthy Luis!' Lomusa's father looked at his sister, surprised.</p> <p>'But all the kids eat them!' he said.</p> <p>'No Luis! You must give Lomusa protein for her snack! It will help her focus better in class. And, it will keep her feeling full for longer!'</p> <p>'Well, we don't have any snacks like that!' Lomusa's father replied.</p> <p>Auntie Sophia reached into her bag and took out a plastic bag with small dried fish inside. 'These are delicious and healthy!' said Auntie, handing the packet to Lomusa and taking the chips away.</p>	<p>I can visualise Lomusa's looking back and forth from her father to Auntie Sophia while they argue!</p>
<p>At break, Lomusa took out her little packet of fish and started eating them. 'Yum! These are delicious,' she thought.</p> <p>Just then, two girls from Grade 4 walked by laughing and holding their noses. 'You smell disgusting!' one of the girls yelled. Lomusa quickly put the fish back inside her bag.</p>	<p>I can visualise the two older girls laughing loudly as they tease poor Lomusa!</p>
<p>After school, Lomusa gave the little dried fish back to Auntie Sophia. 'The other girls said I smell when I eat these,' Lomusa said. 'I don't ever want to bring them to school again.'</p>	<p>I can visualise Lomusa's sad face as she gives the fish back!</p>
<p>The next morning, Lomusa asked her father for some chips to take to school. He opened the kitchen cabinet and gave her a packet.</p>	<p>I can visualise Lomusa trying to sneak out of the kitchen, before her Auntie sees that she has unhealthy chips!</p>

Text	First Read (Think Aloud)
<p>'What are you giving her that for?' Auntie Sophia said. 'I told you that's unhealthy Luis! You must give Lomusa protein for her snack!' Auntie Sophia looked around the kitchen. There was a pot on the stove with eggs that had just been boiled. 'Boiled eggs are delicious! And they're healthy!' said Auntie, handing Lomusa the egg and taking her chips.</p>	<p>I can visualise Auntie Sophia looking annoyed. She must feel annoyed because her brother didn't listen to her the first time!</p>
<p>At break, Lomusa peeled her egg and began eating it. 'Yum! This is delicious,' she thought. But then two of the boys from Grade 5 walked by laughing and making coughing sounds. 'That smells disgusting!' one of the boys yelled. Lomusa quickly put the boiled egg back inside her bag.</p>	<p>I can visualise the two older boys pointing and talking loudly so others' can hear them tease poor Lomusa!</p>
<p>After school, Lomusa handed the egg back to Auntie Sophia. 'The boys said I smell when I eat this,' Lomusa said. 'I don't ever want to bring boiled eggs to school again.' Lomusa said. Then she ran outside to play.</p>	<p>I can visualise Lomusa's sad face as she gives the eggs back!</p>
<p>A few minutes later, Auntie Sophia called Lomusa. 'Lomusa, healthy eating is important!' she said. 'Fish and boiled eggs are good for you. They will make your body strong and help your mind focus! But, I understand that being teased is hard. Let's find you a snack that has protein and doesn't have any kind of smell,' said Auntie Sophia.</p>	<p>I can visualise Lomusa listening carefully to her Auntie Sophia.</p>
<p>'What about peanuts?' asked Auntie Sophia, looking around the yard. 'Your parents have many peanut bushes in the yard, and they are very good for you.'</p> <p>'Oh yes!' said Lomusa. 'I love peanuts and they don't smell! I will take peanuts to school, and I will eat eggs and fish at home. Thank you, Auntie!'</p>	<p>--</p>
<p>The next day at break, Sophia took out her bag of peanuts and started eating them. She looked around, nervously. But, no one teased her as she ate her delicious nuts.</p>	<p>I can visualise Lomusa looking happy as she eats her peanuts. I think she will not be afraid to take peanuts to school again!</p>

Follow up questions	Responses
What does Auntie Sophia say Lomusa must eat?	She says she must eat protein.
What does Auntie Sophia take away from Lomusa?	She takes the chip packet away.
What protein grows in Lomusa's backyard?	Peanuts!
Why question	Possible response
Can you visualise Lomusa at break? Why doesn't Lomusa want to bring fish or eggs to school again?	<ul style="list-style-type: none"> • Because she gets teased. • Because she doesn't want to take food that she has been teased for eating. • Because the other kids at school make fun of fish and eggs because they have a smell. • Because she is sad when she gets teased.



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.
 - protein
 - muscles
 - focus

Rhyme or song	Actions
Do you eat too many unhealthy snacks?	<i>Ask your friend next to you</i>
Careful! Your body may not like that!	<i>Shout out! Wave your index finger</i>
Eat something healthy every day.	<i>Pretend to eat</i>
Take care of your body in every way!	-
Chips and sweets may taste delicious,	<i>Rub your tummy</i>
But they are not very nutritious!	<i>Wave your index finger</i>
Fruits and veg are good to eat.	<i>Thumbs up</i>
Healthy food can be a treat!	<i>Rub your tummy</i>

WEEK 5

CREATIVE STORYTELLING

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





Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /g/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /g/?
- 5 Brainstorm words with learners, like: **girl, go, gone, got**
- 6 Ask learners: Can you think of words that end with /g/?
- 7 Brainstorm words with learners, like: **dog, dig, hug**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **got, pig, dig**
- 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: _____

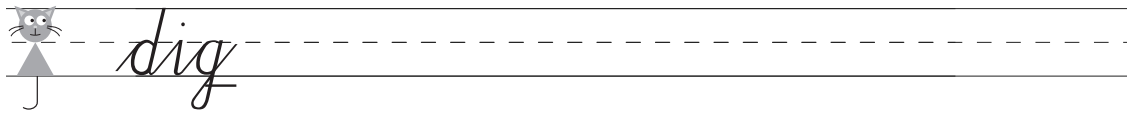
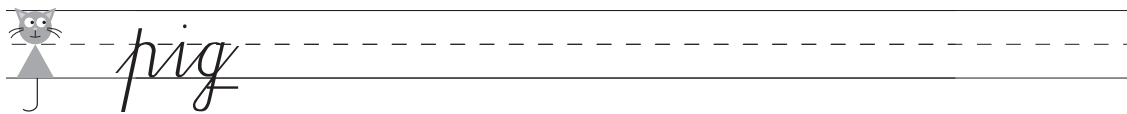
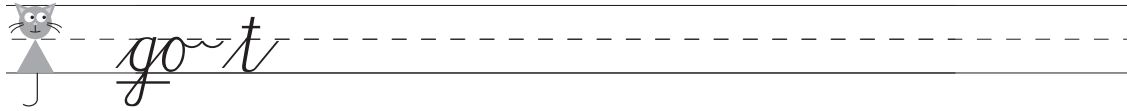
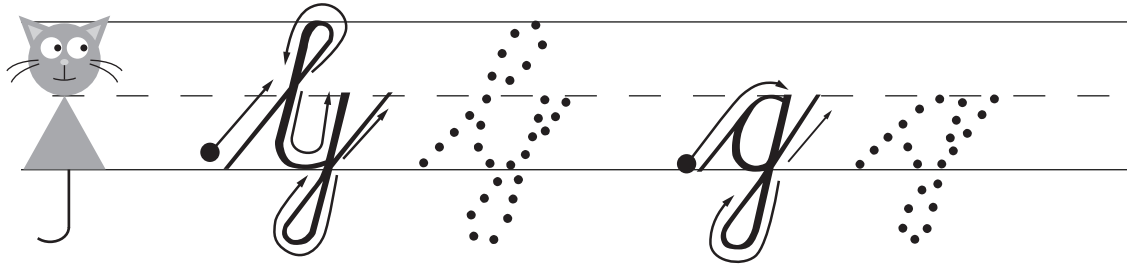


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write about a time you tried a new food, and about a new food you will try in the future.

TASK: Write 2 paragraphs about trying new foods. The first paragraph should be written in the past tense. The second paragraph should be written in the future tense.

WRITING FRAME:

Once I tried...

Before I tried it, I...

It tasted...

In the end...

I will try...

I think it / they will taste...

I will try it / them...

I like / don't like trying new foods because...

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

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:
Once I tried Indian curry. **Before I tried it, I** was worried I wouldn't like it. I thought it would be too spicy! **It tasted** delicious! **In the end** I was glad I tried it.
I will try Chinese noodles. **I think they will taste** salty and delicious. **I will try them** at the Chinese restaurant sometime soon. **I like trying new foods because** there are so many good foods to eat!

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **My paragraphs: Draft**
- 3 Tell learners to find their plan from Monday and think about their ideas.
- 4 Tell learners to complete the writing frame using their plans.

- 5 Tell learners that they can add more sentences or details if they have time.
- 6 Remind learners of the strategies they can use to help them.
- 7 As learners write, walk around the classroom and help learners who are struggling.

My paragraphs: draft

before i tried it, I thought I will not like it.

It tasted crunchy and sweet.

In the end i really liked it and just wanted mor.

I will try Italian pasta.

I think it will taste creamy and yummy.

I will try it becuse it is my best friends favourite food.

I like like trying new foods becuse it is exciting to try new things!



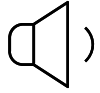
Group Guided Reading

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

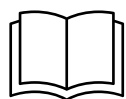
WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: VISUALISE

Text	Second Read (Think Aloud)
<p><u>No chips for Lomusa</u></p> <p>Lomusa walked into the kitchen, ready for school. Her father was sitting at the table with his sister, who was visiting from Maputo. Lomusa's dad looked at the clock. 'Time for you to go!' he said. He opened the kitchen cabinet, and gave Lomusa a packet of orange chips for her snack.</p>	<p>I can visualise Dad looking worried when he looks at the clock! He must not want Lomusa to be late for school!</p>
<p>'What are you giving her that for?' Auntie Sophia said. 'You know that's unhealthy Luis!' Lomusa's father looked at his sister, surprised.</p> <p>'But all the kids eat them!' he said.</p> <p>'No Luis! You must give Lomusa protein for her snack! It will help her focus better in class. And, it will keep her feeling full for longer!'</p> <p>'Well, we don't have any snacks like that!' Lomusa's father replied.</p> <p>Auntie Sophia reached into her bag and took out a plastic bag with small dried fish inside. 'These are delicious and healthy!' said Auntie, handing the packet to Lomusa and taking the chips away.</p>	<p>I can visualise Auntie Sophia looking surprised when Lomusa's father gives her a packet of chips!</p>
<p>At break, Lomusa took out her little packet of fish and started eating them. 'Yum! These are delicious,' she thought.</p> <p>Just then, two girls from Grade 4 walked by laughing and holding their noses. 'You smell disgusting!' one of the girls yelled. Lomusa quickly put the fish back inside her bag.</p>	<p>I can visualise Lomusa trying to quickly hide her fish! She must feel embarrassed.</p>
<p>After school, Lomusa gave the little dried fish back to Auntie Sophia. 'The other girls said I smell when I eat these,' Lomusa said. 'I don't ever want to bring them to school again.'</p>	<p>I can visualise Lomusa's serious voice as she talks to her Auntie. She must want her Auntie to listen to her.</p>
<p>The next morning, Lomusa asked her father for some chips to take to school. He opened the kitchen cabinet and gave her a packet.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>'What are you giving her that for?' Auntie Sophia said. 'I told you that's unhealthy Luis! You must give Lomusa protein for her snack!' Auntie Sophia looked around the kitchen. There was a pot on the stove with eggs that had just been boiled. 'Boiled eggs are delicious! And they're healthy!' said Auntie, handing Lomusa the egg and taking her chips.</p>	<p>I can visualise Lomusa looking worried when Auntie Sophia tells her she must take a snack with protein. She must be worried she will have to take fish again!</p>
<p>At break, Lomusa peeled her egg and began eating it. 'Yum! This is delicious,' she thought. But then two of the boys from Grade 5 walked by laughing and making coughing sounds. 'That smells disgusting!' one of the boys yelled. Lomusa quickly put the boiled egg back inside her bag.</p>	<p>I can visualise Lomusa trying to quickly hide her eggs! She must feel very embarrassed.</p>
<p>After school, Lomusa handed the egg back to Auntie Sophia. 'The boys said I smell when I eat this,' Lomusa said. 'I don't ever want to bring boiled eggs to school again.' Lomusa said. Then she ran outside to play.</p>	<p>I can visualise Lomusa's speaking in a serious voice! She must be upset because she got teased two days in a row!</p>
<p>A few minutes later, Auntie Sophia called Lomusa. 'Lomusa, healthy eating is important!' she said. 'Fish and boiled eggs are good for you. They will make your body strong and help your mind focus! But, I understand that being teased is hard. Let's find you a snack that has protein and doesn't have any kind of smell,' said Auntie Sophia.</p>	<p>I can visualise Auntie Sophia putting her arm around Lomusa, and speaking in a soft, gentle voice. She must want to help Lomusa feel better!</p>
<p>'What about peanuts?' asked Auntie Sophia, looking around the yard. 'Your parents have many peanut bushes in the yard, and they are very good for you.'</p> <p>'Oh yes!' said Lomusa. 'I love peanuts and they don't smell! I will take peanuts to school, and I will eat eggs and fish at home. Thank you Auntie!'</p>	<p>I can visualise Lomusa looking excited when she learns that peanuts are a healthy snack with protein!</p>
<p>The next day at break, Sophia took out her bag of peanuts and started eating them. She looked around, nervously. But, no one teased her as she ate her delicious nuts.</p>	<p>I can visualise Lomusa sighing. She must be relieved that today, no one is teasing her!</p>

Follow up questions	Possible responses
What are the three foods in the story that have protein?	Dried fish, eggs, and peanuts.
What foods did Lomusa get teased for eating?	Dried fish and eggs.
How do you think Lomusa feels when she gets teased?	I think Lomusa must feel...
Why question	Possible responses
Visualise Lomusa eating peanuts at break! Why did Lomusa finally decide to take peanuts as her snack?	<ul style="list-style-type: none"> • Because peanuts don't have a smell. • Because she got teased when she took fish and eggs. She didn't want to take those snacks again, even though they are healthy. • Because her parents have peanut bushes in the yard. • Because she likes peanuts! • Because she listens to her Auntie and understands that she must eat a snack with protein rather than chips!



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

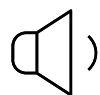
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - treat
 - delicious
 - sugar
 - sweet

Rhyme or song	Actions
Do you eat too many unhealthy snacks?	<i>Ask your friend next to you</i>
Careful! Your body may not like that!	<i>Shout out! Wave your index finger</i>
Eat something healthy every day.	<i>Pretend to eat</i>
Take care of your body in every way!	-
Chips and sweets may taste delicious,	<i>Rub your tummy</i>
But they are not very nutritious!	<i>Wave your index finger</i>
Fruits and veg are good to eat.	<i>Thumbs up</i>
Healthy food can be a treat!	<i>Rub your tummy</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - My favourite part of the story is...because...
 - This story is related to the theme of 'Healthy eating' 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.

a	s	n
m	d	g
o	i	t

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **o, g**
- 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): **mad, mod, mid, got, gas, sag, sit, tin, tins, nag, nags, nat, mat, mats, mama, mom, etc.**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about something important they **visualise** when they think about the story.
- 3 **Model** how you **visualise something important from the story**, like: Lomusa was laughed at because her snack smelled. I can visualise her looking sad and trying to hide her snack when other people laughed and pointed.
- 4 Draw your own picture on the chalkboard of Lomusa looking sad while others laugh.
- 5 Use **modelling** to add a sentence or two to your illustration, like: I visualise Lomusa feeling sad because others are laughing at her.
- 6 Next, tell learners that they are going to choose an important thing they visualise when they think about the story.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes and draw their ideas.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration with a partner.



Group Guided Reading

30 minutes

GROUPS: _____

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

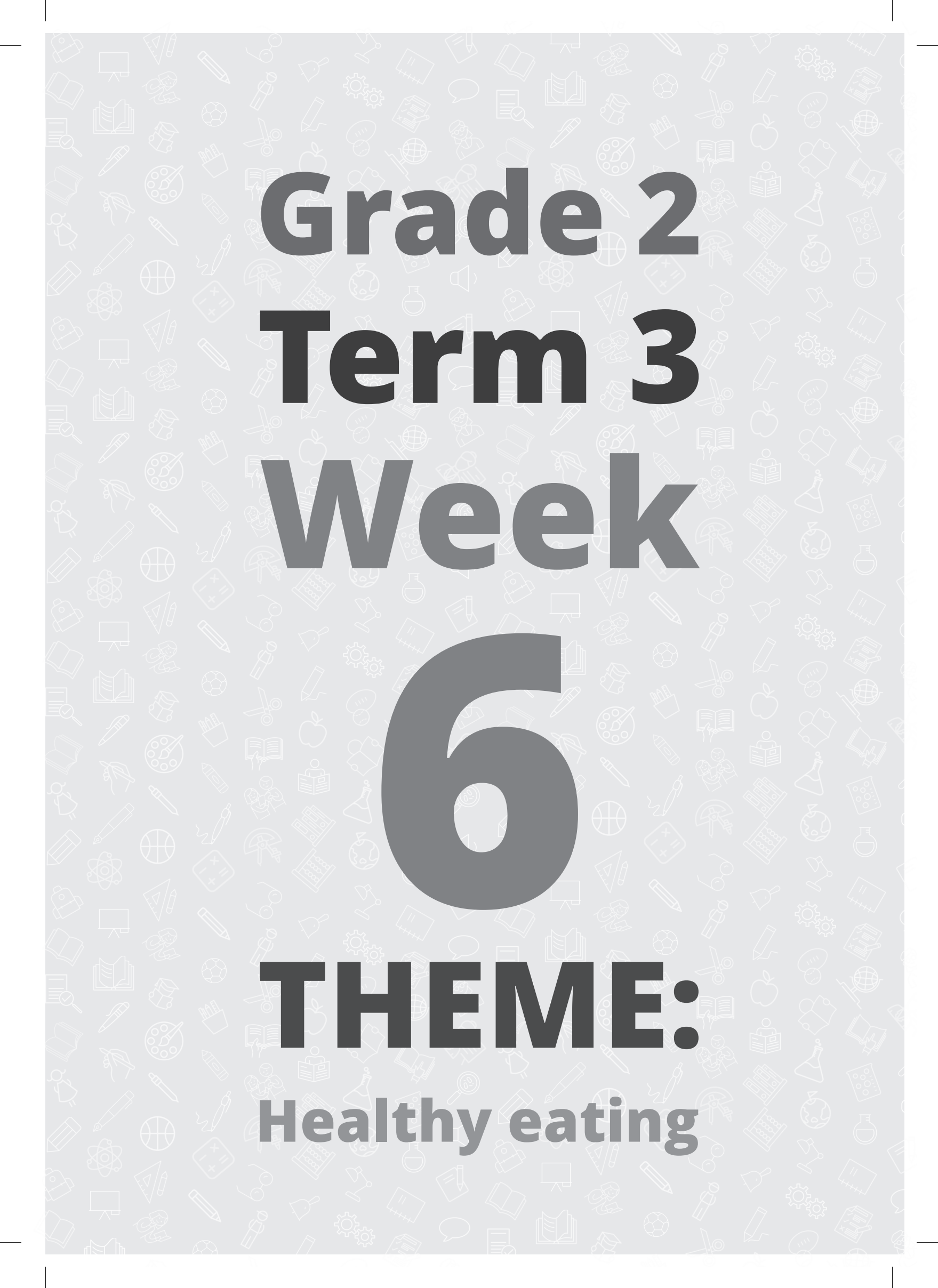


End of week language learning review

15 minutes

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

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

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

Grade 2 Term 3 Week

6

THEME: **Healthy eating**



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: learners' pictures of their favourite healthy snacks, simple recipes for making healthy snacks
- 5 Do some research on the internet to prepare for the theme. For example: Different food pyramids
- 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 24 & 25, Let's write

Activity 2: DBE Workbook 2: 26, Let's do

Activity 3: DBE Workbook 2: Page 27 & 28 Let's write

Activity 4: Draw a picture of a food with protein you would enjoy eating!

Monday



Oral Activities

15 minutes

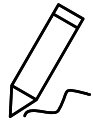
RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE (SECOND WEEK OF THE THEME)

- 1 Show learners a picture of Rhulani's sign in the Big Book: Fresh eggs for sale
- 2 Tell learners that we are continuing our theme: Healthy eating
- 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 Where do we get healthy food from?
 - b What are food groups?
 - c Why is healthy eating important?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - advertise
 - advertisement
 - sign

Rhyme or song	Actions
Do you eat too many unhealthy snacks?	<i>Ask your friend next to you</i>
Careful! Your body may not like that!	<i>Shout out! Wave your index finger</i>
Eat something healthy every day.	<i>Pretend to eat</i>
Take care of your body in every way!	-
Chips and sweets may taste delicious,	<i>Rub your tummy</i>
But they are not very nutritious!	<i>Wave your index finger</i>
Fruits and veg are good to eat.	<i>Thumbs up</i>
Healthy food can be a treat!	<i>Rub your tummy</i>



Handwriting

15 minutes

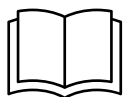
- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
 - a Oo Oo Oo...
 - b Gg Gg Gg...
 - c mat
 - d sad
 - e pot
 - f mop
 - g dot
 - h got
 - i pig
 - j dig
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Edit

TOPIC: Write about a time you tried a new food, and about a new food you will try in the future.

TASK: Write 2 paragraphs about trying new foods. The first paragraph should be written in the past tense. The second paragraph should be written in the future tense.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I use the past tense in my first paragraph?
- 2 Did I use the future tense in my second paragraph?
- 3 Did I choose the correct pronouns?
- 4 Did I spell all words correctly?
- 5 Does every sentence start with a capital letter?
- 6 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

^B My paragraphs: draft ^I ^{would}
before i tried it, I thought I will
not like it.

It tasted ^I crunchy and sweet.

In the end i^e really liked it and just
wanted mor.

I will try Italian pasta.

I think it will taste creamy and
yummy.

I will ^{try} it becuse it is my best
friends ~~f~~avourite food.

I like like trying new foods becuse
it is exciting to try new things!



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: /c/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /c/?
- 5 Brainstorm words with learners, like: **camera, cap, can, colour**
- 6 Ask learners: Can you think of words that end with /c/?
- 7 Brainstorm words with learners, like: **pack, sick, pink (these words all end in the 'c' sound)**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **cat, cap, can**
- 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: _____



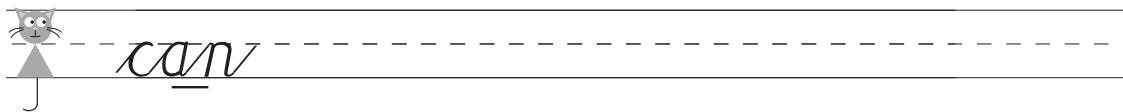
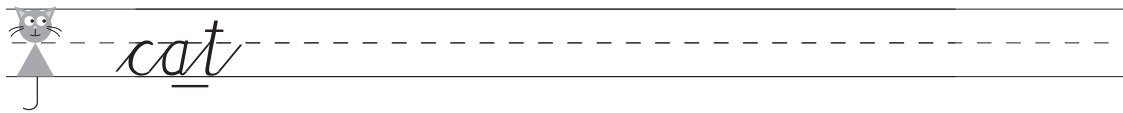
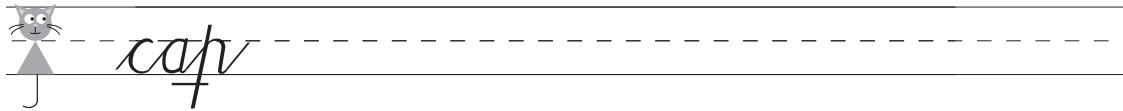
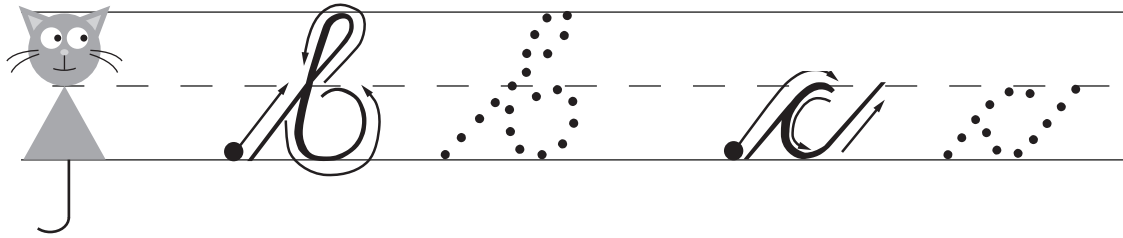
Handwriting:

15 minutes

Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case cursive letter(s): **Cc**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.

- 6 Learners must then copy the sound/words/sentences into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Fresh eggs for sale</u></p> <p>Rhulani's gogo had so many chickens. Gogo's chickens laid so many eggs. 'Eggs are packed with protein!' Gogo always said. Every morning, Rhulani and his sister Rudzani ate eggs for breakfast. Sometimes, they even ate pap and eggs for dinner. Even still, there were always eggs hidden in the yard.</p>	<p>I can infer that Rhulani's family has more eggs than they can use!</p>
<p>One day while Rhulani and his friend Dakalo were running around, Rhulani accidentally stepped on an egg. He heard a crunch. 'Ugh!' Rhulani cried when he picked up his foot and saw the slimy egg goo hanging from his shoe. When Rhulani showed Gogo his slime-covered shoe, she laughed. 'Those silly chickens lay so many eggs!' she said.</p>	<p>I infer that Rhulani's family has more eggs than they can use, because Gogo isn't even upset when Rhulani steps on one!</p>
<p>That evening, Dakalo stayed over for dinner. Gogo served up pap and eggs.</p> <p>'Eggs are packed with protein to make you strong!' she said as she passed out the plates.</p> <p>Dakalo paused for a moment. Then he reluctantly took a bite. 'These eggs are delicious!' he said, 'I don't usually like eggs but these ones taste different!'</p> <p>'These ones come from our own chickens!' Rhulani explained.</p>	<p>I infer that the fresh eggs from Gogo's chickens taste different from eggs sold at the supermarket.</p>
<p>After bedtime, Gogo sat alone. She thought about all the extra eggs in the yard. She thought about the egg goo on Rhulani's foot. She thought about all the protein packed into her eggs. She thought about what Dakalo had said. Suddenly, she had an idea.</p>	<p>I wonder what her idea is?</p>
<p>When Rhulani got home from school the next afternoon, he found Gogo in the yard with a hammer, nails, scraps of wood and metal, and an old tin of paint.</p> <p>'What are you doing?' he asked.</p>	<p>I infer that Gogo's idea to start an egg business was because they have more eggs than they can use.</p>

Text	First Read (Think Aloud)
<p>'I am building a coop for our chickens. We will not have extra eggs laying around the yard anymore, because we are going to start a business to sell them! If we keep our chickens in a coop all morning, they will lay their eggs inside.'</p>	
<p>'We need a sign so that people know we have eggs for sale!' Rhulani said.</p> <p>Rhulani took a piece of wood from the pile and opened the tin of paint.</p> <p>'Don't forget to write that eggs are packed with protein!' Gogo said.</p> <p>Then he made his sign: <i>Delicious, fresh eggs for sale! Packed with healthy protein!</i></p> <p>He painted a chicken and eggs on the sign so it would catch everyone's attention.</p>	<p>I infer that Rhulani thinks the egg business is a good idea, because he wants to help!</p>
<p>By the time Rudzani arrived home from school, the coop was finished. Gogo and Rhulani were putting up the sign.</p> <p>'We're starting an egg business!' Rhulani told his sister.</p> <p>'This sign is nice, but only people walking by will see it. I'll make flyers that we can give out to people!' she said.</p> <p>She took a stack of paper and her crayons. She spent the rest of the night designing beautiful flyers.</p> <p>'Don't forget to advertise that eggs are packed with protein!' Gogo said.</p>	<p>I infer that Rudzani also thinks the egg business is a good idea, because she wants to help too!</p>
<p>'I know another way we can advertise our eggs,' Gogo said. 'Mr Tshivase talks to everyone. I will give him some eggs, so that he can spread the word!'</p> <p>'Don't forget to tell him that eggs are packed with protein!' Rhulani said as Gogo walked out the door.</p>	<p>--</p>
<p>A few days later, there was a knock at the door. It was Dakalo's mother. 'I heard you're selling eggs,' she said, 'Dakalo said I must buy your eggs rather than the ones from the shop! I'll take a dozen, please!' She held out her money.</p>	<p>I infer that Dakalo's mother is their first customer!</p>

WEEK 6

Text	First Read (Think Aloud)
<p>After she left, Rhulani asked Gogo what they would do with the money.</p> <p>'Well, I think we should expand our business,' said Gogo. 'Let's save up and buy some seeds so that we can sell vegetables that are packed with healthy vitamins. What kind of vegetables would you like to help grow?'</p>	<p>I infer that Gogo likes the idea of running a business, because she wants their business to grow beyond just eggs!</p>
Follow up questions	Possible responses
<p>What did Rhulani step on?</p>	<p>He stepped on an egg in the yard.</p>
<p>What did Rhulani write on his sign?</p>	<p>He wrote '<i>Delicious, fresh eggs for sale! Packed with healthy protein!</i>' on his sign.</p>
Why question	Possible responses
<p>Why did Rhulani's gogo decide to start an egg business?</p>	<ul style="list-style-type: none"> • Because they had too many eggs to use. • Because she realised they were wasting eggs. • Because Dakalo commented on how delicious the eggs were. • Because she knew lots of people in the community could benefit from fresh, healthy eggs.



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.
 - fresh
 - design
 - flyer

Rhyme or song	Actions
Do you eat too many unhealthy snacks?	Ask your friend next to you
Careful! Your body may not like that!	Shout out! Wave your index finger
Eat something healthy every day.	Pretend to eat
Take care of your body in every way!	-
Chips and sweets may taste delicious,	Rub your tummy
But they are not very nutritious!	Wave your index finger
Fruits and veg are good to eat.	Thumbs up
Healthy food can be a treat!	Rub your tummy

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: /k/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, the /c/ sound and the /k/ sound the same.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /k/?
- 6 Brainstorm words with learners, like: **kit, kip, kin, kipper, kind**
- 7 Ask learners: Can you think of words that end with /k/?
- 8 Brainstorm words with learners, like: **nick, sick, pick, neck (these words all end with a k sound)**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **kid, kit, kin**
- 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: _____

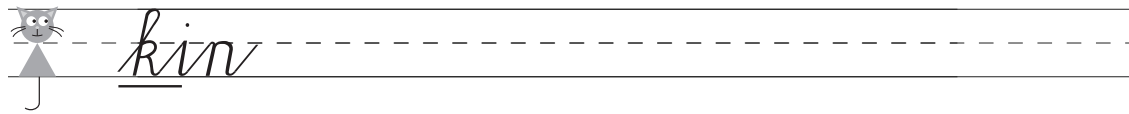
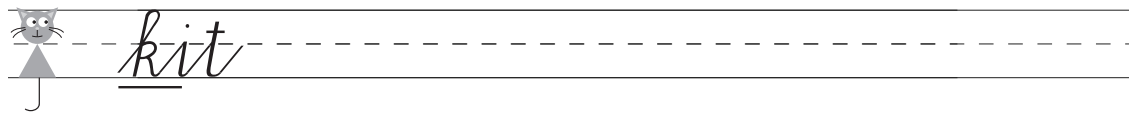
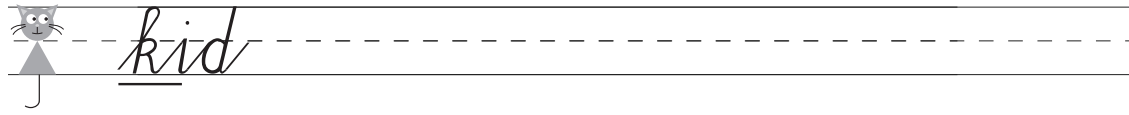
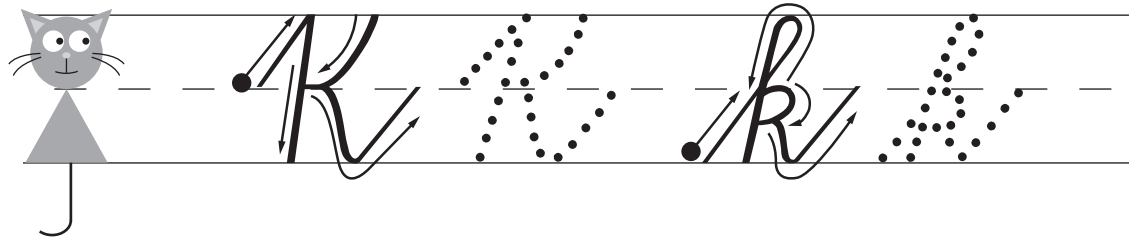


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Write about a time you tried a new food, and about a new food you will try in the future.

TASK: Write 2 paragraphs about trying new foods. The first paragraph should be written in the past tense. The second paragraph should be written in the future tense.

WRITING FRAME:

Once I tried...

Before I tried it, I...

It tasted...

In the end...

I will try...

I think it / they will taste...

I will try it / them...

I like / don't like trying new foods because...

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

MODELLING THE PUBLISHING PROCESS (I DO)

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

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

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

LEARNERS PRESENT THEIR WRITING

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.

- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Hang learners writing around the classroom. This helps learners to read others' writing, and have conversations using new vocabulary words.

19 August 2020

Trying new foods

Before I tried it, I thought I would not like it.

It tasted crunchy and sweet.

In the end I really liked it and just wanted more.

I will try Italian pasta.

I think it will taste creamy and yummy.

I will try it because it is my best friend's favourite food.

I like trying new foods because it is exciting to try new things!



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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Fresh eggs for sale</u></p> <p>Rhulani's gogo had so many chickens. Gogo's chickens laid so many eggs. 'Eggs are packed with protein!' Gogo always said. Every morning, Rhulani and his sister Rudzani ate eggs for breakfast. Sometimes, they even ate pap and eggs for dinner. Even still, there were always eggs hidden in the yard.</p>	<p>I infer that Gogo feeds her grandchildren eggs because she knows they are healthy.</p>
<p>One day while Rhulani and his friend Dakalo were running around, Rhulani accidentally stepped on an egg. He heard a crunch. 'Ugh!' Rhulani cried when he picked up his foot and saw the slimy egg goo hanging from his shoe. When Rhulani showed Gogo his slime-covered shoe, she laughed. 'Those silly chickens lay so many eggs!' she said.</p>	<p>I infer that Gogo's chickens lay an abundance of healthy eggs!</p>
<p>That evening, Dakalo stayed over for dinner. Gogo served up pap and eggs. 'Eggs are packed with protein to make you strong!' she said as she passed out the plates. Dakalo paused for a moment. Then he reluctantly took a bite. 'These eggs are delicious!' he said, 'I don't usually like eggs but these ones taste different!' 'These ones come from our own chickens!' Rhulani explained.</p>	<p>--</p>
<p>After bedtime, Gogo sat alone. She thought about all the extra eggs in the yard. She thought about the egg goo on Rhulani's foot. She thought about all the protein packed into her eggs. She thought about what Dakalo had said. Suddenly, she had an idea.</p>	<p>I infer that Rhulani stepping on an extra egg and Dakalo's love of her eggs made Gogo think deeply about all of her extra eggs!</p>
<p>When Rhulani got home from school the next afternoon, he found Gogo in the yard with a hammer, nails, scraps of wood and metal, and an old tin of paint. 'What are you doing?' he asked.</p>	<p>I infer that Gogo didn't want to keep wasting her healthy delicious eggs, because she has decided to make a change!</p>

Text	Second Read (Think Aloud)
<p>'I am building a coop for our chickens. We will not have extra eggs laying around the yard anymore, because we are going to start a business to sell them! If we keep our chickens in a coop all morning, they will lay their eggs inside.'</p>	
<p>'We need a sign so that people know we have eggs for sale!' Rhulani said.</p> <p>Rhulani took a piece of wood from the pile and opened the tin of paint.</p> <p>'Don't forget to write that eggs are packed with protein!' Gogo said.</p> <p>Then he made his sign: <i>Delicious, fresh eggs for sale! Packed with healthy protein!</i></p> <p>He painted a chicken and eggs on the sign so it would catch everyone's attention.</p>	<p>I infer that Rhulani must feel excited about his Gogo's good idea, because he makes a sign to help sell their eggs.</p>
<p>By the time Rudzani arrived home from school, the coop was finished. Gogo and Rhulani were putting up the sign.</p> <p>'We're starting an egg business!' Rhulani told his sister.</p> <p>'This sign is nice, but only people walking by will see it. I'll make flyers that we can give out to people!' she said.</p> <p>She took a stack of paper and her crayons. She spent the rest of the night designing beautiful flyers.</p> <p>'Don't forget to advertise that eggs are packed with protein!' Gogo said.</p>	<p>I infer that Rudzani must also feel excited about Gogo's new business because she spends so much time making flyers.</p>
<p>'I know another way we can advertise our eggs,' Gogo said. 'Mr Tshivase talks to everyone. I will give him some eggs, so that he can spread the word!'</p> <p>'Don't forget to tell him that eggs are packed with protein!' Rhulani said as Gogo walked out the door.</p>	<p>I infer that it is useful to advertise a new business in as many ways as possible, because Gogo wants to spread the word even though Rhulani made a sign and Rudzani made flyers.</p>
<p>A few days later, there was a knock at the door. It was Dakalo's mother. 'I heard you're selling eggs,' she said, 'Dakalo said I must buy your eggs rather than the ones from the shop! I'll take a dozen, please!' She held out her money.</p>	<p>I infer that all of their advertising about healthy eggs is starting to work, because they have a customer after just a few days.</p>

Text	Second Read (Think Aloud)
<p>After she left, Rhulani asked Gogo what they would do with the money.</p> <p>'Well, I think we should expand our business,' said Gogo. 'Let's save up and buy some seeds so that we can sell vegetables that are packed with healthy vitamins. What kind of vegetables would you like to help grow?'</p>	<p>I infer that starting one business can help raise the money needed to start another!</p>
Follow up questions	Responses
<p>How can we infer that Rhulani and Rudzani liked Gogo's idea?</p>	<ul style="list-style-type: none"> • Because they both wanted to help her start the business. • Because they both spent time helping her advertise the new business.
<p>How did Rhulani, Rudzani, and Gogo advertise their business?</p>	<p>They made a sign, flyers, and through word-of-mouth.</p>
Why question	Possible responses
<p>Why did Dakalo's mother come to buy eggs?</p>	<ul style="list-style-type: none"> • Because Dakalo liked the fresh, healthy eggs from Gogo's chickens. • Because Gogo started a business to sell her extra eggs. • Because all of the advertising was working!



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.
 - entrepreneur
 - business
 - customer

Rhyme or song	Actions
Do you eat too many unhealthy snacks?	<i>Ask your friend next to you</i>
Careful! Your body may not like that!	<i>Shout out! Wave your index finger</i>
Eat something healthy every day.	<i>Pretend to eat</i>
Take care of your body in every way!	-
Chips and sweets may taste delicious,	<i>Rub your tummy</i>
But they are not very nutritious!	<i>Wave your index finger</i>
Fruits and veg are good to eat.	<i>Thumbs up</i>
Healthy food can be a treat!	<i>Rub your tummy</i>

DISCUSSION OF SHARED READING TEXT

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



Phonemic Awareness And Phonics:

15 minutes

Word Find

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

a	s	p
i	c	k
t	o	d

MODEL

- 1 Remind learners of the sounds of the week: /c/ and /k/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /c/ - /a/ - /p/ = **cap**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /c/ or /k/
- 6 Show learners how to make another word, like: /p/ - /o/ - /t/ = **pot**
- 7 Remind learners they can make any words using the target sounds, like **cap**, or words without the target sound, like **pot**.

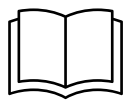
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **c, k**
- 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):
cat, cap, caps, cats, kit, kid, kids, kip, cad, pit, pat, pats, cop, cops, sod, etc.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

ORAL OR WRITTEN SUMMARY OF THE STORY

- 1 Explain that today we will *think about the most important parts of the text*. We will also think about what we would want to buy with the money if we were Rhulani.
- 2 Write the summary frame on the chalkboard.
- 3 Instruct learners to use the frame to answer the question:
This story is about... (2-3 sentences)
I liked...
I think Rhulani and his Gogo should buy...
- 4 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 5 Model your own example for learners. Say: ***This story is about*** *Rhulani's and his family starting their own egg business. **I liked** that that they each played a part in starting the business. **I think Rhulani and his Gogo should buy** seeds for peach trees.*
- 6 Show learners the pictures from the Big Book story.
- 7 Give learners time to think about the text.
- 8 Instruct learners to **turn and talk** and share their **own** summary with a partner. (***They should not memorise what the teacher has said. This should be learners' own ideas!***)
- 9 Call the class back together.
- 10 Ask 1-2 learners to share their summaries with the class.
- 11 Come up with a class summary, like: ***This story is about*** *all the things Rhulani's family did to begin their egg business. We **liked** that Gogo, Rhulani and Rudzani were all so excited about the new business. **We think Rhulani and his Gogo should buy** seedlings so that their vegetables grow quickly.*



Group Guided Reading

30 minutes

GROUPS: _____

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

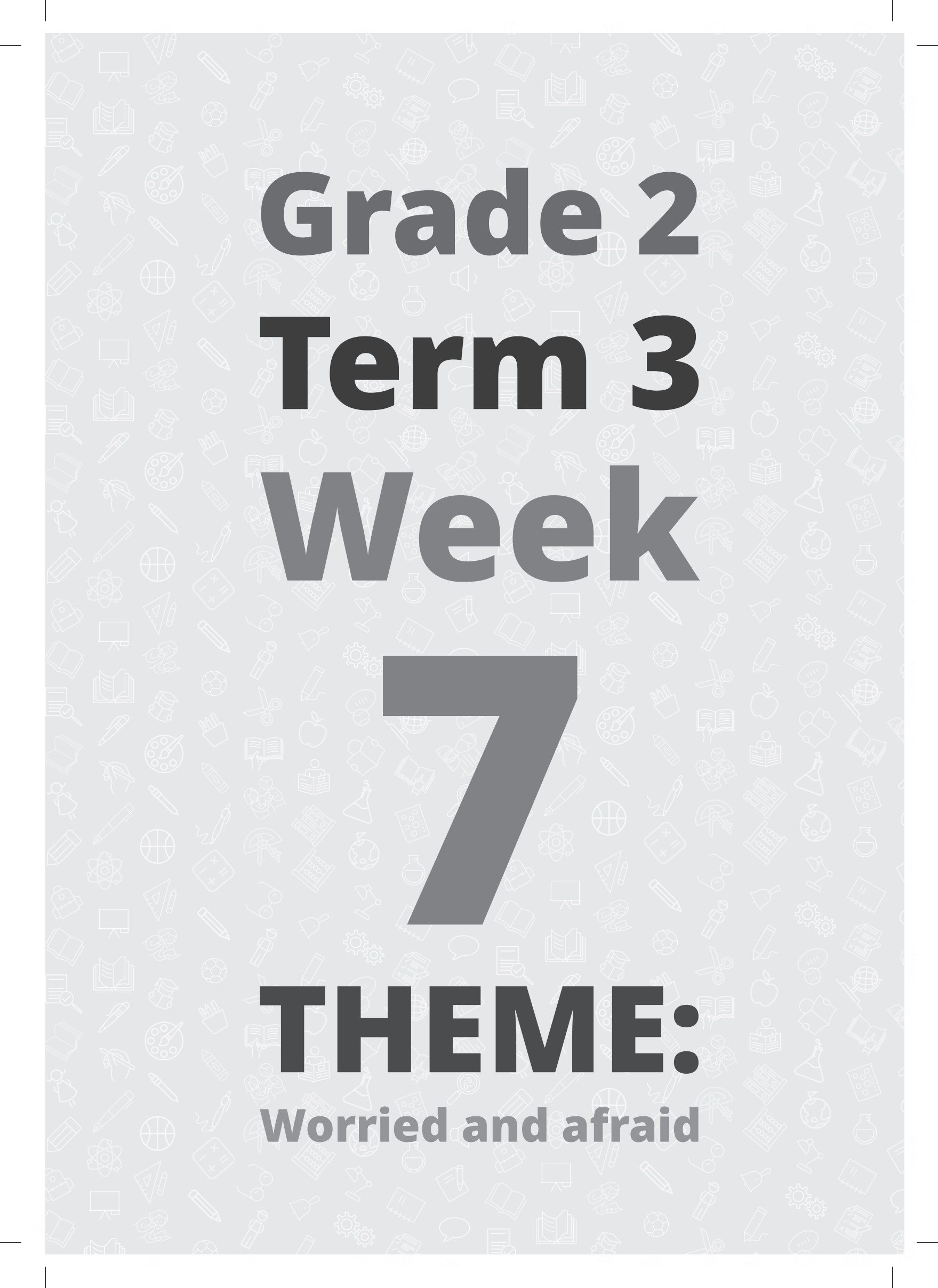


End of week language learning review

15 minutes

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

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

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

Grade 2 Term 3 Week

7

THEME:

Worried and afraid



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 your learners looking worried or afraid; pictures of things that might make us feel worried or afraid.
- 5 Do some research on the internet to prepare for the theme. For example: ways to help children manage fear and anxiety
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

Activity 1: DBE Workbook 2: Page 30 – 34, Let's read

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

Activity 3: DBE Workbook 2: Page 37 – 39, Let's do

Activity 4: Draw a picture of something that makes you feel afraid.

Monday



Oral Activities

15 minutes

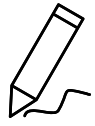
INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: Zweli is worried
- 2 Tell learners that we are starting a new theme called: Worried and afraid
- 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 makes you feel worried?
 - b What makes you feel afraid?
 - c Who feels worried?
 - d Who feels afraid?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - worried
 - worries
 - afraid

Rhyme or song	Actions
When I'm not feeling fine	<i>Shake your head 'no'</i>
I keep this in my mind	<i>Put your finger to your head</i>
I can take a breath or two	<i>Put your hand on your chest</i>
I take a deep breath in	<i>Breath in</i>
I take a slow breath out	<i>Breath out slowly</i>
This lets some of my worries out!	<i>Give a thumbs up</i>



Handwriting

15 minutes

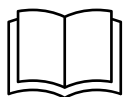
- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
 - a Cc Cc Cc...
 - b Kk Kk Kk...
 - c pot
 - d pig
 - e cat
 - f cap
 - g can
 - h kid
 - i kit
 - j kin
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Zweli is worried
- 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 worried or afraid.

TASK: Write 2 paragraphs of 6-8 sentences to contribute to a class book entitled: Sometimes we feel worried and afraid.

PLANNING STRATEGY: Make a list

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for the topic, like:
I felt worried once when my dad was very sick. He was in the hospital. I thought he might die. Every day I was worried that I might never see him again. I have never felt as worried as that.

MODELLING THE PLANNING STRATEGY (I DO)

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

<u>Planning Questions</u>	<u>Plan</u>
<p>Paragraph 1</p> <ol style="list-style-type: none"> 1 What made you feel worried or afraid? 2 Why did you feel worried or afraid? 3 What were you thinking about when you felt worried or afraid? 4 What did you think might happen? <p>Paragraph 2</p> <ol style="list-style-type: none"> 1 What happened next? 2 Who or what helped you calm down? 3 How did they help you calm down? 4 What made you stop feeling worried or afraid? 5 What was it like to feel worried or afraid? 	<p>Paragraph 1</p> <ol style="list-style-type: none"> 1 My dad was sick. He was in hospital. 2 I felt worried to see my dad so sick. 3 I was thinking I would never see my dad again. He would never come out of the hospital. 4 I thought he might die. <p>Paragraph 2</p> <ol style="list-style-type: none"> 1 My dad stayed there for a while getting help. He got better and better. 2 When my dad was in hospital, my mother and my sister helped me feel better. 3 They talked to me and listened to me. 4 My dad finally came out of hospital, so I wasn't worried anymore. 5 It felt scary. It was bad.

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

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

Plan

Paragraph 1

- 1 .My brother broke his arm.
- 2 .I felt worried to see my big brother crying.
- 3 .I was thinking my brother's arm would always be sore.
- 4 .I thought they could not fix his arm.

Paragraph 2

- 5 .My brother saw a doctor and had to have an operation on his arm.
- 6 .When my brother was having the operation, my mother and a nurse helped me feel better.
- 7 .They explained what would happen and that his arm would get better.
- 8 .My brother had a cool bandage on his arm and he let me write on it.
- 9 .It felt scary.



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: /e/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /e/?
- 5 Brainstorm words with learners, like: **egg, end, elbow**
- 6 Ask learners: Can you think of words that have the sound /e/ in them?
- 7 Brainstorm words with learners, like: **net, pen, pet**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **net, men, ten**
- 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: _____



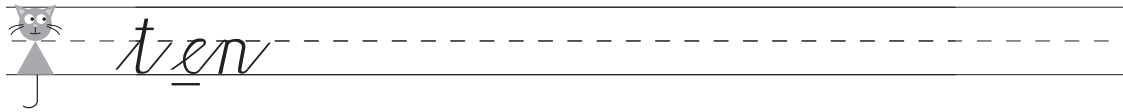
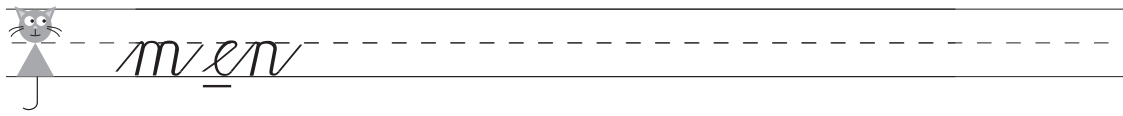
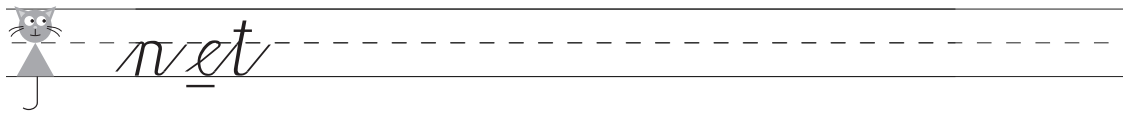
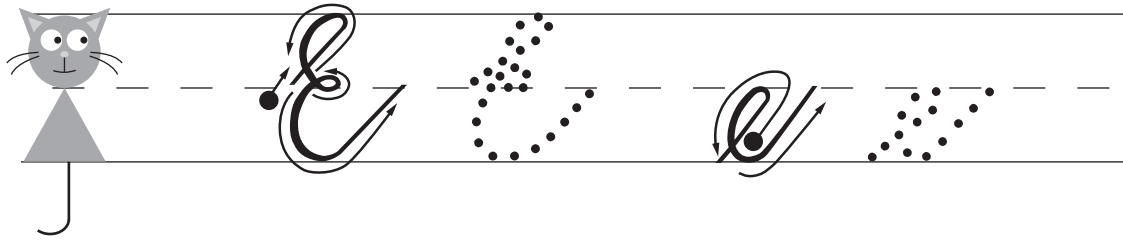
Handwriting:

15 minutes

Write new letter(s) / words / sentences

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

7 Learners must underline the targeted sound in any words/sentences written.



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: VISUALISE

Text	First Read (Think Aloud)
<p><u>Zweli is worried</u></p> <p>Zweli woke up, feeling thirsty. The moon was still bright in the sky outside his window. He heard his mother's voice coming from the kitchen.</p> <p>'I wonder who Mom is talking to so late?' wondered Zweli. He got out of bed and peeped out the door.</p> <p>'I didn't get paid,' he heard his mother say.</p> <p>'Oh no,' Zweli thought. 'If Mom didn't get paid, how will we eat?'</p>	<p>What did Zweli hear? He heard his mother say that she didn't get paid.</p>
<p>Zweli got back into bed. He closed his eyes, but he couldn't sleep.</p> <p>'If Mom didn't get paid, how will she pay for everything we need?' worried Zweli.</p> <p>Zweli tossed and turned in his bed.</p>	<p>Why can't Zweli sleep? Oh, I learn that Zweli can't sleep because he is worrying in his bed!</p>
<p>In the morning, Zweli got ready for school. He put on his jersey. He looked at the big hole in his sleeve.</p> <p>'How will I ever get a new jersey?' Zweli worried.</p> <p>Zweli looked down at his shoes. They felt tight.</p> <p>'I think I will need new shoes soon,' he thought.</p> <p>'But how will I ever get new shoes if Mom doesn't get paid?' he worried.</p>	<p>What is Zweli worried about? I learn that Zweli is worried that his mother will not be able to buy him a new jersey and shoes because she didn't get paid.</p>
<p>At school, Zweli took his pencil out of his backpack. His pencil was getting so small.</p> <p>'Soon, my pencil will be too small to use!' he thought. 'What will I do if Mom can't buy me a new pencil?' he worried.</p>	<p>What is Zweli worried about? Oh, poor Zweli is worried because his pencil is getting very small! He is worried that his mother will not be able to buy him a new pencil because she didn't get paid.</p>
<p>At the end of the day, Mr Maboya gave letters to some of the children.</p> <p>'These letters are for your parents,' Mr Maboya said.</p> <p>Zweli read the heading: 'School Fees'.</p> <p>'It is almost the end of the year!' Mr Maboya said. 'Just think, soon you will be in a new class with a new teacher.'</p> <p>The bell rang.</p>	<p>What did Mr Maboya give to Zweli? Oh, I learn that Mr Maboya gives Zweli a letter to take to his mother!</p>

Text	First Read (Think Aloud)
<p>Zweli walked home.</p> <p>‘How will Mom pay my school fees?’ Zweli worried. ‘What if I can’t go to school next year?’ he wondered.</p> <p>Zweli loved school. The thought made him want to cry.</p>	<p>What is Zweli worrying about now? Zweli is worrying that his mother will not be able to pay his school fees.</p>
<p>When Zweli got home, he gave the letter to his mother. ‘Oh good,’ she said. ‘I just got paid today.’</p> <p>‘But I thought you didn’t get paid?’ Zweli asked.</p> <p>‘When did you hear that?’ Zweli’s mother asked.</p> <p>‘I heard you on the phone,’ he said.</p> <p>Zweli was worried that his mom would be angry.</p> <p>‘Zweli, I just got paid a few days late,’ his mom explained.</p>	<p>When did Zweli’s mother get paid? I learn that she got paid today!</p>
<p>That night, when Zweli got into bed, his mother came into his room. She put her hand on his shoulder.</p> <p>‘Zweli, I will take care of you,’ she said. ‘You don’t have to worry. Your job is to work hard at school, look after your things, and to help me in the house. Go to sleep now.’</p> <p>Then Zweli’s mom gave him a kiss.</p> <p>For the first time all day, Zweli was not worried.</p>	<p>What did Zweli’s mother say he must worry about? Oh! Zweli’s mom doesn’t want him to worry. She wants him to work hard and be helpful.</p>

WEEK 6

Follow up questions	Responses
Who was talking on the phone?	Zweli's mom was talking on the phone.
What did Zweli hear his mother say?	He heard her say that she did not get paid.
What did Mr Maboya give to some of the learners?	He gave them a letter that said 'school fees'.
Why question	Possible response
Why was Zweli worried?	<ul style="list-style-type: none"> • Zweli was worried because he heard his mom say that she didn't get paid. • He was worried because his mom pays for everything. • He was worried that he wouldn't be able to get a new jersey. • He was worried because soon he will need new shoes. • He was worried because he will need a new pencil soon. • He was worried because he thinks his mom will not be able to pay his school fees. • He is worried that he will not be able to go to school. • He is worried his mom will be mad because he listened to her speak on the phone.



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.
 - comfort
 - trust
 - overheard

Rhyme or song	Actions
When I'm not feeling fine	<i>Shake your head 'no'</i>
I keep this in my mind	<i>Put your finger to your head</i>
I can take a breath or two	<i>Put your hand on your chest</i>
I take a deep breath in	<i>Breath in</i>
I take a slow breath out	<i>Breath out slowly</i>
This lets some of my worries out!	<i>Give a thumbs up</i>

CREATIVE STORYTELLING

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





Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: **/ck/**
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound **/ck/** sounds the same as the sounds **/c/** and **/k/**.
- 4 Discuss how when we see a **/c/** and **/k/** together in a word, we say it as one sound **/ck/**.
- 5 Explain when you hear the **/ck/** sound at the end of a word, it is always written like this: **/ck/**
- 6 Ask learners: Can you think of words that end with **/ck/**?
- 7 Brainstorm words with learners, like: **pack, sack, nock, tick**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **kick, sick, sock**
- 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: _____

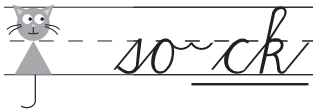
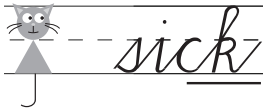


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write about a time you felt worried or afraid.

TASK: Write 2 paragraphs of 6-8 sentences to contribute to a class book entitled: Sometimes we feel worried and afraid.

WRITING FRAME:

I felt worried / afraid when... (*Write about what made you feel worried/afraid.*)

I was worried / afraid because... (*Explain why you felt worried / afraid*)

I thought... (*Write about your thoughts.*)

In the end... (*Write about what happened next.*)

I felt better... (*Write about what happened to help you feel better.*)

Feeling worried / afraid was... (*Write a conclusion about what this experience was like for you.*)

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

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:
I felt worried when my dad was sick. He was so sick that he had to go to the hospital.
I was worried because I thought my father might never come out of the hospital. **I thought** that he might die.
In the end, my father was okay. He came home from the hospital. **I felt better** when my mother and sister let me talk and cry to them when I felt worried. It helped to talk about all my feelings. **Feeling worried was** a difficult experience.

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **My paragraphs: Draft**
- 3 Tell learners to find their plan from Monday and think about their ideas.
- 4 Tell learners to complete the writing frame using their plans.
- 5 Tell learners that they can add more sentences or details if they have time.

- 6 Remind learners of the strategies they can use to help them.
- 7 As learners write, walk around the classroom and help learners who are struggling.

My paragraphs: drafts

I felt worried, afraid when my big brother brok his arm

i was worried/ afraid becace I thought his arm would be broken forever.

i thought that the doctores could not fix his arm

in the end my brother had an opration on his arm.

I felt bettd when my mom and a nurse explain what would happen and that his arm would get bettd
Feeling worried was very scary.



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: **net**
- 3 Segment the word into the individual sounds: /n/ - /e/ - /t/
- 4 Say the beginning sound of the word: /n/
- 5 Say the middle sound of the word: /e/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **net**
- 8 Model pointing and blending the sounds to make a word: /n/ - /e/ - /t/ = **net**
- 9 Repeat this with a word from the Wednesday lesson: **kick (k-i-ck)**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p>Zweli is worried</p> <p>Zweli woke up, feeling thirsty. The moon was still bright in the sky outside his window. He heard his mother's voice coming from the kitchen.</p> <p>'I wonder who Mom is talking to so late?' wondered Zweli. He got out of bed and peeped out the door.</p> <p>'I didn't get paid,' he heard his mother say.</p> <p>'Oh no,' Zweli thought. 'If Mom didn't get paid, how will we eat?'</p>	<p>What makes Zweli feel worried? He hears his mom say that she did not get paid. He must feel worried about how his mom will pay for all the things he needs without any money!</p>
<p>Zweli got back into bed. He closed his eyes, but he couldn't sleep.</p> <p>'If Mom didn't get paid, how will she pay for everything we need?' worried Zweli.</p> <p>Zweli tossed and turned in his bed.</p>	<p>Why did Zweli toss and turn in his bed? Zweli must be tossing and turning because he is too worried to sleep.</p>
<p>In the morning, Zweli got ready for school. He put on his jersey. He looked at the big hole in his sleeve.</p> <p>'How will I ever get a new jersey?' Zweli worried.</p> <p>Zweli looked down at his shoes. They felt tight.</p> <p>'I think I will need new shoes soon,' he thought.</p> <p>'But how will I ever get new shoes if Mom doesn't get paid?' he worried.</p>	<p>Why is Zweli worried about his jersey and his shoes? I see that Zweli is growing and he will need a new jersey and new shoes soon. He must be worried because mom is the one who buys him all the new things that he needs, but he thinks she doesn't have any money!</p>
<p>At school, Zweli took his pencil out of his backpack. His pencil was getting so small.</p> <p>'Soon, my pencil will be too small to use!' he thought. 'What will I do if Mom can't buy me a new pencil?' he worried.</p>	<p>Why is Zweli worried about his pencil? Zweli needs a pencil to do well at school. He must be worried that he will not be able to get a new pencil when he needs one!</p>
<p>At the end of the day, Mr Maboya gave letters to some of the children.</p> <p>'These letters are for your parents,' Mr Maboya said.</p> <p>Zweli read the heading: 'School Fees'.</p> <p>'It is almost the end of the year!' Mr Maboya said. 'Just think, soon you will be in a new class with a new teacher.'</p> <p>The bell rang.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>Zweli walked home.</p> <p>‘How will Mom pay my school fees?’ Zweli worried. ‘What if I can’t go to school next year?’ he wondered.</p> <p>Zweli loved school. The thought made him want to cry.</p>	<p>Why is Zweli worried about school fees? Oh! Zweli is worried that he will have to drop out of school if his mother can’t pay. He is thinking about the worst things that could happen!</p>
<p>When Zweli got home, he gave the letter to his mother. ‘Oh good,’ she said. ‘I just got paid today.’</p> <p>‘But I thought you didn’t get paid?’ Zweli asked.</p> <p>‘When did you hear that?’ Zweli’s mother asked.</p> <p>‘I heard you on the phone,’ he said.</p> <p>Zweli was worried that his mom would be angry.</p> <p>‘Zweli, I just got paid a few days late,’ his mom explained.</p>	<p>Why did Zweli feel surprised? All day, Zweli was so worried because he heard his mother say that she didn’t get paid. But now, he finds out that she got paid! That makes him feel surprised.</p>
<p>That night, when Zweli got into bed, his mother came into his room. She put her hand on his shoulder.</p> <p>‘Zweli, I will take care of you,’ she said. ‘You don’t have to worry. Your job is to work hard at school, look after your things, and to help me in the house. Go to sleep now.’</p> <p>Then Zweli’s mom gave him a kiss.</p> <p>For the first time all day, Zweli was not worried.</p>	<p>Why isn’t Zweli worried anymore? Zweli must feel better because he knows that his mom got paid – it was just late!</p>

Follow up questions	Responses
Why did Zweli wake up?	He woke up because he felt thirsty.
Why couldn’t Zweli sleep?	He was worried. Sometimes it is hard to sleep when you feel worried.
Why did Zweli’s mom tell him ‘I will take care of you’?	Because she wanted Zweli to stop worrying.
Why question	Possible response
Why was Zweli surprised?	<ul style="list-style-type: none"> • Zweli was surprised because his mother got paid. • Zweli was surprised because he thought his mother didn’t get paid, but then she did. • Zweli was surprised because he didn’t have to worry about his mother paying his school fees. • Zweli was surprised because in the end, he had nothing to worry about.

WEEK 7



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.
 - calm
 - peeped
 - toss and turn

Rhyme or song	Actions
When I'm not feeling fine	<i>Shake your head 'no'</i>
I keep this in my mind	<i>Put your finger to your head</i>
I can take a breath or two	<i>Put your hand on your chest</i>
I take a deep breath in	<i>Breath in</i>
I take a slow breath out	<i>Breath out slowly</i>
This lets some of my worries out!	<i>Give a thumbs up</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 This story is related to the theme of 'Worried and afraid' because...
 I felt worried like Zweli 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.

ck	e	p
a	s	g
d	c	o
m	n	i
t	k	

MODEL

- 1 Remind learners of the sounds of the week: /e/ and /ck/
- 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: /d/ - /e/ - /ck/ = **deck**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /e/ or /ck/
- 6 Show learners how to make another word, like: /d/ - /o/ - /g/ = **dog**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **e, 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):
deck, decks, sock, pock, dock, peck, dog, dogs, gap, gaps, peg, pegs, cap, caps, sop, cop, cops, etc.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about something important they **visualise** when they think about the story.
- 3 **Model** how you **visualise something important from the story**, like: Zweli overheard his mother speaking on the phone. When he heard what she said, it made him feel worried.
- 4 Draw your own picture on the chalkboard of Zweli secretly listening to his mother, worried.
- 5 Use **modelling** to add a sentence or two to your illustration, like: Zweli hears his mother. I visualise Zweli feeling worried.
- 6 Next, tell learners that they are going to choose an important thing they visualise when they think about the story.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes and draw their ideas.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration 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.

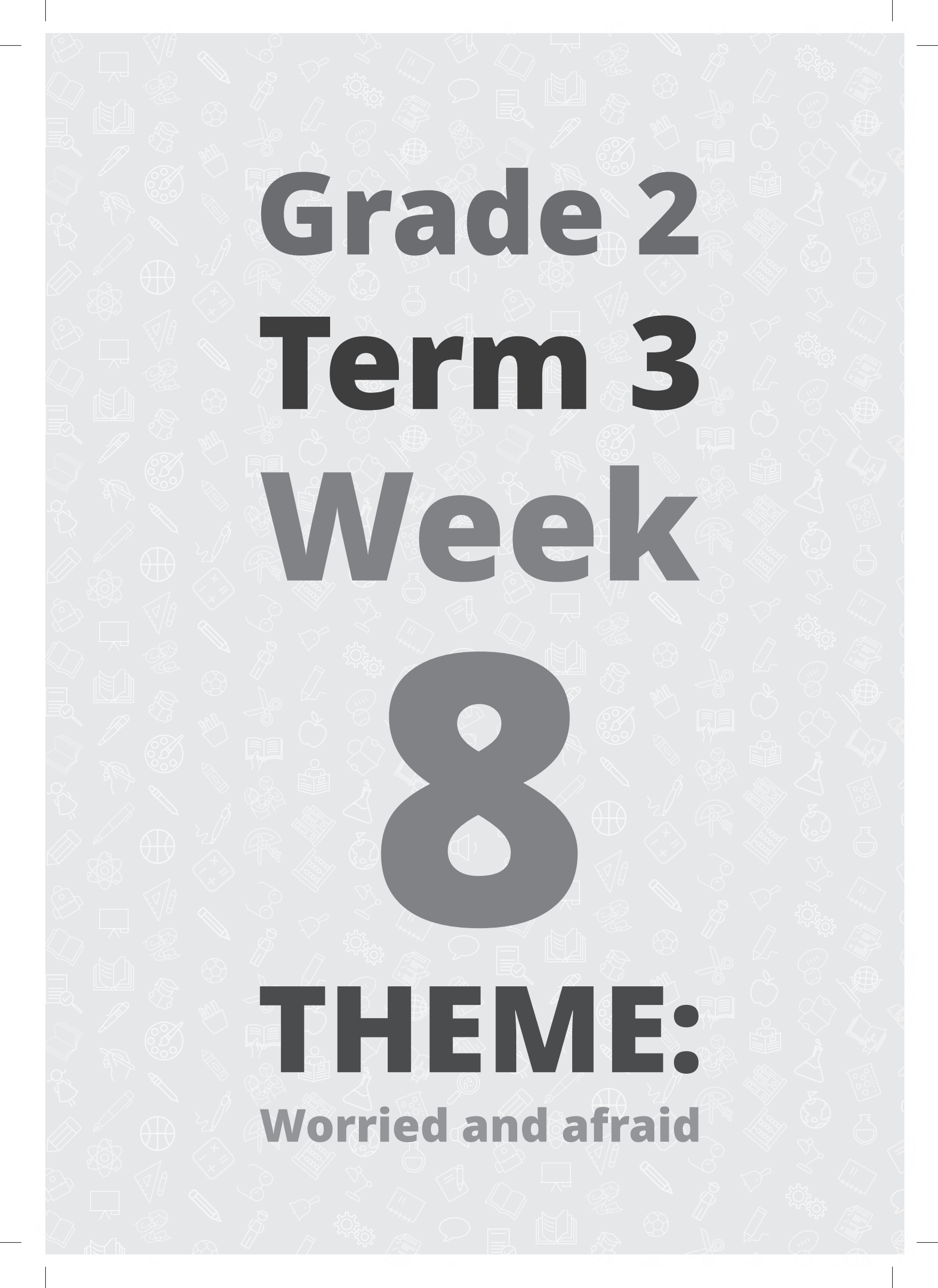


End of week language learning review

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, academic atmosphere.

Grade 2 Term 3 Week 8

THEME:
Worried and afraid



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: Learners' drawings of things that make them feel worried or afraid.
- 5 Do some research on the internet to prepare for the theme. For example: Some simple meditation activities to help children calm their mind.
- 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 40, Let's read & Page 41, Let's write

Activity 2: DBE Workbook 2: Page 42 & 43, Let's do

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

Activity 4: Draw a picture of something that makes you worry.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of Khanani wearing a mask in the Big Book: Khanani's new mask
- 2 Tell learners that we are continuing our theme: Worried and afraid
- 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 can we do to calm down if we feel worried?
 - b Who comforts us when we feel afraid?
 - c What can we do if we feel worried?
 - d What can we do if we feel afraid?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - face mask
 - virus
 - pandemic

Rhyme or song	Actions
When I'm not feeling fine	<i>Shake your head 'no'</i>
I keep this in my mind	<i>Put your finger to your head</i>
I can take a breath or two	<i>Put your hand on your chest</i>
I take a deep breath in	<i>Breath in</i>
I take a slow breath out	<i>Breath out slowly</i>
This lets some of my worries out!	<i>Give a thumbs up</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
 - a Ee Ee Ee...
 - b ck ck ck...
 - c can
 - d kid
 - e net
 - f men
 - g ten
 - h kick
 - i sick
 - j sock
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Edit

TOPIC: Write about a time you felt worried or afraid.

TASK: Write 2 paragraphs of 6-8 sentences to contribute to a class book entitled: Sometimes we feel worried and afraid.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I write about a time I felt worried or afraid?
- 2 Did I use the past tense?
- 3 Did I write at least 6 sentences?
- 4 Did I spell all words correctly?
- 5 Does every sentence start with a capital letter?
- 6 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

My paragraphs: drafts

I felt worri^ed, afra^hid when my big
I brother brok his arm.

(i) was worri^ed, afra^hid beca^use I
thought his arm would be broken

I forever.

(i) thought that the doctores could
not fix his arm.^h

I

(i) in the end my brother had an
opr^eation on his arm.^h

I felt bett^{er} when my mom and a
nurse explain^{ed} what would happen and
that his arm would get bett^{er}.

Feeling worried was very scary.



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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



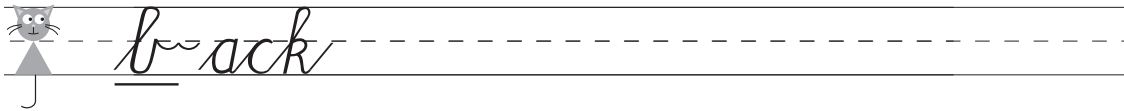
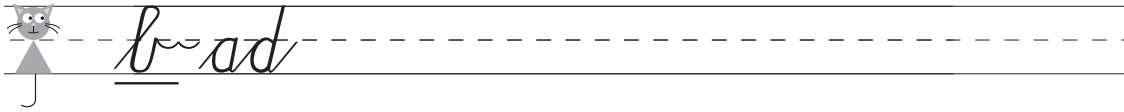
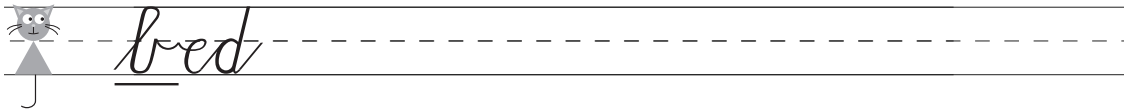
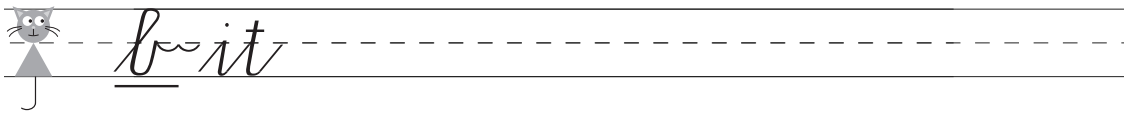
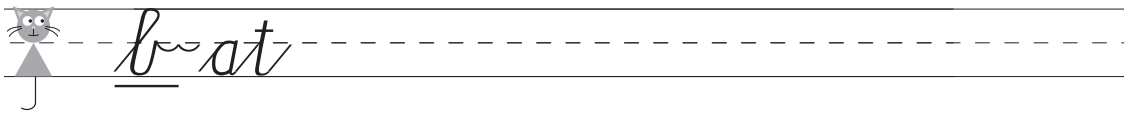
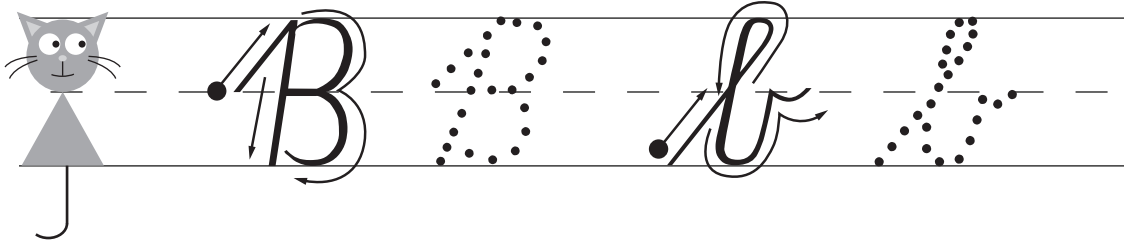
Handwriting:

15 minutes

Write new letter(s) / words / sentences

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

7 Learners must underline the targeted sound in any words/sentences written.



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Khanani's new mask</u></p> <p>Khanani and her mom got into their taxi. Usually Khanani had to sit on her mother's lap or squeeze in-between passengers. But today, the taxi wasn't full. Khanani noticed some of the people in the taxi were wearing face masks. Khanani thought they looked very scary.</p>	<p>I infer that Khanani isn't used to seeing people wearing face masks. Sometimes things we aren't used to can seem scary.</p>
<p>Khanani and her mother walked to the supermarket. They had to wait in a long line. When they finally reached the door, there was a man in a mask with a spray bottle. Khanani thought he looked very scary.</p>	<p>--</p>
<p>Khanani tugged on her mother's sleeve. 'What's that?' she asked.</p> <p>'It's hand sanitizer,' her mother said, holding out her hands. The man in the mask sprayed sanitizer into Mother's hands. Then he looked at Khanani. Khanani held out her hands and the scary-looking man sprayed them too.</p>	<p>I infer that there isn't normally someone with hand sanitizer at the supermarket. Sometimes, new things can feel scary.</p>
<p>As Khanani and her mother walked around the supermarket, she noticed that most people were wearing face masks. She had never seen anyone wearing a face mask before, so why were so many people wearing them today, she wondered.</p>	<p>I infer that Khanani doesn't understand why people wear face masks. Sometimes things we don't understand can seem scary.</p>
<p>On the way home, Khanani asked her mother about the masks. 'Mama, why are so many people wearing those masks today?'</p> <p>'I'm not sure,' her mother answered, 'I think they look quite scary!'</p> <p>Khanani was glad that her mother agreed with her. However, she still felt confused. She wished her mother knew the reason for all the masks.</p>	<p>Even Khanani's mother thinks the masks look scary! I can infer that adults can feel scared of things they don't understand too – not just children.</p>
<p>Later that afternoon, Khanani was outside drawing in the sand when she saw an old man with a face mask walking towards her. She thought he looked very scary. She ran towards her house.</p>	<p>I infer that part of what makes masks look scary is that you can't easily see who is wearing them!</p>

Text	First Read (Think Aloud)
<p>But Khanani stopped when she heard someone call her name. She turned and looked around. The only person she saw was the scary-looking man in the mask. He was getting closer. Khanani noticed his familiar walking stick and old brown shoes. 'Oh! Hi Mr Maluka! I didn't realise it was you with that scary mask on!' she giggled.</p>	
<p>Khanani ran towards Mr Maluka to help him up his front stoep, but he held out his hand and said, 'Stop there! You know we have to keep our distance while there is a virus spreading – to keep each other safe,' he said.</p> <p>'Why aren't you wearing a mask?' Mr Maluka asked sternly.</p> <p>'Me?' Khanani asked, confused.</p> <p>'Yes, I'm wearing a mask to help protect you from germs, and you should be wearing a mask to help protect me too!' he said.</p> <p>'I didn't know!' Khanani admitted. 'Where should I get one?'</p> <p>'Wait here,' Mr Maluka said, walking towards his house.</p>	<p>Oh! Khanani finally understands why people are wearing masks – to protect themselves and others from germs! I infer that masks might not seem so scary to Khanani after she knows this.</p>
<p>Mr Maluka came back out of his house with a handkerchief and two rubber bands. He sat on his stoep and showed Khanani how to fold the handkerchief with the rubber bands to make a face mask.</p>	<p>--</p>
<p>'Here are clean hankies and rubber bands for you and your mother,' Mr Maluka said, leaving them on the stoep for Khanani. 'You should both wear them when you go out. I protect you – you protect me!'</p> <p>Once Mr Maluka went into his house, Khanani collected the hankies and rubber bands.</p> <p>'Mama,' she said, 'I need to show you something important! I saw Mr Maluka and he was wearing a face mask to help protect us. He said that we should wear masks to help protect him too!'</p>	<p>I wonder if Khanani and her mother will wear face masks the next time they go to the supermarket?</p>
<p>Khanani showed her mother how to fold a handkerchief with the rubber bands to make a face mask, just like Mr Maluka did. Then, she showed her mother how to put on the face mask.</p>	<p>--</p>

Text	First Read (Think Aloud)
Khanani and her mother looked in the mirror. Khanani thought about how their new masks would help protect Mr Maluka and all of her other neighbours. She decided that face masks weren't so scary after all.	I infer that Khanani has a better understanding of masks now, so they don't seem scary like before!
Follow up questions	Possible responses
Who taught Khanani about masks?	Khanani's neighbour, Mr Maluka, taught her about masks.
What did Mr Maluka give to Khanani?	He gave her rubber bands and handkerchiefs to make her own mask.
Why question	Possible responses
Why did Khanani run away when she saw Mr Maluka?	<ul style="list-style-type: none"> • Because she didn't know it was Mr Maluka. • Because Mr Maluka was wearing a mask so Khanani didn't recognize him. • Because Khanani thought people in masks looked very scary. • Because Khanani thought it was a stranger in a scary mask.



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.
 - hand sanitiser
 - spray
 - recognise
 - protect

Rhyme or song	Actions
When I'm not feeling fine	<i>Shake your head 'no'</i>
I keep this in my mind	<i>Put your finger to your head</i>
I can take a breath or two	<i>Put your hand on your chest</i>
I take a deep breath in	<i>Breath in</i>
I take a slow breath out	<i>Breath out slowly</i>
This lets some of my worries out!	<i>Give a thumbs up</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: /h/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /h/?
- 5 Brainstorm words with learners, like: **hat, hard, heavy, happy**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

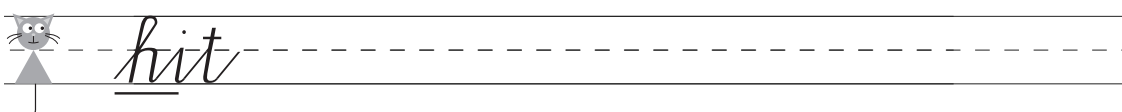
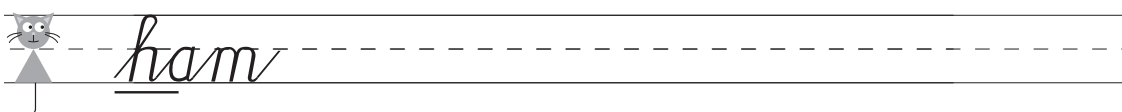
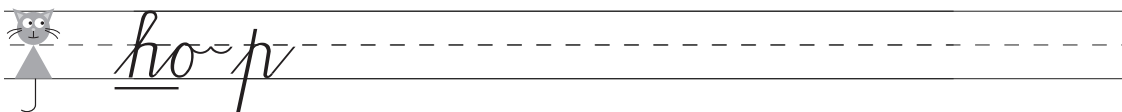
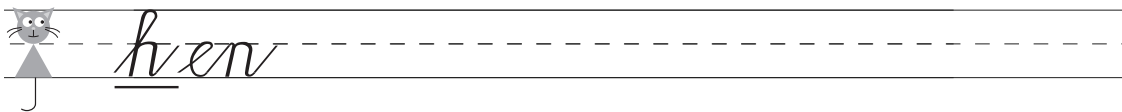
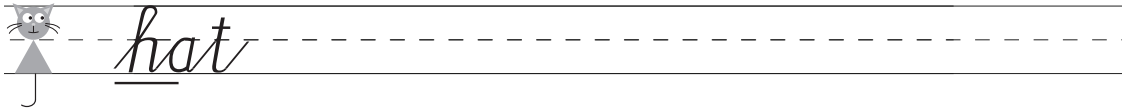
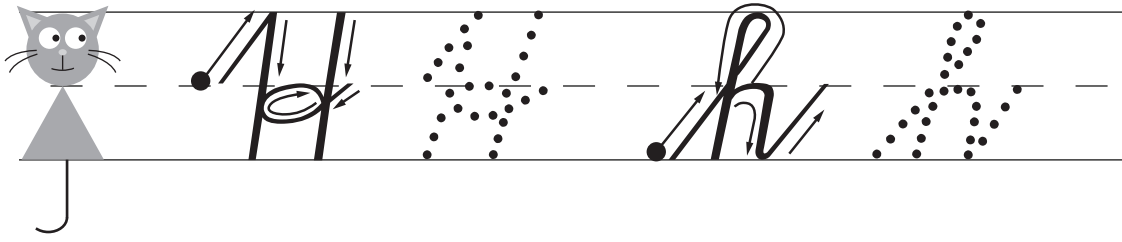


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Write about a time you felt worried or afraid.

TASK: Write 2 paragraphs of 6-8 sentences to contribute to a class book entitled: Sometimes we feel worried and afraid.

WRITING FRAME:

I felt worried / afraid when... *(Write about what made you feel worried/afraid.)*

I was worried / afraid because... *(Explain why you felt worried / afraid)*

I thought... *(Write about your thoughts.)*

In the end... *(Write about what happened next.)*

I felt better... *(Write about what happened to help you feel better.)*

Feeling worried / afraid was... *(Write a conclusion about what this experience was like for you.)*

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

MODELLING THE PUBLISHING PROCESS (I DO)

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

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

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

LEARNERS PRESENT THEIR WRITING

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Compile learners' work into a class book. Make the book available in the reading corner for learners to read.

26 August 2020

Sometimes we feel worried and afraid

I felt worried / afraid when my big brother broke his arm.

I was worried / afraid because I thought his arm would be broken forever.

I thought that the doctors could not fix his arm.

In the end my brother had an operation on his arm.

I felt better when my mom and a nurse explain what would happen and that his arm would get better.

Feeling worried was very scary.



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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Khanani's new mask</u></p> <p>Khanani and her mom got into their taxi. Usually Khanani had to sit on her mother's lap or squeeze in-between passengers. But today, the taxi wasn't full. Khanani noticed some of the people in the taxi were wearing face masks. Khanani thought they looked very scary.</p>	<p>I infer that this is a story about the 2020 Coronavirus pandemic. During the pandemic, taxis were not allowed to be full.</p>
<p>Khanani and her mother walked to the supermarket. They had to wait in a long line. When they finally reached the door, there was a man in a mask with a spray bottle. Khanani thought he looked very scary.</p>	<p>I infer that this is about the Coronavirus pandemic, because this was the only time I've ever seen people wait in a line to get into the supermarket!</p>
<p>Khanani tugged on her mother's sleeve. 'What's that?' she asked.</p> <p>'It's hand sanitizer,' her mother said, holding out her hands. The man in the mask sprayed sanitizer into Mother's hands. Then he looked at Khanani. Khanani held out her hands and the scary-looking man sprayed them too.</p>	<p>I infer that this must be a story about the Coronavirus pandemic, because before the virus, I never saw people giving out hand sanitizer.</p>
<p>As Khanani and her mother walked around the supermarket, she noticed that most people were wearing face masks. She had never seen anyone wearing a face mask before, so why were so many people wearing them today, she wondered.</p>	<p>I infer that this story must take place during the Coronavirus pandemic, because the government told everyone to wear masks for the first time ever!</p>
<p>On the way home, Khanani asked her mother about the masks. 'Mama, why are so many people wearing those masks today?'</p> <p>'I'm not sure,' her mother answered, 'I think they look quite scary!'</p> <p>Khanani was glad that her mother agreed with her. However, she still felt confused. She wished her mother knew the reason for all the masks.</p>	--
<p>Later that afternoon, Khanani was outside drawing in the sand when she saw an old man with a face mask walking towards her. She thought he looked very scary. She ran towards her house.</p>	--

Text	Second Read (Think Aloud)
<p>But Khanani stopped when she heard someone call her name. She turned and looked around. The only person she saw was the scary-looking man in the mask. He was getting closer. Khanani noticed his familiar walking stick and old brown shoes. 'Oh! Hi Mr Maluka! I didn't realise it was you with that scary mask on!' she giggled.</p>	
<p>Khanani ran towards Mr Maluka to help him up his front stoep, but he held out his hand and said, 'Stop there! You know we have to keep our distance while there is a virus spreading – to keep each other safe,' he said.</p> <p>'Why aren't you wearing a mask?' Mr Maluka asked sternly.</p> <p>'Me?' Khanani asked, confused.</p> <p>'Yes, I'm wearing a mask to help protect you from germs, and you should be wearing a mask to help protect me too!' he said.</p> <p>'I didn't know!' Khanani admitted. 'Where should I get one?'</p> <p>'Wait here,' Mr Maluka said, walking towards his house.</p>	<p>I infer that this story takes place during the 2020 Coronavirus pandemic, because we weren't supposed to get too close to our neighbours. We were supposed to keep our distance – just like Mr Maluka instructs Khanani to do.</p>
<p>Mr Maluka came back out of his house with a handkerchief and two rubber bands. He sat on his stoep and showed Khanani how to fold the handkerchief with the rubber bands to make a face mask.</p>	<p>I infer that Mr Maluka might be taking mask-wearing especially seriously because he is older. Coronavirus was especially dangerous for older adults.</p>
<p>'Here are clean hankies and rubber bands for you and your mother,' Mr Maluka said, leaving them on the stoep for Khanani. 'You should both wear them when you go out. I protect you – you protect me!'</p> <p>Once Mr Maluka went into his house, Khanani collected the hankies and rubber bands.</p> <p>'Mama,' she said, 'I need to show you something important! I saw Mr Maluka and he was wearing a face mask to help protect us. He said that we should wear masks to help protect him too!'</p>	<p>I infer that this story is about all of the new rules introduced during the Coronavirus pandemic. I think that some of the new rules felt confusing or scary at first!</p>
<p>Khanani showed her mother how to fold a handkerchief with the rubber bands to make a face mask, just like Mr Maluka did. Then, she showed her mother how to put on the face mask.</p>	<p>--</p>

Text	Second Read (Think Aloud)
Khanani and her mother looked in the mirror. Khanani thought about how their new masks would help protect Mr Maluka and all of her other neighbours. She decided that face masks weren't so scary after all.	I infer that more information makes new things feel less scary!
Follow up questions	Responses
How did Khanani feel when she saw people in masks?	She felt scared.
Can you think of a time when something felt scary because you didn't understand it?	<i>I felt scared when...</i>
Why question	Possible responses
How can we infer that this story is about the 2020 Coronavirus pandemic?	<ul style="list-style-type: none"> • Because during the pandemic, taxis weren't allowed to be full. • Because during the pandemic, people were told to wear masks. • Because during the pandemic, not everyone was allowed in the supermarket at the same time – there was a line to get inside. • Because during the pandemic, people needed to clean their hands a lot. There were people with hand sanitizer at the doors of every shop. • Because during the pandemic, there were lots of new rules!



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

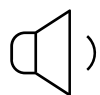
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - handkerchief
 - distance
 - notice

Rhyme or song	Actions
When I'm not feeling fine	<i>Shake your head 'no'</i>
I keep this in my mind	<i>Put your finger to your head</i>
I can take a breath or two	<i>Put your hand on your chest</i>
I take a deep breath in	<i>Breath in</i>
I take a slow breath out	<i>Breath out slowly</i>
This lets some of my worries out!	<i>Give a thumbs up</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
This story is related to the theme of 'Worried and afraid' because...
The first time I saw someone wearing a mask, I...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



Phonemic Awareness And Phonics:

15 minutes

Word Find

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

b	h	p
a	s	g
d	c	o
m	n	i
t	k	ck
e		

MODEL

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

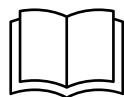
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **b, h**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **hit, ham, hen, hat, bad, bed, bat, man, dam, ten, men, kick, sick, sock, net, kid, kit, can, pig, got, dad**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

ORAL OR WRITTEN SUMMARY OF THE STORY

- 1 Explain that today we will *think about the most important parts of the text*.
- 2 Write the summary frame on the chalkboard.
- 3 Instruct learners to use the frame to answer the question:
This story is about... (2-3 sentences)
I liked...
I learnt that wearing a mask is important because...
- 4 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 5 Model your own example for learners. Say: ***This story is about*** the first time Khanani sees people wearing masks, and the first time she wears a mask herself. ***I liked*** that Khanani made her own mask. ***I learnt that wearing a mask is important*** because it protects others from our germs.
- 6 Show learners the pictures from the Big Book story.
- 7 Give learners time to think about the text.
- 8 Instruct learners to **turn and talk** and share their **own** summary with a partner. (***They should not memorise what the teacher has said. This should be learners' own ideas!***)
- 9 Call the class back together.
- 10 Ask 1-2 learners to share their summaries with the class.
- 11 Come up with a class summary, like: ***This story is about*** the first time wears a mask. ***We liked*** Khanani shows her mother how to make a mask, just like Mr Maluka showed her. ***We learnt that wearing a mask is important*** because it protects others from our germs.



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.

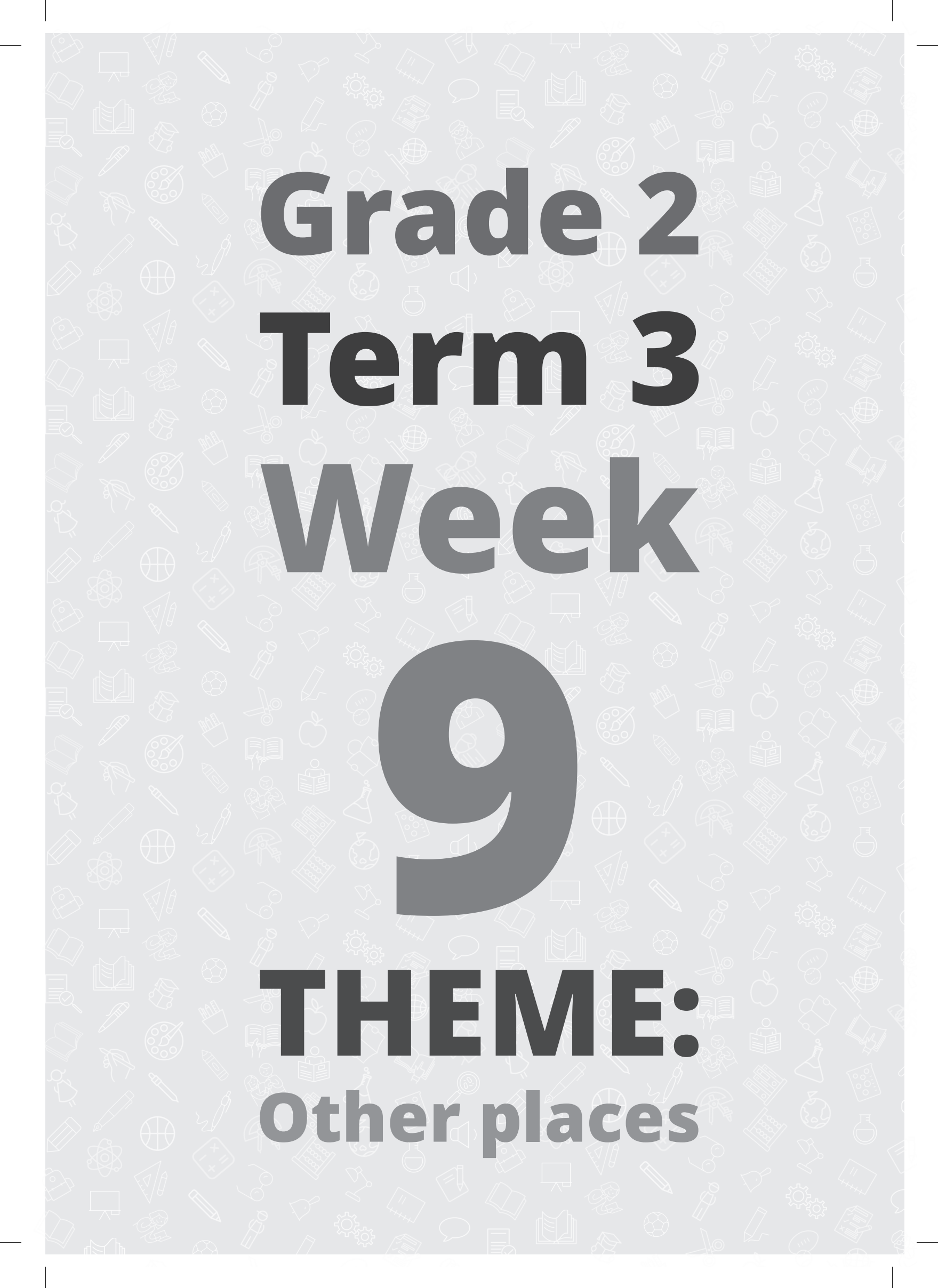


End of week language learning review

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 2 Term 3 Week 9

**THEME:
Other places**



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 or postcards of other places, travel brochures, pictures of top tourist destinations in South Africa – like Table Mountain, The Kruger National Park.
- 5 Do some research on the internet to prepare for the theme. For example: reasons people like to travel.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

Activity 1: DBE Workbook 2: Page 46 & 47, Let's do

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

Activity 3: DBE Workbook 2: Page 50 & 51, Let's do

Activity 4: Draw a picture of a place you love to go.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: The winter holidays
- 2 Tell learners that we are starting a new theme called: Other places
- 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 Where do we live?
 - b What countries border our country?
 - c What are some other places you know of?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - country
 - travel
 - visit
 - postcard

Rhyme or song	Actions
We're going on holiday We're going on holiday We're going on holiday To the beach!	<i>Pretend to be holding a steering wheel and driving</i>
What comes next?	<i>Raise palms upwards</i>
We're swimming in the ocean We're swimming in the ocean We're swimming in the ocean At the beach!	<i>Pretend to be swimming breaststroke</i>
What comes next?	<i>Raise palms upwards</i>

Rhyme or song	Actions
We're eating yummy ice cream We're eating yummy ice cream We're eating yummy ice-cream At the beach!	<i>Pretend to be holding and licking an ice cream</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
 - a **Bb Bb Bb...**
 - b **Hh Hh Hh...**
 - c **bat**
 - d **bit**
 - e **back**
 - f **bad**
 - g **hat**
 - h **hop**
 - i **ham**
 - j **hen**
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: The winter holidays
- 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 visiting a faraway place. Write a postcard to someone you love telling them all about it. Use your imagination!

TASK: Write a letter of 6-8 sentences.

PLANNING STRATEGY: Make a list

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your postcard, like:
Oh! There are so many cool places I would like to go. But I know I need to choose just one...I think I will choose the pyramids because that is one place I think is very interesting.

MODELLING THE PLANNING STRATEGY (I DO)

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

<u>Planning Questions</u>	<u>Plan</u>
1 Who will you write to?	1 My friend Peter
2 What destination will you choose?	2 The pyramids in Egypt.
3 What do you think is interesting about that place?	3 The pyramids are ancient. I think they are interesting because they are huge. They are mysterious, because there are still questions about how they were built.
4 What would you do if you went to that place?	4 Ride a camel around the pyramids, go inside the pyramids.
5 How do you think you would feel?	5 Amazed, happy, impressed.
6 Why are you writing to the person you chose?	6 I wish he could come too.

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

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

Plan

1. My friend Rachel.

2. Sun City.

3. Sun City has lots of slides and a beach.

4. I would go down all the slides, play in the sand and swim.

5. Excited and happy.

6. I wish she could come with me.



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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



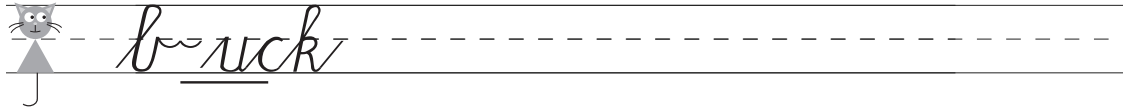
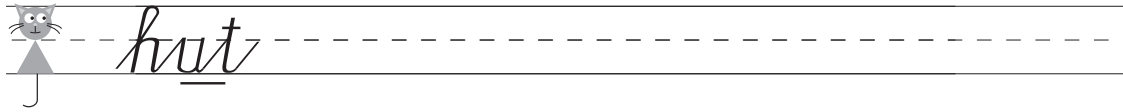
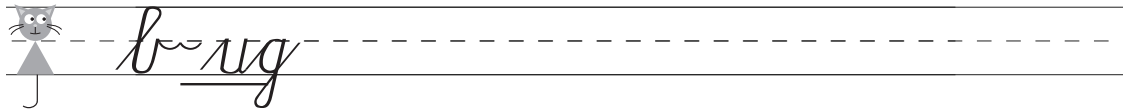
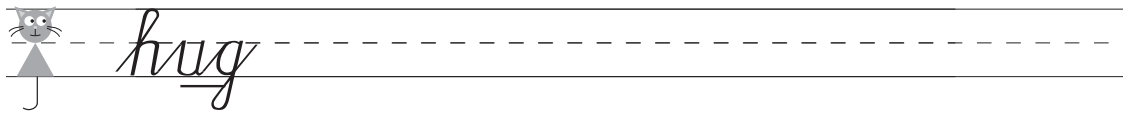
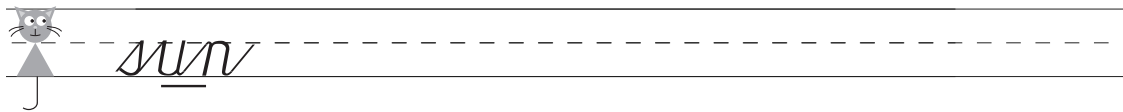
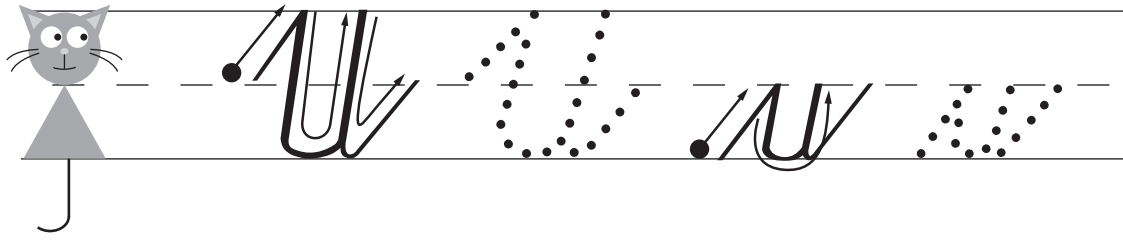
Handwriting:

15 minutes

Write new letter(s) / words / sentences

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

7 Learners must underline the targeted sound in any words/sentences written.

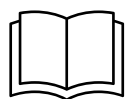


ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p><u>The winter holidays</u></p> <p>Tomorrow was the first day back at school after the winter holidays. Zweli polished his shoes. He packed his school bag. Zweli couldn't wait for the morning to come.</p> <p>In the morning, Zweli ran to school.</p>	<p>When I am excited, I get ready early, just like Zweli.</p>
<p>When he arrived, he saw Simone on the swings. 'Hi Zweli! Where did you go in the holidays?' she asked him.</p> <p>'I stayed at home,' Zweli said. 'Where did you go?'</p> <p>'I went to visit my auntie in Maputo,' she said. 'Have you even been there?'</p> <p>'No,' said Zweli. 'What is it like?'</p> <p>'There are tall buildings,' she said. And the beach is nearby! I even saw the ocean!</p> <p>'Wow,' said Zweli. 'I want to go.'</p>	<p>Look at the beach! It is beautiful. I would rather go to the beach than stay home!</p>
<p>Then Tafadzwa ran over to the swings. 'Hi guys!' he said.</p> <p>'Where did you go in the holidays?' asked Zweli.</p> <p>'I went to Zimbabwe,' said Tafadzwa. 'I visited my granny. We took a long bus ride. We went to see the big waterfalls,' he said. 'They are called Victoria Falls!'</p> <p>'Wow,' said Zweli. 'I want to go.'</p>	<p>Wow, I have never seen waterfall like that! I would rather go see big waterfalls than stay home too!</p>
<p>Finally, Ayanda came over to the swings, carrying a new backpack. 'Look at the new bag I got in Johannesburg,' she said. 'There are so many shops there!' she said. 'And there are big malls!'</p> <p>'Wow,' said Zweli. 'I want to go.'</p>	<p>Going to the mall sounds exciting. I would rather go to the mall than stay home!</p>
<p>Zweli wasn't feeling so good about being back at school after all. 'I wish I had gone somewhere new,' Zweli thought. 'All I did was stay at home.' The bell rang.</p> <p>It was time for Creative Writing. 'Today we will write about what we did during the holidays!' said Mr Maboya.</p>	<p>All of the things that Zweli's friends did sound more exciting than staying home! If I were Zweli, I think I would wish I had gone somewhere new and exciting like all of my friends.</p>

Text	First Read (Think Aloud)
Zweli felt upset. 'What do I have to write about? I don't want anyone to see my boring paper,' he thought.	
Mr. Maboya showed the learners what to do. He drew himself on the chalkboard. He told all the learners about his holidays. 'I stayed at home and read lots of books,' Mr Maboya said. 'I planted new tomatoes in my garden. I spent time with my family,' he said. 'Mr Maboya stayed home, just like me!' thought Zweli.	Oh, Mr Maboya reminds me of all the things I like to do at home. I love to relax and spend time with my family. It isn't exciting, but it is my favourite thing to do!
Then, Mr Maboya told the learners to think about their holidays. Zweli closed his eyes. He thought about sitting with his mother and reading. He thought about spending hours drawing with his baby sister. He thought about the day his older brother came home and played soccer with him.	I see that Mr Maboya helps remind Zweli that he still had a good holiday, even though he didn't do something new and exciting!
At the end of writing Mr. Maboya asked who wanted to share. Zweli's hand was the first one up in the air.	--

Follow up questions	Responses
Where did Simone go for the winter holidays?	She went to Maputo.
Where did Tafadzwa go for the winter holidays?	He went to Zimbabwe. He went to Victoria Falls.
Where did Ayanda go for the winter holidays?	She went to Johannesburg.
Why question	Possible response
Can you make a connection ? How do you think you would feel if all of your friends went to exciting places for the holidays?	<ul style="list-style-type: none"> • I think I would feel... • If my friends went away, I would...



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

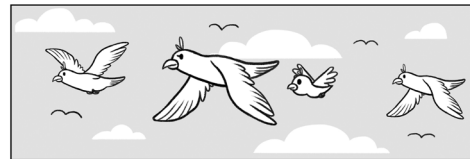
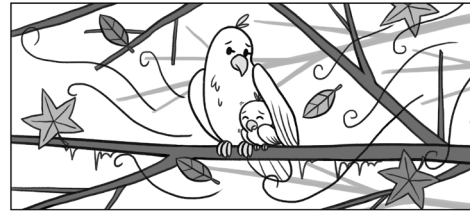
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - holiday
 - waterfall
 - beach
 - ocean

Rhyme or song	Actions
We're going on holiday We're going on holiday We're going on holiday To the beach!	<i>Pretend to be holding a steering wheel and driving</i>
What comes next?	<i>Raise palms upwards</i>
We're swimming in the ocean We're swimming in the ocean We're swimming in the ocean At the beach!	<i>Pretend to be swimming breaststroke</i>
What comes next?	<i>Raise palms upwards</i>
We're eating yummy ice cream We're eating yummy ice cream We're eating yummy ice-cream At the beach!	<i>Pretend to be holding and licking an ice cream</i>

CREATIVE STORYTELLING

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



Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

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

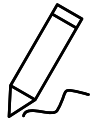
INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

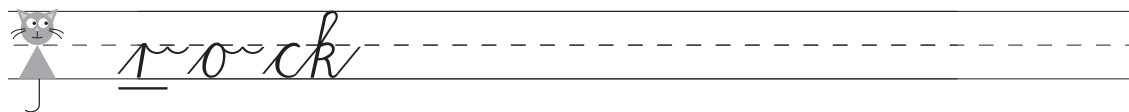
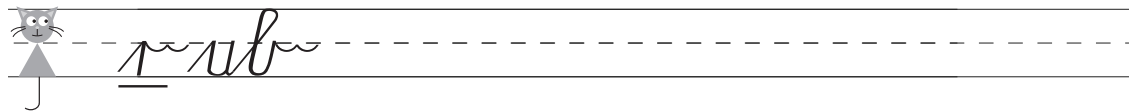
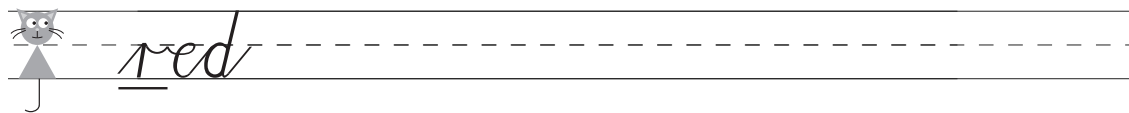
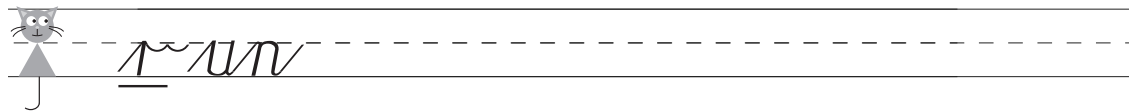
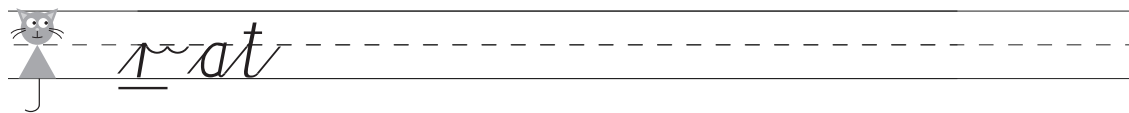
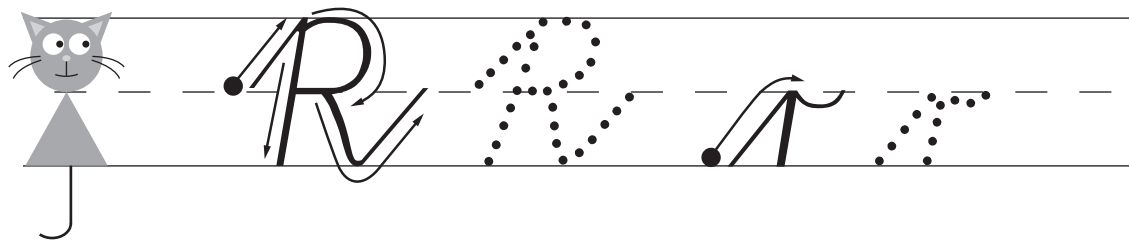


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Pretend you are visiting a faraway place. Write a postcard to someone you love telling them all about it. Use your imagination!

TASK: Write a letter of 6-8 sentences.

WRITING FRAME:

Dear...

I am writing from...

I have seen...

Did you know...

I got to...

I feel...

I wish...

Love

...

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

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 *Explain that when we write a letter, we write as if we are talking to someone.*
- 5 Model how you will complete the writing frame using your own plan, like:
Dear Peter

I am writing from Egypt. **I have seen** the amazing pyramids. **Did you know** the pyramids were built thousands of years ago? They are mysterious because they are so tall and big – how were they built?

I got to ride a camel all around the pyramids. It was amazing. **I feel** so happy and impressed by my trip. **I wish** you could be here with me!

Love,

Mr Maboya

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

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

My postcard: Draft

Dear Rachel

I am writing from sun city.

I have seen so many slides and they even have a beach here!

did you know that I have been down all the slides, even the scary ones.

I got to play in the sand and swim.

I feel so excited and happy to be here.

I wish you were here with me. We would have so much fun together.

Love

isabella



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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p><u>The winter holidays</u></p> <p>Tomorrow was the first day back at school after the winter holidays. Zweli polished his shoes. He packed his school bag. Zweli couldn't wait for the morning to come.</p> <p>In the morning, Zweli ran to school.</p>	<p>That reminds me of how I feel when it is time to come back to school after the holidays! I always feel so excited to see all the learners and my teacher-friends!</p>
<p>When he arrived, he saw Simone on the swings. 'Hi Zweli! Where did you go in the holidays?' she asked him.</p> <p>'I stayed at home,' Zweli said. 'Where did you go?'</p> <p>'I went to visit my auntie in Maputo,' she said. 'Have you even been there?'</p> <p>'No,' said Zweli. 'What is it like?'</p> <p>'There are tall buildings,' she said. And the beach is nearby! I even saw the ocean!'</p> <p>'Wow,' said Zweli. 'I want to go.'</p>	<p>That reminds me of how I felt when my sister got to go in an airplane to Knysna for the holiday. I felt jealous that she got to see the ocean and I didn't!</p>
<p>Then Tafadzwa ran over to the swings. 'Hi guys!' he said.</p> <p>'Where did you go in the holidays?' asked Zweli.</p> <p>'I went to Zimbabwe,' said Tafadzwa. 'I visited my granny. We took a long bus ride. We went to see the big waterfalls,' he said. 'They are called Victoria Falls!'</p> <p>'Wow,' said Zweli. 'I want to go.'</p>	<p>Wow, those waterfalls look so cool! That reminds me of when I saw some pictures on Facebook of my friends in Egypt. When I saw those pictures, it made me want to travel too!</p>
<p>Finally, Ayanda came over to the swings, carrying a new backpack. 'Look at the new bag I got in Johannesburg,' she said. 'There are so many shops there!' she said. 'And there are big malls!'</p> <p>'Wow,' said Zweli. 'I want to go.'</p>	<p>That reminds me of how I felt when my sister brought a new, beautiful dress home from her trip. I felt so jealous that she got to travel and buy new things, and I didn't!</p>
<p>Zweli wasn't feeling so good about being back at school after all. 'I wish I had gone somewhere new,' Zweli thought. 'All I did was stay at home.' The bell rang.</p> <p>It was time for Creative Writing. 'Today we will write about what we did during the holidays!' said Mr Maboya.</p>	<p>I can make a connection! Zweli must be feeling like everyone else did something better than him! That reminds me of how I felt when all of my friends wore new dresses on the first day of school, but I didn't have a new dress to wear. I felt jealous that everyone else had something newer than me.</p>

Text	Second Read (Think Aloud)
Zweli felt upset. 'What do I have to write about? I don't want anyone to see my boring paper,' he thought.	
Mr. Maboya showed the learners what to do. He drew himself on the chalkboard. He told all the learners about his holidays. 'I stayed at home and read lots of books,' Mr Maboya said. 'I planted new tomatoes in my garden. I spent time with my family,' he said. 'Mr Maboya stayed home, just like me!' thought Zweli.	Zweli makes a connection with Mr Maboya. He feels better because he and Mr Maboya did the same thing over the holiday!
Then, Mr Maboya told the learners to think about their holidays. Zweli closed his eyes. He thought about sitting with his mother and reading. He thought about spending hours drawing with his baby sister. He thought about the day his older brother came home and played soccer with him.	--
At the end of writing Mr. Maboya asked who wanted to share. Zweli's hand was the first one up in the air.	Zweli sees that he doesn't need to feel jealous! He did something special too, even though it wasn't something new!

Follow up questions	Possible responses
Where did Zweli want to go?	He wanted to go to all the places his friends went. He wanted to go to Mozambique, Zimbabwe, and Johannesburg.
What did Mr Maboya do on his holiday?	He stayed home. He planted tomatoes in his garden. He read lots of books. He spent time with his family.
How did Zweli feel when he found out Mr Maboya stayed home like him?	He felt better. He didn't feel so bad about staying home, just like his teacher.
Why question	Possible response
Can you make a connection ? Zweli felt jealous of all the new things his friends did. Can you think of a time when you felt jealous?	<ul style="list-style-type: none"> • I felt jealous like Zweli when... • That reminds me of...



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

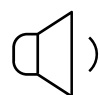
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - jealous
 - homesick
 - expensive

Rhyme or song	Actions
We're going on holiday We're going on holiday We're going on holiday To the beach!	<i>Pretend to be holding a steering wheel and driving</i>
What comes next?	<i>Raise palms upwards</i>
We're swimming in the ocean We're swimming in the ocean We're swimming in the ocean At the beach!	<i>Pretend to be swimming breaststroke</i>
What comes next?	<i>Raise palms upwards</i>
We're eating yummy ice cream We're eating yummy ice cream We're eating yummy ice-cream At the beach!	<i>Pretend to be holding and licking an ice cream</i>
We're going on holiday We're going on holiday We're going on holiday To the beach!	<i>Pretend to be holding a steering wheel and driving</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - If I were Zweli, I would feel...because...
 - Out of the places in the story, I would want to visit...
- 2 Read the discussion frame to learners.

- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



Phonemic Awareness And Phonics:

15 minutes

Word Find

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

u	r	p
a	s	g
d	c	o
m	n	i
t	k	ck
e	b	h

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **u, r**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **rub, red, run, rock, bug, hug, sun, bed, beg, hen, sick, kick, bag, hen, ten etc.**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, MAKE CONNECTIONS

ORAL OR WRITTEN SUMMARY OF THE STORY

- 1 Explain that today we will *think about the most important parts of the text*.
- 2 We will also *think about what a connection we can make with the text*.
- 3 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:
This story is about... (2-3 sentences)
I liked...
I once felt jealous like Zweli when...
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 6 Model your own example for learners. Say: ***This story is about*** Zweli learning that his friends went to cool places on holiday. Zweli stayed home. ***I liked*** that Zweli felt better when he found out his teacher stayed home too. ***I once felt jealous like Zweli when*** my sister got new clothing, and I only got her old, used clothing.
- 7 Show learners the pictures from the Big Book story.
- 8 Give learners time to think about the text.
- 9 Instruct learners to **turn and talk** and share their **own** summary with a partner. (***They should not memorise what the teacher has said. This should be learners' own ideas!***)
- 10 Call the class back together.
- 11 Ask 1-2 learners to share their summaries with the class.
- 12 Come up with a class summary, like: ***This story is about*** Zweli learning that his friends went to cool places on holiday. At first Zweli felt jealous because he stayed home. He didn't go anywhere new like his friends. ***I liked*** that Zweli felt better, and even wanted to share his story about staying home.



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.

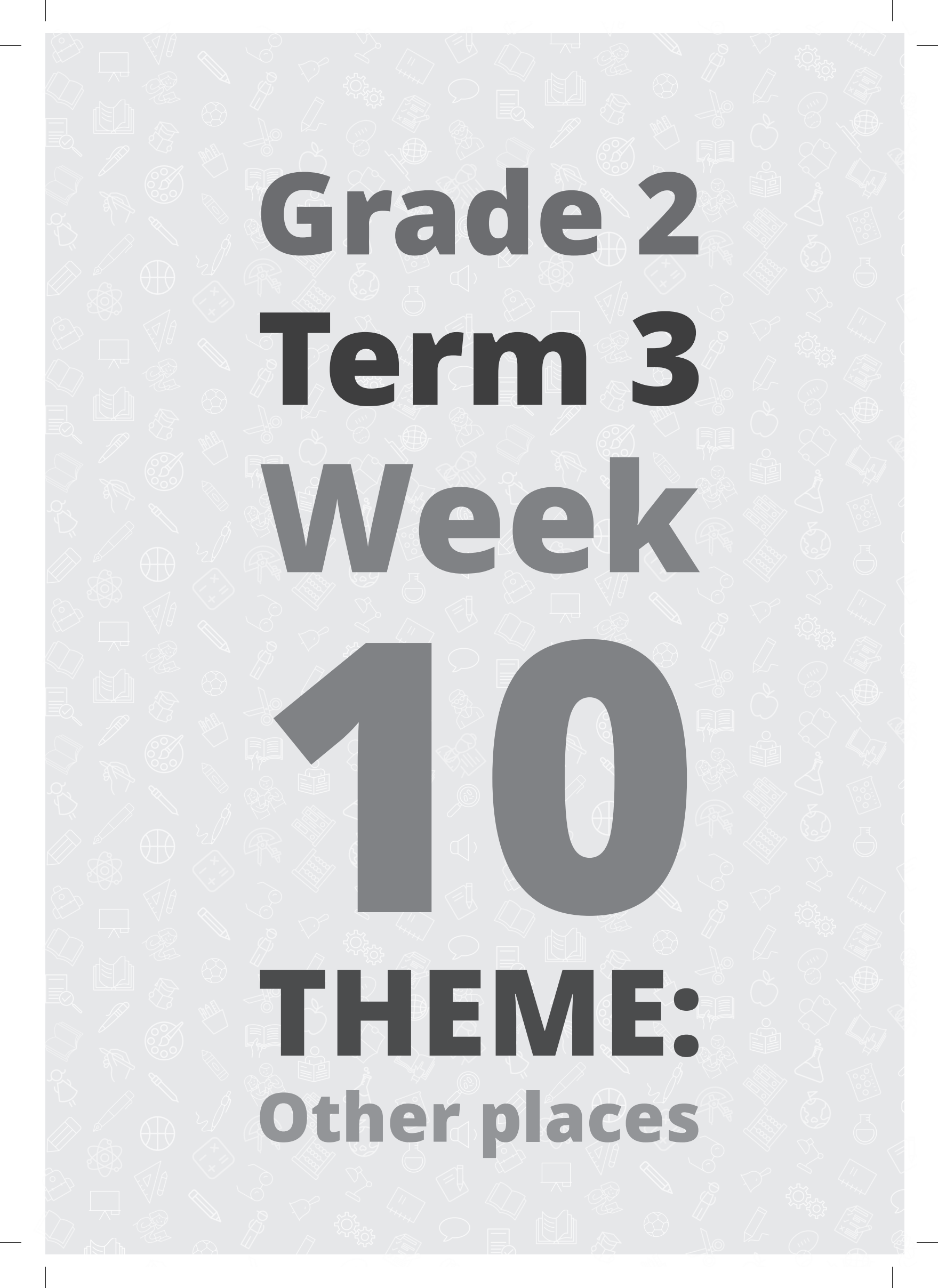


End of week language learning review

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 2 Term 3 Week 10

THEME:
Other places



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 the Seven Wonders (as in the story), fact sheets about the Seven Wonders.
- 5 Do some research on the internet to prepare for the theme. For example: How the Seven Wonders are chosen, places that have been Seven Wonders in the past.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



Extension Activities

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

Activity 1: DBE Workbook 1: Page 52, Let's read & page 53, Let's do

Activity 2: DBE Workbook 1: Page 54 & 55, Let's write

Activity 3: DBE Workbook 1: Page 56 & 57, Let's write

Activity 4: Draw a picture of a place you have never been but would like to go to.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of Mashudu and his father reading in the Big Book: Mashudu's travels
- 2 Tell learners that we are continuing our theme: Other places
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are some famous places you have heard about?
 - b Why do people visit other places?
 - c What are some benefits of visiting other places?

THEME VOCABULARY

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

Rhyme or song	Actions
We're going on holiday We're going on holiday We're going on holiday To the beach!	<i>Pretend to be holding a steering wheel and driving</i>
What comes next?	<i>Raise palms upwards</i>
We're swimming in the ocean We're swimming in the ocean We're swimming in the ocean At the beach!	<i>Pretend to be swimming breaststroke</i>
What comes next?	<i>Raise palms upwards</i>

Rhyme or song	Actions
We're eating yummy ice cream We're eating yummy ice cream We're eating yummy ice-cream At the beach!	<i>Pretend to be holding and licking an ice cream</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
 - a mop
 - b kid
 - c sick
 - d bat
 - e ham
 - f buck
 - g rock
 - h nap
 - i dam
 - j pig
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____

**Shared Reading:**

15 minutes

Pre-Read**COMPREHENSION STRATEGY: PREDICT**

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

**Writing:**

30 minutes

Edit

TOPIC: Pretend you are visiting a faraway place. Write a postcard to someone you love telling them all about it. Use your imagination!

TASK: Write a letter of 6-8 sentences.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I write like I am talking to someone?
- 2 Did I use my imagination to think of an interesting destination?
- 3 Did I include interesting details about the destination?
- 4 Did I include greeting and closure (Dear...) (Love...)?
- 5 Did I spell all words correctly?
- 6 Does every sentence start with a capital letter?
- 7 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

My postcard: Draft

Dear Rachel,

I am writing from ^{S C} Sunny City.

I have seen so many slides and they even have a beach here!

^D Did you know that I have been down all the slides, even the scary ones.

I got to play in the sand and swim.

I feel so ^C excited and happy to be here.

I wish ^o you were here with me. We ^{uld} would have so much fun together.

Love,
Isabella



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: /a/ /s/ /t/ /p/ /i/ /n/ /m/ /d/ /o/ /g/ /c/ /k/ /e/ /ck/ /b/ /h/ /u/ /r/
- 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 in cursive.
- 2 Point out that the sentence starts with a capital letter and ends with a full stop or question mark.
- 3 Learners must then copy the sentences into their books.

 Can I sit on the pin?

 I bit the ham.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: SEARCH THE TEXT

Text	First Read (Think Aloud)
<p><u>Mashudu's travels</u></p> <p>Mashudu's father came home with book from the library entitled 'The New Seven Wonders of the World.'</p> <p>'We don't have money for plane tickets, but books can take us anywhere!' his father liked to say.</p>	<p>What book did Mashudu's father bring home? Oh, he brought home a book called 'The New Seven Wonders of the World.'</p>
<p>After dinner Mashudu and his father sat down on the sofa together. 'Let's see what we have here!' Mashudu's father said, as he opened the book.</p> <p>'Let's decide which of the seven wonders we would most like to visit!' Mashudu said excitedly.</p>	<p>--</p>
<p>The title on the first page read, 'The Great Wall of China.' Mashudu's father read out the description: <i>The Great Wall of China was built over 2 000 years ago to protect the Chinese from enemies. The Great Wall is the longest structure ever built by humans.</i></p> <p>Mashudu examined the picture of the beautiful wall. 'Wow! I think that is the Wonder I would most like to visit!' Mashudu said.</p>	<p>What is the first Wonder of the world? Oh! I learn here that it is The Great Wall of China.</p>
<p>Mashudu's father read out the title on the second page, 'Christ the Redeemer Statue, Brazil.' Then, he read the caption under the picture of the gigantic statue: <i>The Christ the Redeemer Statue sits on top of Corcovado Mountain in Rio de Janeiro, Brazil. It towers over the city. It is 30 metres tall.</i></p>	<p>Where is the second Wonder of the world? Oh! I learn here that it is in Brazil.</p>

Text	First Read (Think Aloud)
<p>'Wow! I think that is the Wonder I would most like to visit!' Mashudu said.</p>	
<p>Mashudu's father turned the page to reveal the third Wonder of the World.</p> <p>'Wow!' Mashudu exclaimed, 'I think that is the Wonder I would most like to visit!'</p> <p>'That's Machu Picchu,' his father said, 'it's in Peru!' His father then read out the description: <i>Machu Picchu is an ancient city high in the Andean Mountains of Peru, South America. The city was built around 600 years ago, by the Inca people.</i></p>	<p>What is the third Wonder of the world? Oh! I learn here that it is an ancient city called Machu Picchu.</p>
<p>Mashudu read the title of the fourth Wonder, 'Chichen Itza, Mexico'.</p> <p>'Is that ancient too?' Mashudu asked.</p> <p>'Why don't you read to find out,' his father said.</p> <p>Mashudu read: <i>Chichen Itza was an ancient Mayan city. One of the most famous buildings in the city is the pyramid called El Caracol. In ancient times, it was used to view the night sky.</i></p> <p>'Wow! Maybe that is the Wonder I would most like to visit!' Mashudu said.</p>	<p>Where is the fourth Wonder of the world? I learn that it is in Mexico.</p>
<p>'Look, that's the Colosseum in Rome, Italy!' Mashudu's father said. 'It was built over 2 000 years ago. It could seat over 50 000 people for public events.'</p> <p>'It says here that gladiators used to fight there!' Mashudu exclaimed. 'Maybe that is the Wonder I would most like to visit!'</p>	<p>When was the Colosseum built? I learn that it was built over 2,000 years ago. I learn in this story that many of the Wonders of the world were ancient.</p>
<p>'I know that one!' Mashudu said when his father turned the page. 'That's the Taj Mahal in India.' Mashudu remembered reading about it in a book about India. 'I remember that an emperor built it as a tomb for his wife,' he said.</p> <p>'I've always wanted to go to the Taj Mahal! That is the Wonder I would most like to visit!' Mashudu said.</p>	<p>Who built the Taj Mahal? I learn here that an Indian emperor built it for his wife's tomb.</p>
<p>Finally, they reached the seventh Wonder. Mashudu's father read out the title, 'Petra, Jordan,' and the description: <i>Petra is a magnificent city carved in red rock by an ancient Arab tribe. The city is built in the desert. However, it has a complex system to collect rain and flood water so that the people who lived here always had water.'</i></p> <p>'Wow! Maybe that is the Wonder I would most like to visit!' Mashudu said.</p>	<p>What is the seventh Wonder of the world? Oh! I learn here that it is an ancient city called Petra. There are a few ancient cities on the list of Seven Wonders!</p>

Text	First Read (Think Aloud)
<p>Mashudu’s father closed the book and handed him a small piece of scrap paper and a pencil.</p> <p>‘Write down the Wonder you would most like to visit,’ he said. They both took a moment to write. Then they folded them up and swopped.</p> <p>‘Ready? 1-2-3...open!’</p>	<p>Hm, I wonder which Wonder I would write down?</p>

Follow up questions	Possible responses
<p>What was the title of the book Mashudu’s father brought home?</p>	<p>The book was called, ‘The New Seven Wonders of the World’.</p>

<p>Which Wonder had Mashudu seen before?</p>	<p>He had seen the Taj Mahal in a book about India.</p>
--	---

Why question	Possible responses
<p>Which Wonder would you write down on your small piece of scrap paper? Why?</p>	<p><i>I would write down...because...</i></p>



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.
 - description
 - reveal
 - magnificent

Rhyme or song	Actions
We're going on holiday We're going on holiday We're going on holiday To the beach!	<i>Pretend to be holding a steering wheel and driving</i>
What comes next?	<i>Raise palms upwards</i>
We're swimming in the ocean We're swimming in the ocean We're swimming in the ocean At the beach!	<i>Pretend to be swimming breaststroke</i>
What comes next?	<i>Raise palms upwards</i>
We're eating yummy ice cream We're eating yummy ice cream We're eating yummy ice-cream At the beach!	<i>Pretend to be holding and licking an ice cream</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 learners to read them.
- 3 If a learner cannot read a word, help the learner to sound out the word.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____





Handwriting:

15 minutes

Revise letter(s) / words / sentences

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

 The sick man is in the bed.

 Can I kick the rock?

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Pretend you are visiting a faraway place. Write a postcard to someone you love telling them all about it. Use your imagination!

TASK: Write a letter of 6-8 sentences.

WRITING FRAME:

Dear...

I am writing from...

I have seen...

Did you know...

I got to...

I feel...

I wish...

Love

...

PREPARATION:

Before the writing lesson, make a sample postcard.

Do this by cutting an A4 piece of paper in half.

Draw a picture on one side and rewrite your edited message on the other.

Draw two boxes on the board as follows:

(Picture)	
Dear...	Recipient's name
Message	
	Address
Love	Address
...	

MODELLING THE PUBLISHING PROCESS (I DO)

- 1 Remind learners that on Monday you used the editing checklist to edit your drafts.
- 2 Next, tell learners that today we will publish and present our final piece of writing.
- 3 Show learners your sample postcard. Explain that one side of a postcard has a picture. The other side has the message and the address of the recipient.

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

- 1 Hand out half an A4 paper to each learner.
- 2 Instruct learners write their message on one side of the postcard. Explain that they must make up an address.
- 3 Explain that learners can use their extra time to draw an illustration of their destination on the other side.
- 4 Tell learners to neatly rewrite their final piece of writing, with no mistakes.
- 5 As learners write, walk around the classroom and help learners who are struggling.

LEARNERS PRESENT THEIR WRITING

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Hang up the postcards around the room or put them on the theme table for learners to read.



Dear Rachel,

I am writing from Sun City.
I have seen so many slides and they even have a beach here!
Did you know that I have been down all the slides, even the scary ones.

I got to play in the sand and swim.
I feel so excited and happy to be here.
I wish you were here with me. We would have so much fun together.

Love,
Isabella

Rachel Gosani
22 Haven Street
Johannesburg
Gauteng
2045



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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p><u>Mashudu's travels</u></p> <p>Mashudu's father came home with book from the library entitled 'The New Seven Wonders of the World.'</p> <p>'We don't have money for plane tickets, but books can take us anywhere!' his father liked to say.</p>	<p>Why did Mashudu's father bring home a book about the Seven Wonders? Oh! So they can learn about new places around the world.</p>
<p>After dinner Mashudu and his father sat down on the sofa together. 'Let's see what we have here!' Mashudu's father said, as he opened the book.</p> <p>'Let's decide which of the seven wonders we would most like to visit!' Mashudu said excitedly.</p>	<p>How does Mashudu feel about reading the book? Oh, I learn from the word '<i>excitedly</i>' that he feels excited!</p>
<p>The title on the first page read, 'The Great Wall of China.' Mashudu's father read out the description: <i>The Great Wall of China was built over 2 000 years ago to protect the Chinese from enemies. The Great Wall is the longest structure ever built by humans.</i></p> <p>Mashudu examined the picture of the beautiful wall. 'Wow! I think that is the Wonder I would most like to visit!' Mashudu said.</p>	<p>Why was The Great Wall of China built? Oh! I learn that it was built to protect the ancient Chinese from enemies.</p>
<p>Mashudu's father read out the title on the second page, 'Christ the Redeemer Statue, Brazil.' Then, he read the caption under the picture of the gigantic statue: <i>The Christ the Redeemer Statue sits on top of Corcovado Mountain in Rio de Janeiro, Brazil. It towers over the city. It is 30 metres tall.</i></p> <p>'Wow! I think that is the Wonder I would most like to visit!' Mashudu said.</p>	--
<p>Mashudu's father turned the page to reveal the third Wonder of the World.</p> <p>'Wow!' Mashudu exclaimed, 'I think that is the Wonder I would most like to visit!'</p> <p>'That's Machu Picchu,' his father said, 'it's in Peru!' His father then read out the description: <i>Machu Picchu is an ancient city high in the Andean Mountains of Peru, South America. The city was built around 600 years ago, by the Inca people.</i></p>	<p>What was the purpose of Machu Picchu? Oh! I learn that it was a city. That must mean it was built for people to live in.</p>

Text	Second Read (Think Aloud)
<p>Mashudu read the title of the fourth Wonder, 'Chichen Itza, Mexico'.</p> <p>'Is that ancient too?' Mashudu asked.</p> <p>'Why don't you read to find out,' his father said.</p> <p>Mashudu read: <i>Chichen Itza was an ancient Mayan city. One of the most famous buildings in the city is the pyramid called El Caracol. In ancient times, it was used to view the night sky.</i></p> <p>'Wow! Maybe that is the Wonder I would most like to visit!' Mashudu said.</p>	<p>What is the most famous part of Chichen Itza? I learn that it is a pyramid called El Caracol.</p>
<p>'Look, that's the Colosseum in Rome, Italy!' Mashudu's father said. 'It was built over 2 000 years ago. It could seat over 50 000 people for public events.'</p> <p>'It says here that gladiators used to fight there!' Mashudu exclaimed. 'Maybe that is the Wonder I would most like to visit!'</p>	<p>What does Mashudu think is interesting about the Colosseum? I think he finds it interesting that gladiators once fought there!</p>
<p>'I know that one!' Mashudu said when his father turned the page. 'That's the Taj Mahal in India.' Mashudu remembered reading about it in a book about India. 'I remember that an emperor built it as a tomb for his wife,' he said.</p> <p>'I've always wanted to go to the Taj Mahal! That is the Wonder I would most like to visit!' Mashudu said.</p>	<p>How do we know that Mashudu would like to travel? Oh! It must be because he says he wants to visit all of the Wonders that he sees!</p>
<p>Finally, they reached the seventh Wonder. Mashudu's father read out the title, 'Petra, Jordan,' and the description: <i>Petra is a magnificent city carved in red rock by an ancient Arab tribe. The city is built in the desert. However, it has a complex system to collect rain and flood water so that the people who lived here always had water.</i></p> <p>'Wow! Maybe that is the Wonder I would most like to visit!' Mashudu said.</p>	<p>Where does Mashudu want to go most? We don't know, because he wants to go to all of the Wonders in the book!</p>
<p>Mashudu's father closed the book and handed him a small piece of scrap paper and a pencil.</p> <p>'Write down the Wonder you would most like to visit,' he said. They both took a moment to write. Then they folded them up and swapped.</p> <p>'Ready? 1-2-3...open!'</p>	<p>--</p>

Follow up questions	Responses
Why was the Great Wall of China built?	It was built to protect the Chinese from enemies.
Why was the Taj Mahal built?	It was built as a tomb for the emperor's wife.
Why question	Possible responses
Why did Mashudu's father bring home the book 'The New Seven Wonders of the World'?	<ul style="list-style-type: none"> • So they could learn about new places. • So they could learn more about interesting places around the world. • So they could learn about faraway places, even though they don't have money to travel. • So they can visit new places through the pictures.



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

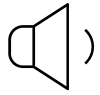
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - emperor
 - enemy
 - gladiator

Rhyme or song	Actions
We're going on holiday We're going on holiday We're going on holiday To the beach!	<i>Pretend to be holding a steering wheel and driving</i>
What comes next?	<i>Raise palms upwards</i>
We're swimming in the ocean We're swimming in the ocean We're swimming in the ocean At the beach!	<i>Pretend to be swimming breaststroke</i>
What comes next?	<i>Raise palms upwards</i>
We're eating yummy ice cream We're eating yummy ice cream We're eating yummy ice-cream At the beach!	<i>Pretend to be holding and licking an ice cream</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 I think Mashudu will choose...because
 I think that this story was written to teach me...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.

- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



Phonemic Awareness And Phonics:

15 minutes

Word Find Revision

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

a	s	t
p	i	n
m	d	o
g	c	k
e	ck	b
h	u	r

MODEL

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

LEARNERS DO

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about the Wonder they would choose to visit from the story.
- 3 **Model** how you **visualise the Wonder you would choose from the story**, like: I would want to travel to Petra because it is an ancient city in the desert. It seems so interesting and mysterious!
- 4 Draw your own picture on the chalkboard of Petra.
- 5 Use **modelling** to add a sentence or two to your illustration, like: If I were Mashudu, I would choose Petra.
- 6 Next, tell learners that they are going to choose which Wonder they would choose from the story.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes and draw their ideas.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration 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.

