

Grade 3

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

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Management Notes

Learning Outcomes

This term, your learners should achieve the following outcomes:

LISTENING & SPEAKING

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

compassion	compassionate	lonely	include	exclude	included
excluded	grateful	deserve	treat (verb: the way we treat people)	secret	promise
trustworthy	white lie	sacrifice	grumble	sneak / snuck	embarrassed
judge (verb: to judge someone else)	accidentally	purposefully	honest	dishonest	truth
lie	admit	bracelet	sparkle	admire	envious
search	tricked	trick	fool	curious	experiment
annoyed	irritated	distress	consequence	deceive	ignore
windmill	electricity	engineer	engineering	famine	drought
starve	impressed	impressive	mocked	journalist	focus
battery	invention	similar	homesick	innovative	trial and error
scavenge	develop	research	internet	information	article
library	borrow	data	click	scroll	astronaut
mathematician	brilliant	gravity	discrimination	unfair	credit
praise	calculate	identity	chameleon	unique	gender
race	religion	belong	illegal	crime	comedian
culture	Burundi	festival	tradition	traditional	heritage
belong	occasion	relative			

PHONEMIC AWARENESS & PHONICS

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

pr	igh	sw	i-e	str	i (long sound)
ea	scr	tch	y (long E)	ey (long E)	age
nch	ow	dge	o-e		

Learners should be able to break the following words into syllables

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

READING

Learners should be able to decode the following words

pray	prick	preen	press	prank	proud
light	high	fight	tight	night	right
swing	swim	swop	sway	swam	kite
bite	hike	bike	slime	crime	string
strain	strong	stray	stripe	street	tiger
blind	kind	find	eat	seat	meat
meal	steal	real	scrap	scream	screen
scrape	scram	catch	hatch	match	fetch
stretch	switch	fishy	meaty	tricky	greedy
very	key	donkey	turkey	valley	cage
rage	page	sage	age	lunch	munch
bunch	bench	stench	drench	slow	blow
bow	tow	row	grow	edge	ledge
hedge	fudge	nudge	budge	note	joke
rope	vote	home	stone		

Learners should be able to read the following words by sight

during	quiet	before	none	include	mother
eating	speak	asking	sandwiches	belonged	sure
favourite	never	bracelet	grass	lion	danger
escaped	attacked	middle	farmer	village	own

electricity	once	decided	solve	himself	collecting
strawberries	older	internet	data	search	unfairly
treated	something	smart	discrimination	white	mixed
easily	allowed	places	heritage	Burundi	celebrate
cultures	traditions				

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

We must always remember something very important. We are all different. We all think in different ways. We all feel different things. We all have different hopes and dreams. Some people are strong, and some are weak. Some people are kind, and some are greedy. Some people are blind, some can see. Some people are slow, and some are fast. The important thing to remember is that being different is good. Being different makes each one of us special in different ways.

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	



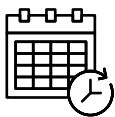
Weekly Preparation

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.



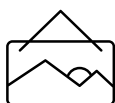
Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	READING WORKSHEET
1	Compassion	Khumo's new friend	1
2	Compassion	The extra lunch	2
3	Honesty	The blue bracelet	3
4	Honesty	The herdboyc who cried lion	4
5	Solving problems	William's brilliant windmill	5
6	Solving problems	Kelvin Doe – DJ Fresh	6
7	Learning new things	Zandile uses the Internet	7
8	Learning new things	Who is Katherine Johnson?	8
9	Identities	Trevor Noah, chameleon	9
10	Identities	Everyone's South Africa	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

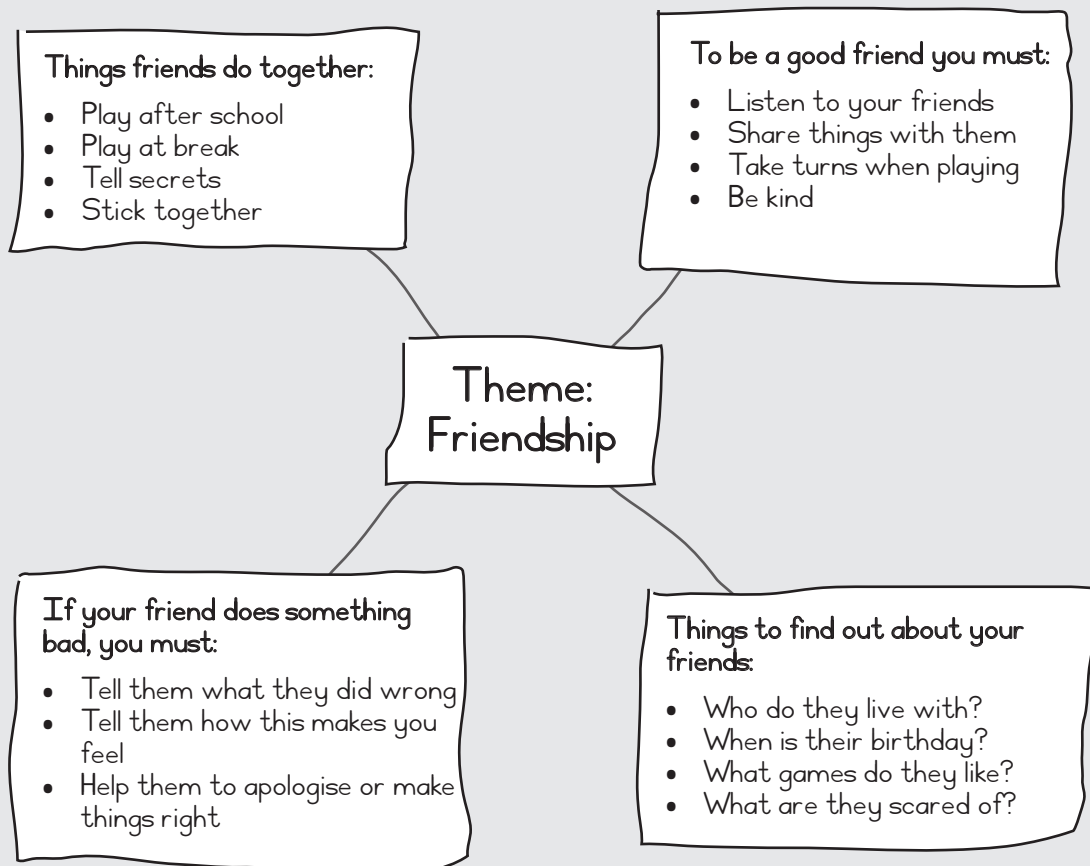
Objective: To consolidate learners' knowledge of new vocabulary. To learn through play.

- 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	<p>When we evaluate a text, we make a judgement about an aspect of the text.</p>
Objective	<p><i>Learners must be taught that they must always evaluate what they read, and must be able to support or justify their evaluations.</i></p>

Steps	<ol style="list-style-type: none">1 Read the text on the page.2 Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not?3 Listen to and discuss learners' answers. Make sure learners' answers are logical.4 If learners struggle, share your own evaluation as an example: I think x did the right thing because x
Example	<p>Some evaluation questions start with:</p> <ol style="list-style-type: none">1 Do you think...2 Do you agree with...3 In your view...4 Did you like...

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

Shared Reading:

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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

- 1 Tell learners that today they will look at the pictures in the story, and think about the story.
- 2 Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
- 3 Explain to learners that they must not think of each picture on its own. They must think about how the pictures relate to each other. They must connect all the pictures to each other to try and work out what the entire story is about.
- 4 Show learners the cover of the story and read the title aloud.
- 5 Ask learners: What do you think will happen in this story?
- 6 Next, look at each picture in the story, and as you look, ask learners:
 - a What do you see in this picture?
 - b What do you think is happening here?
 - c What do you think might happen next?
- 7 If learners forget to connect the different pictures, prompt them to do this. For example: 'Can you remember what this boy was doing in the last picture? What is he doing now? What do you think is happening?'
- 8 When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
- 9 Thank learners for their predictions.

- 10 If you have time, read through the story once without stopping.

Shared Reading:

First Read

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

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

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

Shared Reading:

Second Read

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

In the Second Read, we continue to build comprehension skills by reading the story to learners, and by modelling how to think about the story. Once again, tell the class what

you are going to do. Say something like: ‘Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story. This means that as I read, I will make a movie of the story in my mind.’

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

Shared Reading:

Post-Read

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

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

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

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.

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

ACT OUT THE STORY

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

ORAL OR WRITTEN RECOUNT FROM THE STORY

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

WRITTEN COMPREHENSION

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

- 8 In the last two minutes, go through the answers with learners, and allow them to correct their own work.



Group Guided Reading

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

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

WHAT TO DO WITH THE REST OF THE CLASS:

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

STRUCTURE OF THE READING WORKSHEETS:

- 1 Each weekly worksheet consists of 10 activities. There are 10 group guided reading sessions per week. However, every group has a chance to work with the teacher once per week. This means that learners will complete the Worksheet activities during 9 sessions.
- 2 Icons remind the learners of what to do on each day:
 - a The mouth reminds learners to sound out words.
 - b The eye reminds learners that they must read these words by sight.
 - c The single child reminds learners to read on their own.
 - d The two children remind learners to read with a partner.

- e The hand holding a pen reminds learners that they must draw or write.
- 3 A master list of all phonic and high frequency words taught is kept. New stories are structured using the phonic and high frequency words of the week, and by including phonic and high frequency words that were previously taught. This means that learners never encounter words on the worksheet that they have not seen before.

ASSIGNING GROUPS AND TEXT SELECTION FOR GROUP GUIDED READING:

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

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

WHAT TO DO WITH EACH GROUP DURING GROUP GUIDED READING:

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

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

CARE OF THE READING WORKSHEETS:

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

ALTERNATE TO GROUP GUIDED READING

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

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

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

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



Process Writing

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

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

PLAN THE WRITING

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

DRAFT THE WRITING

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

EDIT THE WRITING

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

PUBLISH AND PRESENT THE WRITING

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



Writing Strategies

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

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

STRATEGY 1: TEACHER MODELS WRITING FIRST

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

STRATEGY 2: WRITERS THINK BEFORE THEY WRITE

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

STRATEGY 3: WRITERS DRAW A LINE FOR EACH WORD

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

STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS

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

STRATEGY 5: WRITERS USE THEIR MEMORIES TO WRITE WORDS

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

STRATEGY 6: WRITERS SAY WORDS SLOWLY LIKE A TORTOISE

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

STRATEGY 7: WRITERS READ WHAT THEY WRITE


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

STRATEGY 8: WRITERS TURN AND TALK

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

STRATEGY 9: HOLD MINI-CONFERENCES

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

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

Grade 3

TERM 3

Week

1

THEME:

Compassion



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: short stories about compassion, pictures of people doing thoughtful / kind / compassionate things for others.
- 5 Do some research on the internet to prepare for the theme. For example: Ideas for showing compassion towards friends.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 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 & 5, Let's do

Activity 3: DBE Workbook 2: Page 6 & 7, Let's read

Activity 4: Draw a picture of a time you showed compassion for a friend.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners Thomas looking sad in the Big Book story: Khumo's new friend
- 2 Tell learners that we are starting a new theme called: Compassion
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What does compassion mean?
 - b Who must we show compassion towards?
 - c Who shows compassion towards us?
 - d How do we show compassion towards others?

THEME VOCABULARY

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

Rhyme or song	Actions
Always be kind to others	<i>Touch your friend gently on the shoulder</i>
You don't know what they're going through	<i>Wave your index finger</i>
Always show compassion	<i>Touch your friend gently on the shoulder</i>
As you would want someone to do for you!	<i>Hug yourself tightly</i>
Is someone sitting all alone?	<i>Hug yourself tightly</i>
Invite them out to play!	<i>Beckon for your friend to come</i>
Show compassion whenever you can.	<i>Touch your friend gently on the shoulder</i>
It goes a long, long way!	<i>Stretch your arms out wide</i>



Handwriting

15 minutes

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

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

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Khumo's new friend
- 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 in which a character shows compassion for another person.

TASK: Write a story of at least 10 sentences to contribute to a class book entitled: Stories of compassion

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 will write a story about a boy who includes his little brother on an adventure with his friends, because he can see that his brother feels lonely. He shows compassion towards his brother by treating him the way he would wish to be treated.

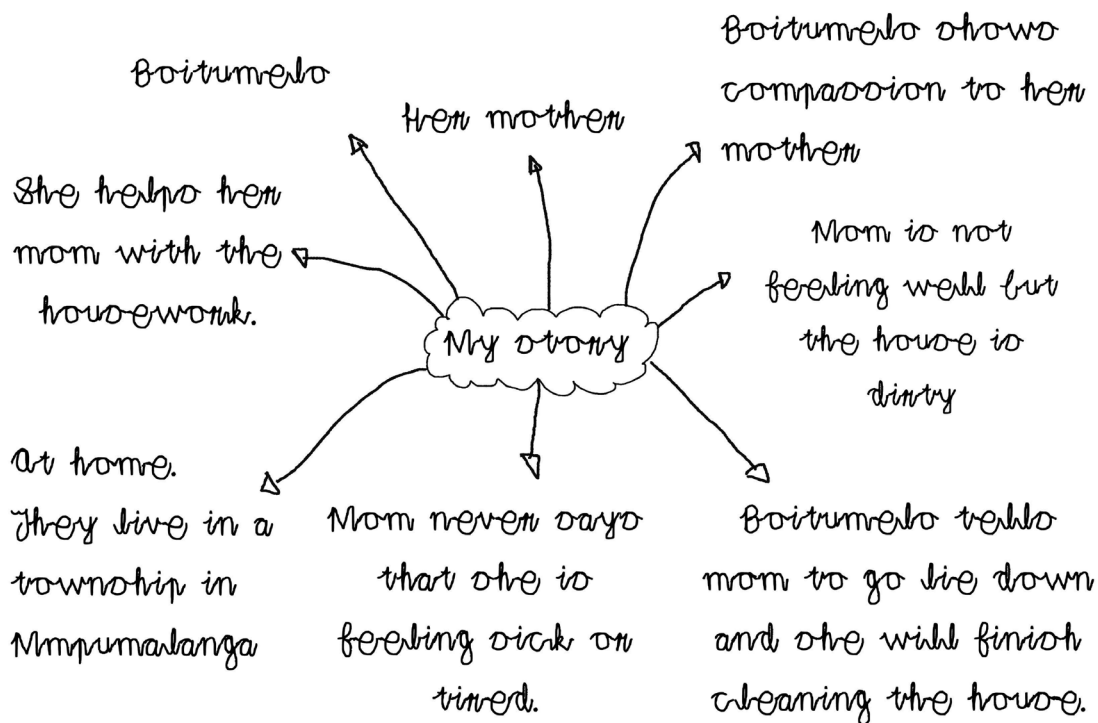
MODELLING THE PLANNING STRATEGY (I DO)

- 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?	Are there any other characters?	Who shows compassion?	Peter	His younger brother Michael	Peter shows compassion to Michael
How does the character show compassion?	My story	What is the problem in the story?	He includes him with his friends, so Michael won't feel lonely	My story	Michael feels lonely. He wants to go with Peter.
What is the setting of the story?	Are there any other important details?	How is the problem in the story solved?	At home. Peter and Michael live with their family in Pretoria	Peter's friends don't want Michael there, but Peter stands up for him.	Peter decides to show compassion and include Michael

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of a character who shows compassion for another person.
- 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

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

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

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

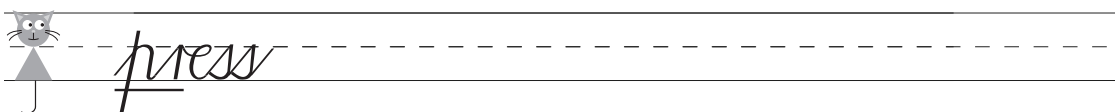
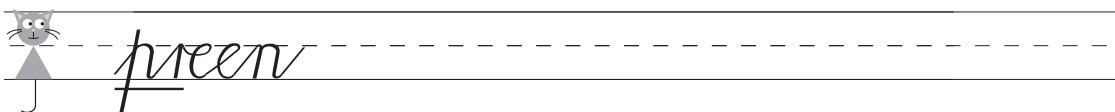
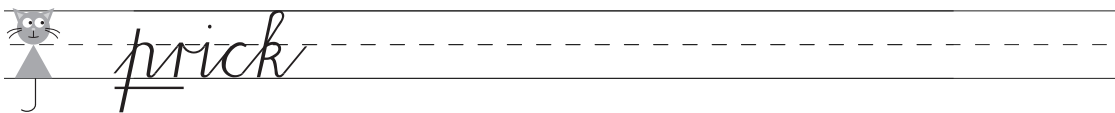
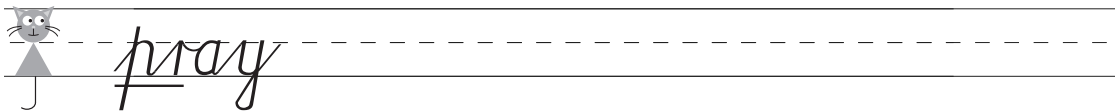
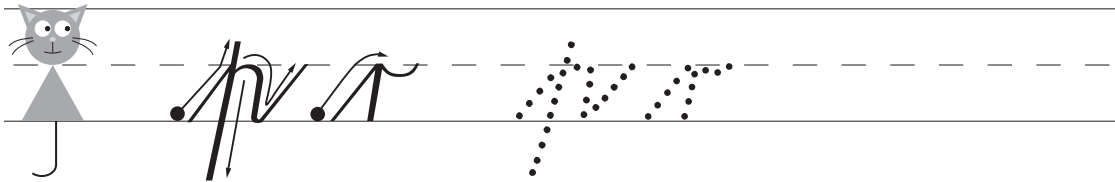



Handwriting:


15 minutes


Write Letter(s) / Words / Sentences In Cursive

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



 *prank*

 *proud*

 *I am proud that I pray.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGY: MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p><u>Khumo's new friend</u></p> <p>Khumo did everything with Bonga and Bantu. They always sat under the same tree together to eat their lunch. They always kicked their soccer ball back and forth on the same part of the field.</p>	<p>Khumo spends all of his free time with his two best friends. That's just like me and my best friend! We also like to do everything together!</p>
<p>One day when the bell rang for break, Mr Ngoma called Khumo to stay in the classroom. Khumo looked at Bonga and Bantu. They looked back at him. 'I'll meet you outside,' Khumo said.</p>	<p>--</p>
<p>'Khumo, I have called you to talk about one of your classmates,' Mr Ngoma said. 'I have noticed that Thomas is quite shy. I see that he always sits alone at break. I am hoping that you might include him with your friends.'</p>	<p>Khumo doesn't want to include Thomas, but he doesn't want to say no to his teacher, either! I wonder what he will decide to do?</p>

Text	First Read (Think Aloud)
<p>Khumo didn't know what to say. He wanted to tell Mr Ngoma that Thomas was quiet and strange, and that his friends did not want to play with Thomas. But Khumo didn't say anything.</p>	
<p>When Khumo went outside, Bonga and Bantu were already sitting in their usual spot. 'Are you in trouble?' Bantu asked.</p> <p>'No – Mr Ngoma found my pencil on the floor,' Khumo lied. He didn't feel like telling them about what Mr Ngoma said. Not until he had thought it through, at least.</p>	<p>Khumo needs time to think about what he should do. I can make a connection! Sometimes, when my husband and I disagree, I need time to just think before I am ready to talk about it!</p>
<p>That night Khumo complained to his mother. 'Ugh! Mr Ngoma asked me to be friends with that strange boy, Thomas,' Khumo moaned. 'He doesn't have any friends and he doesn't even talk to anyone. I don't know why he asked me to play with him?'</p> <p>Khumo's mother looked at him thoughtfully. 'Well you don't have to. Mr Ngoma only asked you. There isn't really anything Mr Ngoma can do to make you if you don't want to,' she said seriously.</p> <p>That made Khumo feel better. 'I don't have to play with that strange kid,' he thought.</p>	<p>Khumo feels a little bit better after talking to his mother about what happened at school. When I am upset, I always feel a little bit better after talking to someone who I love and trust, just like Khumo</p>
<p>But as Khumo lay in bed that night, he thought about when he first started school, before he knew Bonga and Bantu. He thought about those few weeks, when he sat alone during break, hoping someone would want to sit with him. 'Maybe I don't have to,' Khumo thought, 'but I want to.'</p>	<p>Khumo makes a connection to Thomas. Khumo thinks about the time when he had to sit alone, just like Thomas. When he makes this connection, he decides to include Thomas, even though he didn't want to at first!</p>
<p>The next day, Khumo sat with Bantu and Bonga. He watched Thomas sit by himself. 'I think we should see if Thomas wants to sit with us,' Khumo said.</p> <p>'Thomas? Why do you want to include him?' asked Bantu, laughing.</p> <p>'Yeah, he doesn't even seem fun!' said Bonga.</p> <p>'I think he seems okay,' Khumo said. 'And I feel sorry for him. None of us would like to sit alone at break. Plus, if we have a fourth friend we can play teams.'</p> <p>'Okay, fine,' Bantu and Bonga agreed.</p>	<p>--</p>

Text	First Read (Think Aloud)
<p>Khumo went over to Thomas. 'Hey! Do you want to come and sit with us?'</p> <p>Thomas looked around. 'Me?' he asked.</p> <p>'Yes, you. Do you want to come sit with us?'</p> <p>A smile came across Thomas's face. 'Okay,' he said.</p>	<p>Khumo doesn't have to ask Thomas to play with him and his friends. It is his choice in the end. Khumo makes a connection! He does what he wishes someone had done for him!</p>
<p>After eating, the boys used rocks to set up two goals. They played two-on-two. 'That was the best soccer we ever played!' Bantu said. 'Come play with us again tomorrow!' Bonga said to Thomas.</p>	--
<p>'I'm proud of you, Khumo,' said Mr Ngoma, at the end of the day. As Khumo walked out the door, he felt proud too.</p>	<p>Oh! Mr Ngoma must have seen Khumo including Thomas! That's like when I saw my daughter inviting her younger sister to play. I felt proud that she was being so kind to her sister!</p>

Follow up questions	Possible responses
Who is Khumo's teacher?	His teacher is Mr Ngoma.
What did Mr Ngoma ask Khumo to do?	He asked Khumo to include Thomas at break.
Who did Thomas usually sit with at break?	He usually sat alone.
Why question	Possible responses
Why was Mr Ngoma proud of Khumo?	<ul style="list-style-type: none"> • Because Khumo decided to ask Thomas to sit with him and his friends. • Because Khumo was kind. He didn't have to be! • Because Khumo included Thomas. • Because Khumo did what Mr Ngoma had asked of him.



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.
 - include
 - exclude
 - included
 - excluded

Rhyme or song	Actions
Always be kind to others	<i>Touch your friend gently on the shoulder</i>
You don't know what they're going through	<i>Wave your index finger</i>
Always show compassion	<i>Touch your friend gently on the shoulder</i>
As you would want someone to do for you!	<i>Hug yourself tightly</i>
Is someone sitting all alone?	<i>Hug yourself tightly</i>
Invite them out to play!	<i>Beckon for your friend to come</i>
Show compassion whenever you can.	<i>Touch your friend gently on the shoulder</i>
It goes a long, long way!	<i>Stretch your arms out wide</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:

Revise Sounds, Blending And Segmenting

15 minutes

WEEK 1

I DO...

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

WE DO...

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

YOU DO...

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

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

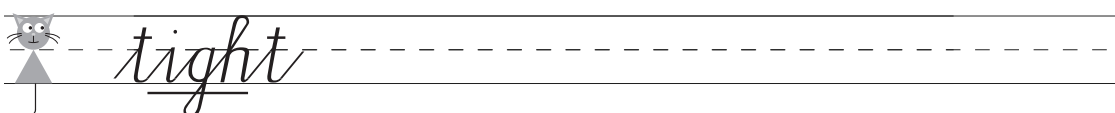
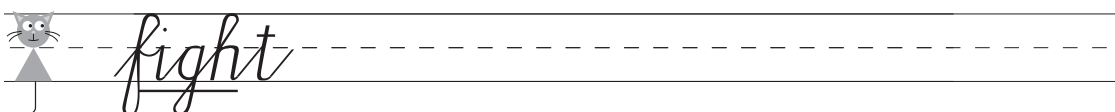
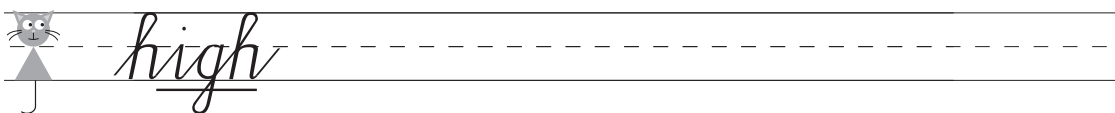
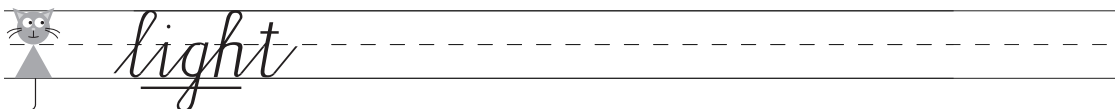
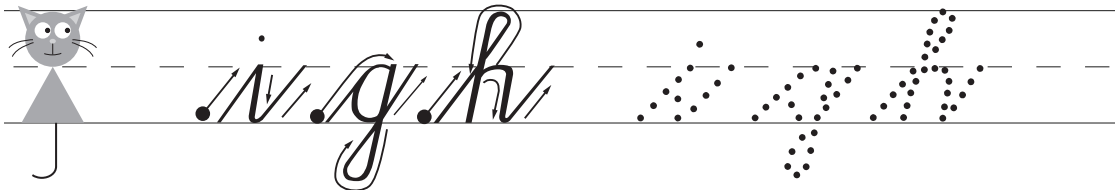



Handwriting:


15 minutes

Write Letter(S) / Words / Sentences In Cursive

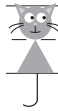
- 1 Teach learners to correctly form the lower case letter(s) in cursive: **igh**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this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



 *night*

 *right*

 *I will not fight in*

 *the light.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

Draft

TOPIC: Write a story in which a character shows compassion for another person.

TASK: Write a story of at least 10 sentences to contribute to a class book entitled: Stories of compassion

WRITING FRAME:

(Describe the setting and the characters)

One day... (explain the problem)

Then... (explain how the problem gets solved)

In the end... (tell us how showing compassion impacted the characters)

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:
Peter lived in Pretoria with his family. He had a younger brother named Michael. Peter was very outgoing and friendly. Michael was very shy. **One day** Peter and Michael were playing in the yard when Peter's friends came by. They asked Peter to come to the park with them. Michael asked to come, but Peter's friends laughed. Peter ran to his friends and waved goodbye to his brother.
Then, Peter turned around and saw Michael looking very sad. He yelled to Michael to come too. Michael smiled a big smile. Peter told his friends that he wanted to include his brother, and to be nice to him. In the end, everyone had fun. Peter felt happy that he had made his brother feel good.

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **A story of compassion: 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.

8 July 2020

A Story of compassion: draft

Boitumelo lived in a village with her mother, father and little brother. Every day when Boitumelo got home from school, she would play while her mother cleaned the house. One day, Boitumelo saw that her mom kept rubbing her head and closing her eyes. Boitumelo could see that her mom was not feeling well, but she carried on cleaning the house.

Then, Boitumelo had an idea. She took the broom from her mom and told her to go and lie down. Mom went to lie down while Boitumelo cleaned the rest of the house. In the end, mom felt much better and gave Boitumelo a big hug. Boitumelo realized that she should help her mom more.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Letter Swap

I DO...

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

WE DO...

PART 1

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

PART 2

- 1 Next, write this word on the chalkboard: **preen**
- 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: **green, teen, seen, been, screen**

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGY: MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p><u>Khumo's new friend</u></p> <p>Khumo did everything with Bonga and Bantu. They always sat under the same tree together to eat their lunch. They always kicked their soccer ball back and forth on the same part of the field.</p>	<p>--</p>
<p>One day when the bell rang for break, Mr Ngoma called Khumo to stay in the classroom. Khumo looked at Bonga and Bantu. They looked back at him. 'I'll meet you outside,' Khumo said.</p>	<p>Look at Khumo! He looks worried. I can make a connection! Sometimes, when the principal calls me for a meeting, I feel worried that I have done something wrong!</p>
<p>'Khumo, I have called you to talk about one of your classmates,' Mr Ngoma said. 'I have noticed that Thomas is quite shy. I see that he always sits alone at break. I am hoping that you might include him with your friends.'</p> <p>Khumo didn't know what to say. He wanted to tell Mr Ngoma that Thomas was quiet and strange, and that his friends did not want to play with Thomas. But Khumo didn't say anything.</p>	<p>Khumo must feel unsure about what to do. He must be worried about what will happen if he says no to his teacher. But, he must also be worried about what his friends will say about including Thomas. I can make a connection! My friend and my sister both invited me to come for dinner on Saturday. I didn't know who to say no to, because I didn't want to disappoint either of them!</p>
<p>When Khumo went outside, Bonga and Bantu were already sitting in their usual spot. 'Are you in trouble?' Bantu asked.</p> <p>'No - Mr Ngoma found my pencil on the floor,' Khumo lied. He didn't feel like telling them about what Mr Ngoma said. Not until he had thought it through, at least.</p>	<p>--</p>
<p>That night Khumo complained to his mother. 'Ugh! Mr Ngoma asked me to be friends with that strange boy, Thomas,' Khumo moaned. 'He doesn't have any friends and he doesn't even talk to anyone. I don't know why he asked me to play with him?'</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>Khumo's mother looked at him thoughtfully. 'Well you don't have to. Mr Ngoma only asked you. There isn't really anything Mr Ngoma can do to make you if you don't want to,' she said seriously.</p> <p>That made Khumo feel better. 'I don't have to play with that strange kid,' he thought.</p>	
<p>But as Khumo lay in bed that night, he thought about when he first started school, before he knew Bonga and Bantu. He thought about those few weeks, when he sat alone during break, hoping someone would want to sit with him. 'Maybe I don't have to,' Khumo thought, 'but I want to.'</p>	<p>Khumo remembers how lonely he felt when he didn't have friends to sit with at break. He makes a connection to Thomas. He realises that Thomas must feel lonely, just like he felt. He knows how sad that feels. I think that is why Khumo decides to play with Thomas.</p>
<p>The next day, Khumo sat with Bantu and Bonga. He watched Thomas sit by himself. 'I think we should see if Thomas wants to sit with us,' Khumo said.</p> <p>'Thomas? Why do you want to include him?' asked Bantu, laughing.</p> <p>'Yeah, he doesn't even seem fun!' said Bonga.</p> <p>'I think he seems okay,' Khumo said. 'And I feel sorry for him. None of us would like to sit alone at break. Plus, if we have a fourth friend we can play teams.'</p> <p>'Okay, fine,' Bantu and Bonga agreed.</p>	<p>I think Khumo must feel happy when he sees Thomas smile.</p>
<p>Khumo went over to Thomas. 'Hey! Do you want to come and sit with us?'</p> <p>Thomas looked around. 'Me?' he asked.</p> <p>'Yes, you. Do you want to come sit with us?'</p> <p>A smile came across Thomas's face. 'Okay,' he said.</p>	<p>Khumo must feel proud that he has done something kind, and has made another person feel happy! I can make a connection! One time, I offered my seat on the bus to an older woman who was standing up. I really wanted my seat, but I knew she needed it more than me. She looked so happy when I gave her my seat. I felt proud for choosing to be kind and make someone else feel good!</p>
<p>After eating, the boys used rocks to set up two goals. They played two-on-two. 'That was the best soccer we ever played!' Bantu said. 'Come play with us again tomorrow!' Bonga said to Thomas.</p>	<p>--</p>
<p>'I'm proud of you, Khumo,' said Mr Ngoma, at the end of the day. As Khumo walked out the door, he felt proud too.</p>	<p>Khumo must be feeling good because he has made so many people feel happy.</p>

Follow up questions	Possible responses
How long did it take for Khumo to decide whether to include Thomas?	It took him one night.
How did Thomas feel when Khumo first asked him to play?	Surprised / happy
At first, Khumo didn't want to include Thomas. Can you make a connection ? Have you ever wanted to exclude someone? Why?	<i>I can make a connection. I...</i>
Why question	Possible responses
Why did Khumo decide to include Thomas?	<ul style="list-style-type: none"> • Because he thought about what it was like to sit alone at break. • Because he realised when he had to sit alone, he wished someone wanted to sit with him. • Because he realised it was the kind and compassionate thing to do.



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

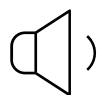
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - grateful
 - deserve
 - treat (*verb: the way we treat people*)

Rhyme or song	Actions
Always be kind to others	<i>Touch your friend gently on the shoulder</i>
You don't know what they're going through	<i>Wave your index finger</i>
Always show compassion	<i>Touch your friend gently on the shoulder</i>
As you would want someone to do for you!	<i>Hug yourself tightly</i>
Is someone sitting all alone?	<i>Hug yourself tightly</i>
Invite them out to play!	<i>Beckon for your friend to come</i>
Show compassion whenever you can.	<i>Touch your friend gently on the shoulder</i>
It goes a long, long way!	<i>Stretch your arms out wide</i>

DISCUSSION OF SHARED READING TEXT

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

**Phonemic Awareness And Phonics:**

15 minutes

Word Find

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

pr	igh	i
ck	l	t
a	h	ou
d	r	f
n	k	e

MODEL

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

LEARNERS DO

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

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 something we can connect to in the story*.
- 3 *We will rate the story out of 5 stars. We give a story five stars if we LOVE it. We give a story zero stars if we dislike it.*
- 4 Write the summary frame on the chalkboard.
- 5 Instruct learners to use the frame to answer the question:
This text is about... (2–3 sentences)
I can connect to this story because...
This story relates to compassion because...
Out of 5 stars, I give this story...because...
- 6 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
Model your own example for learners. Say: ***This text is about*** Khumo showing compassion to Thomas. ***I can connect to this story because*** Khumo has to decide what the right thing is to do by himself. Sometimes I need a long time to think about important decisions too. ***This story relates to compassion because*** in the end, Khumo decides he wants to treat Thomas the way he would want someone to treat him. That is compassion! ***Out of 5 stars, I give this story 3 stars because*** I liked it, but it wasn't my favourite story.
- 7 Give learners time to think about the most important parts of the text.
- 8 Tell learners to **turn and talk** with a partner to share their ideas. / Tell learners to write their own summaries using the frame.
- 9 Call the class back together.
- 10 Ask 1–2 learners to share their summaries with the class.
Come up with a class summary, like: ***This text is about*** Khumo. He must decide whether to include Thomas or to exclude him. It is a hard decision because Khumo's friends want to exclude Thomas, but his teacher asks Khumo to include Thomas. ***We can connect to this story because*** at school, many of us have felt excluded like Thomas. ***This story relates to compassion because*** Khumo treats Thomas with compassion. He stands up for his decision when his friends criticise him. ***Out of 5 stars, we give this story 4 stars because*** many of us liked it, but it wasn't the best story we've read this year.



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.

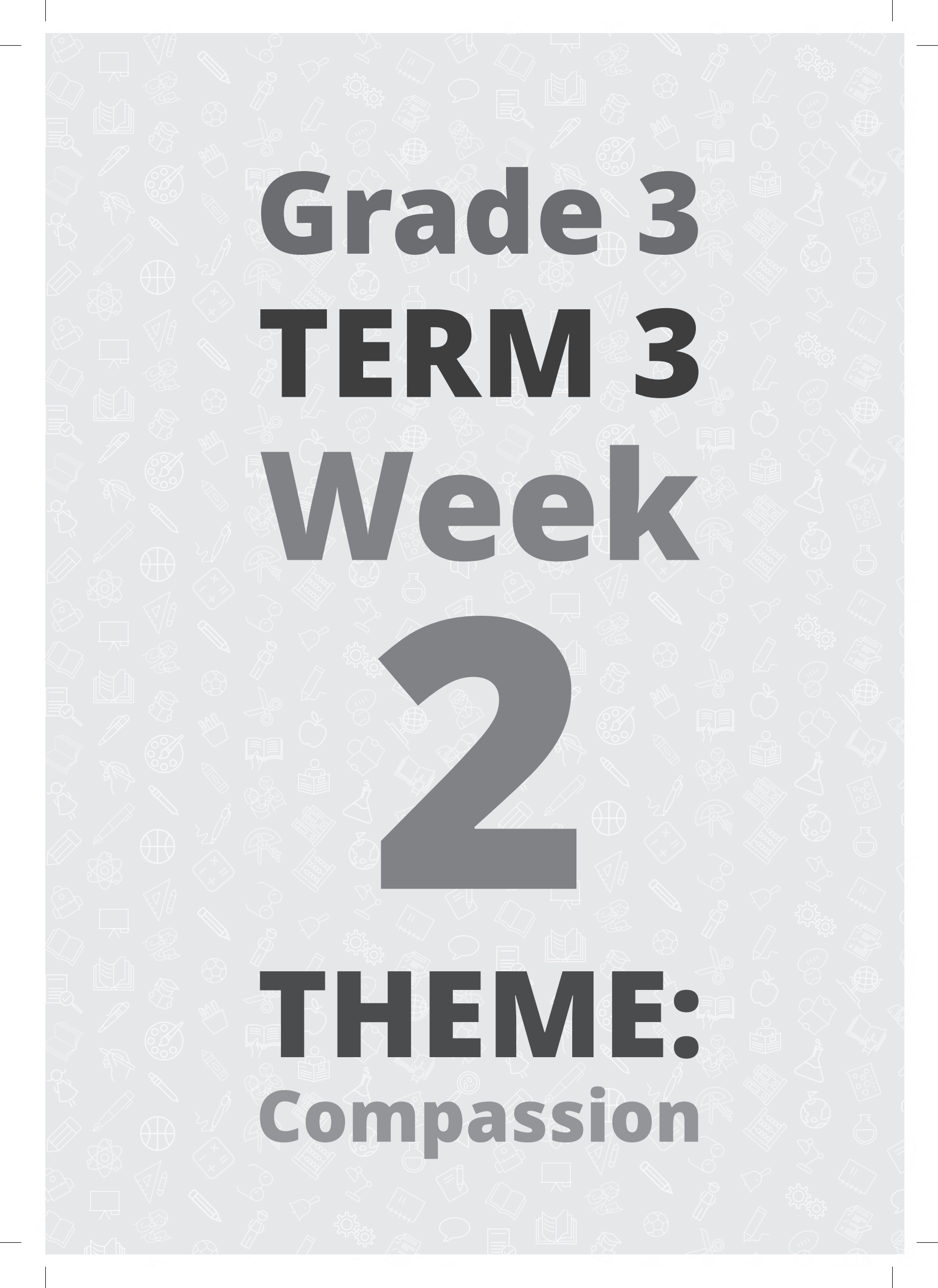


End of week language learning review

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 fields: science (flasks, globes, microscopes), mathematics (calculators, rulers, compasses), arts (pencils, paint palettes, books), and general education (books, speech bubbles, gears, lightbulbs).

Grade 3
TERM 3
Week

2

THEME:
Compassion



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: Thank you, Sympathies, and Get Well Soon cards from the shop.
- 5 Do some research on the internet to prepare for the theme. For example: Active listening skills. Part of being compassionate is being a good listener! Help learners practice this skill.
- 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 8 & 9, Let's do

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

Activity 3: DBE Workbook 2: Page 11, 12 & 13, Let's write

Activity 4: Draw a picture of someone who shows you a lot of compassion.

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Mokgadi giving Ntsako an extra sandwich in the Big Book story: The extra lunch
- 2 Tell learners that we are continuing our theme: Compassion
- 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 can we show compassion towards others?
 - b Why is it important to show compassion?
 - c How do we feel when someone is compassionate towards us?
 - d What is the opposite of compassion?

THEME VOCABULARY

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

Rhyme or song	Actions
Always be kind to others	<i>Touch your friend gently on the shoulder</i>
You don't know what they're going through	<i>Wave your index finger</i>
Always show compassion	<i>Touch your friend gently on the shoulder</i>
As you would want someone to do for you!	<i>Hug yourself tightly</i>
Is someone sitting all alone?	<i>Hug yourself tightly</i>
Invite them out to play!	<i>Beckon for your friend to come</i>
Show compassion whenever you can.	<i>Touch your friend gently on the shoulder</i>
It goes a long, long way!	<i>Stretch your arms out wide</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular words as follows. Learners must write these words next to the correct number.
Singular to Plural Words
 - 1 foot
 - 2 tooth
 - 3 goose
 - 4 knife
 - 5 leaf
- 4 Next, instruct learners to rewrite the words as plurals, on the line below.
- 5 In the last five minutes of the lesson, correctly write the words on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 6 Then, ask learners to point out any patterns they can see, like: where the words change.
- 7 Underline these patterns, like:
Singular to Plural Words
 - 1 foot
 fet
 - 2 tooth
 teeth
 - 3 goose
 geese
 - 4 knife
 knives
 - 5 leaf
 leaves
- 8 Tell learners to think about these patterns when they are reading or writing.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____

**Shared Reading:**

15 minutes

Pre-Read**COMPREHENSION STRATEGY: PREDICT**

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: The extra lunch
- 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.

WEEK 2

**Writing:**

30 minutes

Edit

TOPIC: Write a story in which a character shows compassion for another person.

TASK: Write a story of at least 10 sentences to contribute to a class book entitled: Stories of compassion

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 Does one character show compassion for another character?
- 3 Is there a problem in my story?
- 4 Does the problem in my story get solved?
- 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.

8 July 2020

A Story of compassion: draft

^B

Boitumelo lived in a village with her mother, father and little brother. Every day when Boitumelo got home from school, she would play with her mother cleaned the house. One day, Boitumelo saw that her mom kept rubbing her head and closing her eyes. Boitumelo could see that her mom was not feeling well, but she carried on cleaning the house.

^B

Then, Boitumelo had an idea. She took the broom from her mom and told her to go and lie down. Mom went to lie down while Boitumelo cleaned the rest of the house. In the end, mom felt much better and gave Boitumelo a big hug. Boitumelo realized that she should help her mom more.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

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

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

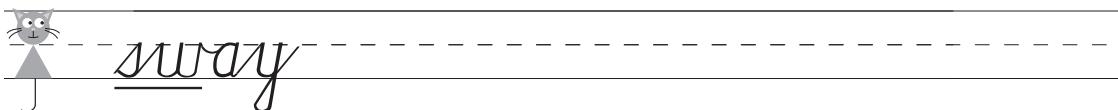
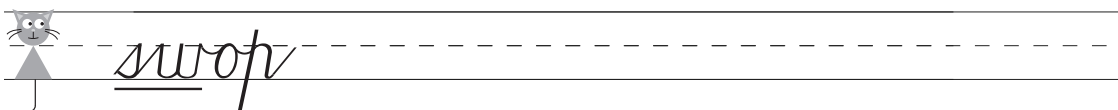
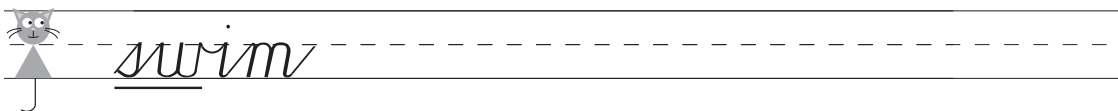
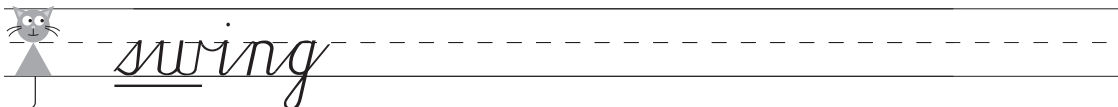
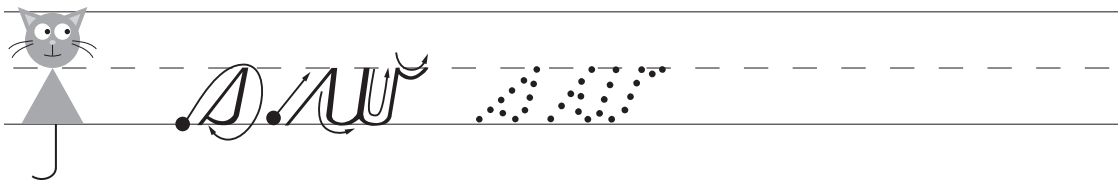



Handwriting:


15 minutes

Write Letter(S) / Words / Sentences In Cursive

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



 *swam*

 *I will sway when I swim.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGY: MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p>The extra lunch</p> <p>One Monday, Matuma took his sandwich out of his bag. It was chicken mayonnaise – his favourite. He took a bite before he noticed that Ntsako wasn't eating.</p> <p>'Where's your lunch?' Matuma asked Ntsako.</p> <p>'I don't have lunch today,' Ntsako said. 'My mom was in an accident and now she's in hospital. We don't have bread at home. But don't tell anyone.'</p> <p>Matuma broke his sandwich in two and handed half to Ntsako. 'I won't – promise,' he said.</p>	<p>--</p>
<p>On Tuesday morning, Matuma walked into his kitchen.</p> <p>'Please Mama, can I have two sandwiches for lunch today?' he asked sweetly.</p> <p>'Two? Why two?' his mother asked.</p> <p>'Um...I am extra hungry today!' he said convincingly.</p>	<p>Matuma isn't being honest with his mother. I can't decide if it is okay for him to lie to his mother or not.</p>

Text	First Read (Think Aloud)
<p>'Maybe he's growing?' Matuma's mother thought, as she put a second sandwich into his lunch bag.</p>	
<p>At break, Matuma took the two sandwiches out of his bag and handed one to Ntsako. 'For me?' Ntsako said, looking surprised. 'I'll bring you lunch until your mom comes home,' Matuma said, 'don't worry.'</p>	<p>I see that Matuma only told a small lie to help a friend. In my opinion, his lie is okay because it is to help and not hurt.</p>
<p>On Wednesday before school, Matuma snuck into the kitchen early to make a sandwich for Ntsako. He didn't want his mom to ask him about the extra sandwich again. But his mother walked in as he was spreading the peanut butter onto the bread. 'An extra sandwich again?' his mother asked curiously. 'Uh...I have sports today so I need extra food,' he lied.</p>	<p>Again, Matuma is telling a small lie to keep his promise to his friend. I make the evaluation that he is doing the right thing, because he is trying to be a good friend.</p>
<p>At break, Matuma took the two sandwiches out of his bag – the ham and cheese sandwich his mother had made for him, and the peanut butter sandwich he had made himself. 'Which one do you want?' he asked his friend. 'Can I have the ham and cheese?' Ntsako said. 'Sure!' Matuma replied kindly, even though he really wanted the ham and cheese sandwich for himself.</p>	<p>--</p>
<p>On Thursday morning, Matuma purposefully took a long time to wash and dress so that he wouldn't have time for breakfast. 'Matuma! You're late!' her mother called. 'Sorry Mama,' he called back. 'Please make me a sandwich for breakfast!' As he walked to school, he put his extra sandwich in his lunch bag. He thought he could go just one day without breakfast.</p>	<p>I make the evaluation that it was difficult for Matuma to lie to his mother. He even skipped his own breakfast just so he could both help his friend and avoid lying to her again.</p>
<p>By lunchtime, Matuma's stomach was grumbling, but he happily handed his extra sandwich to his friend.</p>	<p>I make the evaluation that Matuma is very focused on trying helping his friend – he is even willing to be hungry for the whole morning if it means Ntsako will get lunch.</p>
<p>That night, as Matuma played outside before dinner, his mother received a phone call.</p>	<p>--</p>

Text	First Read (Think Aloud)
<p>'This is Ntsako's mother,' said the voice on the phone. 'Ntsako told me that you have sent lunch for him all week while I've been in the hospital. Thank you for taking care of him,' she said.</p> <p>Matuma's mother smiled to herself. She finally understood the two sandwiches.</p>	
<p>Matuma's mother called him. 'Matuma, I need to speak to you, come and sit down,' his mother said.</p> <p>'Oh no, she is going to yell at me for eating too many sandwiches!' he thought.</p> <p>'I know why you've been asking for extra lunch,' his mother smiled, 'but why didn't you just tell me?'</p> <p>'Well, I promised Ntsako I wouldn't tell anyone that he didn't have food at home,' Matuma said.</p> <p>'That was a very kind thing to do, Matuma. I'm proud of you!'</p>	<p>I think that Matuma's mother understood why he was a bit dishonest, because she was kind to him when she explained. I make the evaluation that Matuma's mother thought he did the right thing.</p>
<p>The next day at lunch, Ntsako pulled a lollipop out of his lunch bag.</p> <p>'This is for you, from me and my mom.' Ntsako said.</p>	<p>--</p>
<p>As Matuma sucked on his lollipop, he thought about how nice it felt to help a friend.</p>	<p>Matuma's actions were all about helping his friend. I am glad he feels good about his actions.</p>

Follow up questions	Possible responses
<p>What kind of sandwich was Matuma's favourite?</p>	<p>Matuma's favourite sandwich was a chicken mayonnaise sandwich.</p>
<p>Who did Matuma bring extra sandwiches for?</p>	<p>He brought extra sandwiches for his friend Ntsako.</p>
Why question	Possible responses
<p>Why didn't Matuma tell his mother that the extra sandwich was for Ntsako?</p>	<ul style="list-style-type: none"> • Because he promised his friend that he wouldn't tell anyone. • Because he didn't want to break his promise to Ntsako. • Because he wanted to be a good friend. • Because he is a compassionate/kind/thoughtful friend.



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.
 - white lie
 - sacrifice
 - grumble
 - sneak / snuck

Rhyme or song	Actions
Always be kind to others	<i>Touch your friend gently on the shoulder</i>
You don't know what they're going through	<i>Wave your index finger</i>
Always show compassion	<i>Touch your friend gently on the shoulder</i>
As you would want someone to do for you!	<i>Hug yourself tightly</i>
Is someone sitting all alone?	<i>Hug yourself tightly</i>
Invite them out to play!	<i>Beckon for your friend to come</i>
Show compassion whenever you can.	<i>Touch your friend gently on the shoulder</i>
It goes a long, long way!	<i>Stretch your arms out wide</i>

CREATIVE STORYTELLING

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





Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

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

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

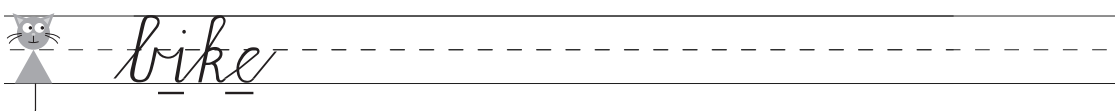
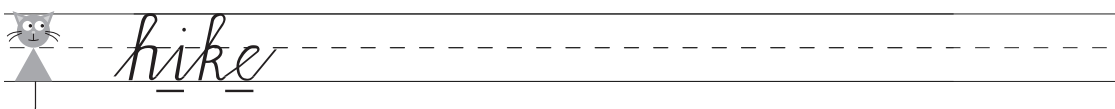
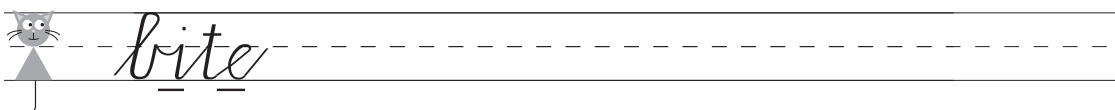
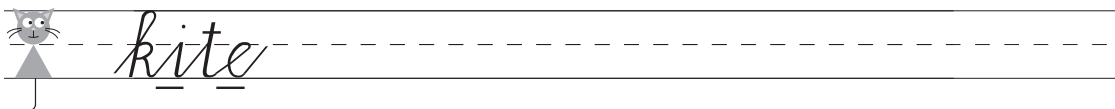
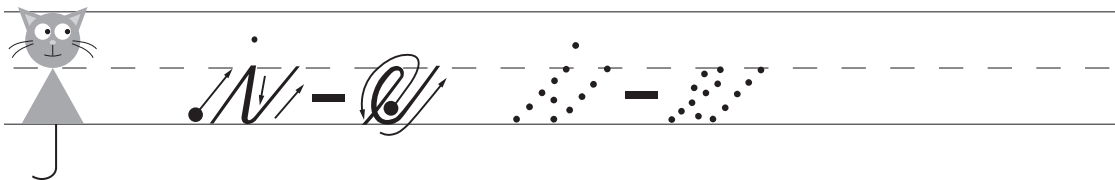



Handwriting:


15 minutes


Write Letter(S) / Words / Sentences In Cursive

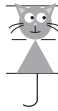
- 1 Teach learners to correctly form the lower case letter(s) in cursive: **i-e**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this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



 *slime*

 *crime*

 *It is a crime to bite*

 *the slime.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish And Present

TOPIC: Write a story in which a character shows compassion for another person.

TASK: Write a story of at least 10 sentences to contribute to a class book entitled: Stories of compassion

WRITING FRAME:

(Describe the setting and the characters)

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

Then... *(explain how the problem gets solved)*

In the end... *(tell us how showing compassion impacted the characters)*

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: ...**shows compassion**
- 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.

15 July 2020

Boitumenko shows compassion

Boitumenko lived in a village with her mother, father and little brother. Every day when Boitumenko got home from school, she would play while her mother cleaned the house. One day, Boitumenko saw that her mom kept rubbing her head and closing her eyes. Boitumenko could see that her mom was not feeling well, but she carried on cleaning the house.

Then, Boitumenko had an idea. She took the broom from her mom and told her to go and lie down. Mom went to lie down while Boitumenko cleaned the rest of the house.

In the end, mom felt much better and gave Boitumenko a big hug. Boitumenko realized that she should help her mom more.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Letter Swap

I DO...

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

WE DO...

PART 1

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

PART 2

- 1 Next, write this word on the chalkboard: **sway**
- 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: **tray, day, ray, may, slay, pray**

YOU DO...

- 1 Write this word on the chalkboard: **bike**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swopped.
hike, like, beak, buck, back

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

**Shared Reading:**

15 minutes

Second Read**COMPREHENSION STRATEGY: MAKE EVALUATIONS**

Text	Second Read (Think Aloud)
<p><u>The extra lunch</u></p> <p>One Monday, Matuma took his sandwich out of his bag. It was chicken mayonnaise – his favourite. He took a bite before he noticed that Ntsako wasn't eating.</p> <p>'Where's your lunch?' Matuma asked Ntsako.</p> <p>'I don't have lunch today,' Ntsako said. 'My mom was in an accident and now she's in hospital. We don't have bread at home. But don't tell anyone.'</p> <p>Matuma broke his sandwich in two and handed half to Ntsako. 'I won't – promise,' he said.</p>	<p>When we show compassion, we put ourselves in someone else's shoes. We treat them the way we would hope to be treated. I make the evaluation Matuma is a compassionate person, because he instantly shares food with his friend – he doesn't even need to be asked.</p>
<p>On Tuesday morning, Matuma walked into his kitchen.</p> <p>'Please Mama, can I have two sandwiches for lunch today?' he asked sweetly.</p> <p>'Two? Why two?' his mother asked.</p> <p>'Um...I am extra hungry today!' he said convincingly.</p> <p>'Maybe he's growing?' Matuma's mother thought, as she put a second sandwich into his lunch bag.</p>	<p>I think that Matuma shows compassion by not sharing Ntsako's secret. That shows me he is really thinking about his friend's feelings.</p>
<p>At break, Matuma took the two sandwiches out of his bag and handed one to Ntsako.</p> <p>'For me?' Ntsako said, looking surprised.</p> <p>'I'll bring you lunch until your mom comes home,' Matuma said, 'don't worry.'</p>	<p>Wow, I hope that if I ever run out of food, I have a friend who is as compassionate and caring as Matuma.</p>

Text	Second Read (Think Aloud)
<p>On Wednesday before school, Matuma snuck into the kitchen early to make a sandwich for Ntsako. He didn't want his mom to ask him about the extra sandwich again. But his mother walked in as he was spreading the peanut butter onto the bread.</p> <p>'An extra sandwich again?' her mother asked curiously.</p> <p>'Uh...I have sports today so I need extra food,' he lied.</p>	<p>There is more evidence that Matuma is compassionate – he makes up an excuse to get an extra sandwich just so he doesn't break his promise to Ntsako.</p>
<p>At break, Matuma took the two sandwiches out of his bag – the ham and cheese sandwich his mother had made for him, and the peanut butter sandwich he had made himself. 'Which one do you want?' he asked his friend.</p> <p>'Can I have the ham and cheese?' Ntsako said.</p> <p>'Sure!' Matuma replied kindly, even though he really wanted the ham and cheese sandwich for himself.</p>	<p>I think it is so thoughtful when Matuma gives his friend the sandwich he really wants. He is really treating his friend kindly.</p>
<p>On Thursday morning, Matuma purposefully took a long time to wash and dress so that he wouldn't have time for breakfast.</p> <p>'Matuma! You're late!' her mother called.</p> <p>'Sorry Mama,' he called back. 'Please make me a sandwich for breakfast!'</p> <p>As he walked to school, he put his extra sandwich in his lunch bag. He thought he could go just one day without breakfast.</p>	<p>Wow. Matuma is so compassionate that he is even willing to sacrifice his own breakfast to help a friend.</p>
<p>By lunchtime, Matuma's stomach was grumbling, but he happily handed his extra sandwich to his friend.</p>	<p>--</p>
<p>That night, as Matuma played outside before dinner, his mother received a phone call.</p> <p>'This is Ntsako's mother,' said the voice on the phone. 'Ntsako told me that you have sent lunch for him all week while I've been in the hospital. Thank you for taking care of him,' she said.</p> <p>Matuma's mother smiled to herself. She finally understood the two sandwiches.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>Matuma's mother called him. 'Matuma, I need to speak to you, come and sit down,' his mother said.</p> <p>'Oh no, she is going to yell at me for eating too many sandwiches!' he thought.</p> <p>'I know why you've been asking for extra lunch,' his mother smiled, 'but why didn't you just tell me?'</p> <p>'Well, I promised Ntsako I wouldn't tell anyone that he didn't have food at home,' Matuma said.</p> <p>'That was a very kind thing to do, Matuma. I'm proud of you!'</p>	<p>Matuma's mother is proud of her son's compassion, because he took food to his friend, and he kept his friend's secret.</p>
<p>The next day at lunch, Ntsako pulled a lollipop out of his lunch bag.</p> <p>'This is for you, from me and my mom.' Ntsako said.</p>	<p>I make the evaluation that Ntsako and his mother want to show Matuma how grateful they are for his kindness – that must be why they bought him a lollipop!</p>
<p>As Matuma sucked on his lollipop, he thought about how nice it felt to help a friend.</p>	<p>There is so much evidence in the story that Matuma is a compassionate friend. I think that he really deserves that special treat!</p>

Follow up questions	Responses
<p>What wasn't Matuma supposed to tell anyone?</p>	<p>He wasn't supposed to tell anyone that Ntsako didn't have food at home.</p>
<p>Explain a time you have shown compassion to a friend, like Matuma.</p>	<p><i>I showed compassion to a friend when I...</i></p>
Why question	Possible responses
<p>How did Matuma show compassion for his friend?</p>	<ul style="list-style-type: none"> • He brought him food everyday while his mother was sick and in the hospital. • He kept his friend's secret. • He made up excuses to get extra food, just to keep his friend's secret. • He gave his friend the sandwich he wanted. • He sacrificed his breakfast so his friend could have lunch.



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.
 - embarrassed
 - judge (*verb: like to judge someone else*)
 - accidentally
 - purposefully

Rhyme or song	Actions
Always be kind to others	<i>Touch your friend gently on the shoulder</i>
You don't know what they're going through	<i>Wave your index finger</i>
Always show compassion	<i>Touch your friend gently on the shoulder</i>
As you would want someone to do for you!	<i>Hug yourself tightly</i>
Is someone sitting all alone?	<i>Hug yourself tightly</i>
Invite them out to play!	<i>Beckon for your friend to come</i>
Show compassion whenever you can.	<i>Touch your friend gently on the shoulder</i>
It goes a long, long way!	<i>Stretch your arms out wide</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - I see evidence that Matuma is compassionate when...
 - I agree / disagree that it was okay for Matuma to lie 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.

sw	i-e	b
m	k	t
h	sl	o
p	i	a
y	ng	cr

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **sw, i-e**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **swing, swim, swop, sway, swam, kite, bite, hike, bike, slime, crime, bat, hat, pat, pot, slot, crab, sling, crop**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE EVALUATIONS

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 something we can connect to in the story*.
- 3 *We will rate the story out of 5 stars. We give a story five stars if we LOVE it. We give a story zero stars if we dislike it.*
- 4 Write the summary frame on the chalkboard.
- 5 Instruct learners to use the frame to answer the question:
This text is about... (2–3 sentences)
I think Matuma did / didn't do the right thing because...
This story relates to compassion because...
Out of 5 stars, I give this story...because...
- 6 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
 Model your own example for learners. Say: ***This text is about*** *Matuma helping his friend. I think Matuma did the right thing because even his mother was proud of his decision to keep Ntsako's secret. This story relates to compassion because Matuma treats Ntsako in such a kind and thoughtful way. Out of 5 stars, I give this story 5 stars because* I think Matuma is the nicest friend I have ever read about.
- 7 Give learners time to think about the most important parts of the text.
- 8 Tell learners to **turn and talk** with a partner to share their ideas. / Tell learners to write their own summaries using the frame.
- 9 Call the class back together.
- 10 Ask 1–2 learners to share their summaries with the class.
 Come up with a class summary, like: ***This text is about*** *Matuma helping his friend. He keeps his friend's secret even though it means lying to his mother. We think Matuma did the right thing because his lie didn't hurt anyone – it was only meant to help his friend and keep his promise. This story relates to compassion because Mokgadi treats Ntsako in such a kind and thoughtful way. Out of 5 stars, we give this story 3 stars because* some of us loved it but some of us thought it was just okay.



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, microscopes, test tubes, lightbulbs, and geometric shapes. The icons are scattered across the page, creating a textured, academic atmosphere.

Grade 3

TERM 3

Week

3

THEME:

Honesty



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: Write down different 'facts' about yourself on small pieces of scrap paper. Some should be true, and others should be lies. Bring two jars. Label one 'True' and another 'False'. Allow learners to guess whether you are being honest or telling a lie and to sort the papers accordingly. At the end of each day, tell learners if the 'facts' have been sorted correctly.
- 5 Do some research on the internet to prepare for the theme. For example: How to play the game called 'Two truths and a lie'. Make time to play this quick game with learners.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

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

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

Activity 3: DBE Workbook 2: Page 17, Let's write

Activity 4: Draw a picture of how you feel when you tell a lie or are dishonest.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Zandile finding a bracelet in the Big Book story: The blue bracelet
- 2 Tell learners that we are starting a new theme called: Honesty
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What does it mean to be honest?
 - b What does it mean to be dishonest?
 - c Why is it important to be honest?

WEEK 3

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - honest
 - dishonest
 - truth
 - lie

Rhyme or song	Actions
Tell the truth – do not lie	<i>Wave your index finger to say 'no'</i>
Tell the truth – it will be alright	<i>Pat yourself on the back</i>
Tell the truth – it's the right thing to do	<i>Give a thumbs up</i>
Tell the truth – they'll still love you	<i>Give yourself a hug</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Sentences**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular sentences as follows. Learners must write these sentences next to the correct number:
Singular to Plural Sentences
 - 1 I will brush my tooth.
 - 2 My foot is cold.
 - 3 The goose runs after me.
 - 4 I will cut with a knife.
 - 5 The leaf will fall from the tree.
- 4 Next, instruct learners to rewrite the sentences as plurals, on the line below.
- 5 In the last five minutes of the lesson, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 6 Then, ask learners to point out any patterns they can see, like: where words change.
- 7 Underline these patterns, like:
Singular to Plural Sentences
 - 1 I will brush my tooth.
I will brush my teeth.
 - 2 My foot is cold.
My feet are cold.
 - 3 The goose runs after me.
The geese run after me.
 - 4 I will cut with a knife.
I will cut with knives.
 - 5 The leaf will fall from the tree.
The leaves fall from the trees
- 8 Tell learners to think about these patterns when they are reading or writing.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: The blue bracelet
- 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.

WEEK 3



Writing:

30 minutes

Plan And Draft

TOPIC: Write about a time you chose to be honest about something, even though it was difficult.

TASK: Write at least 10 sentences organised into two paragraphs.

PLANNING STRATEGY: Write a list

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your paragraphs, like:
Once, I lost my sister's new jersey. I borrowed it without asking and then I left it in the bus by mistake. A few days later, she was looking for it. She asked me where it was. I wanted to lie and say I didn't know – but I told her the truth.

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.

<p>Planning Questions</p> <p>Paragraph 1</p> <ol style="list-style-type: none">1 What happened?2 What were you honest about?3 What was the lie you could have told?4 Why did you want to tell a lie? How did you feel? <p>Paragraph 2</p> <ol style="list-style-type: none">1 What happened as a consequence?2 What do you think would have happened if you told the lie?3 Do you think being honest was the right choice? Why or why not?4 What do you think about the situation now?	<p>Plan</p> <p>Paragraph 1</p> <ol style="list-style-type: none">1 My sister got a new jersey. I borrowed it. Then, I left it on the bus, and it was lost forever.2 I told my sister I lost her jersey.3 I wanted to tell her I didn't know where her jersey was.4 I felt scared she would be angry. <p>Paragraph 2</p> <ol style="list-style-type: none">1 I told her I would buy her a new jersey. I spent my free time for a few weeks doing some work to make money. But she wasn't angry.2 She would never know but she would feel confused and upset.3 It was the right choice – even though it was hard to do. My sister forgave me and now we laugh about it.4 I wish I hadn't taken her jersey! I wish I had been more careful.
---	---

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

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

PlanParagraph 1

1. I ate a chocolate from the cupboard, even though I knew it was my brother's.
2. I told my brother I ate his chocolate.
3. I wanted to tell him that my sister ate the chocolate.
4. I was scared that my brother would shout at me.

Paragraph 2

1. I told him I would buy him another chocolate. I would have to do more chores to earn the money.
2. He would have been angry with my sister and they would have a big fight.
3. I think it was better because he was only a little bit angry. He would have been more angry if he found out I had lied.
4. I will never take something that does not belong to me. I felt very bad.

**Group Guided Reading**

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **str words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 string
 - 2 strain
 - 3 strong
 - 4 stray
 - 5 stripe
 - 6 street
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

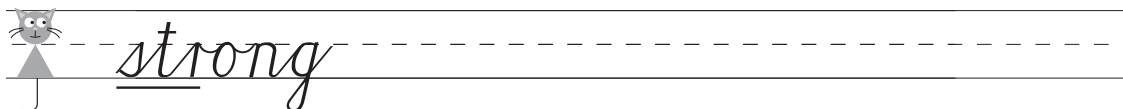
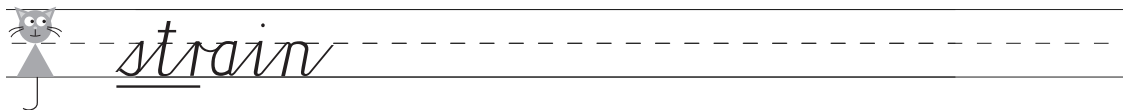
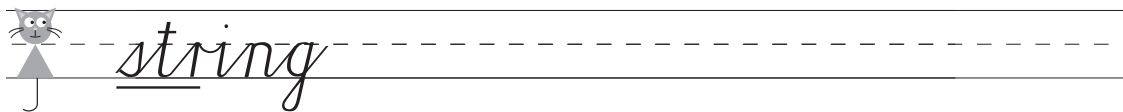
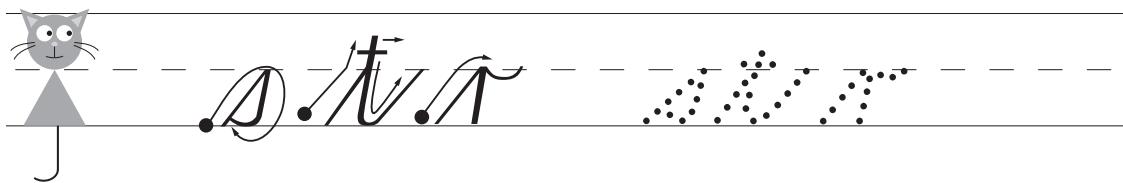



Handwriting:


15 minutes


Write Letter(S) / Words / Sentences In Cursive


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



 stray

 stripe

 street

 The string is strong.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGY: VISUALISE

Text	First Read (Think Aloud)
<p>The blue bracelet</p> <p>Zandile was running home from her friend Sindiswa's house. She was nearly home when something caught her eye. Something blue and sparkly. She knelt down to find a beautiful, shiny, blue bracelet. Zandile picked it up and kept running. The sun was setting, and she had promised her mother to be home before dark.</p>	<p>I can visualise Zandile stopping suddenly when she sees a sparkle in the grass!</p>
<p>When she got home, she waved the bracelet in the air.</p> <p>'Look what I found!' she announced.</p>	<p>I can visualise Zandile's big smile as she looks down at her new bracelet!</p>

<p>She put it on her wrist and admired it. It was exactly her size!</p> <p>'Where did you get that, Zandile?' her mother asked. 'Someone must really be missing that!'</p> <p>'Well, I found it in the street, so it's mine now!' Zandile said, looking at herself in the mirror.</p>	
<p>The next morning, Zandile went outside. She held her arm up so that the sunlight shone on her new blue bracelet. She watched it shine and sparkle. She had never had anything so beautiful.</p>	<p>I can visualise Zandile's big smile as she looks at the bracelet on her wrist!</p>
<p>Then she saw her neighbour, Geeta, crawling on the path in front of their houses.</p> <p>'What are you doing?' Zandile asked. 'I'm looking for my bracelet. I think it fell off when I was playing yesterday!' Geeta said, looking upset. 'It's my favourite bracelet.'</p>	<p>I can visualise Geeta looking upset as she searches the ground for her lost bracelet.</p>
<p>'Oh,' said Zandile. Zandile wondered if it was the same bracelet she had found. She pulled down the sleeve of her jersey.</p> <p>'I hope you find it!' she said. Then she ran back into her house.</p>	<p>I can visualise Zandile carefully covering the blue bracelet on her wrist, so Geeta won't notice it!</p>
<p>When Zandile got inside, she admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly and beautiful. She couldn't wait to show it to her friends at school the next day. But then she thought about Geeta. 'What if Geeta sees my new bracelet, and it is the one she lost?' Zandile wondered. She took off the bracelet and put it away.</p>	<p>I can visualise Zandile putting the bracelet deep inside her drawer, so that no one will find it!</p>
<p>The next day at break, Zandile sat with Geeta and Sindiswa.</p> <p>'I lost my favourite bracelet over the weekend. It was blue and sparkly,' Geeta said.</p> <p>Zandile thought about the sparkly blue bracelet inside her drawer. Now she knew for sure that it belonged to Geeta.</p> <p>'But I found it. It's mine now!' Zandile thought. She didn't say anything.</p>	<p>Look at Zandile's face! She is not looking happy! I can visualise Zandile sitting quietly, hoping the bell will ring soon!</p>
<p>When Zandile got home from school, she took the bracelet out and put it on. She admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly. She had never had anything so beautiful. But then Zandile thought about Geeta's sad face at lunch. She took the bracelet off and put it in her pocket.</p>	<p>Look at Zandile! She is wearing the bracelet, but she doesn't look happy now! I can visualise her deep in thought! She must be thinking about how much she loves the beautiful bracelet. But, she must also be thinking about her friend Geeta's sad face at lunch.</p>

Zandile went next door to the Kapoor's house and knocked on the door. When Geeta answered, she waved the bracelet in the air. 'Look what I found!' she announced.	Oh! She put the bracelet in her pocket to bring to Geeta! I can visualise Zandile's big smile as she shows Geeta what she found!
Geeta's face lit up. Zandile felt almost as happy as Geeta as she helped her put the sparkly blue bracelet onto her wrist. 'Thank you Zandile,' said Geeta. 'You made my day!'	--

Follow up questions	Possible responses
What did Zandile find?	She found a sparkly, blue bracelet.
Where did Zandile find the bracelet?	She found it in the street / on the path.
Why was Geeta crawling on the path in front of their houses.	Because she lost her bracelet! She was looking for her bracelet.
Why question	Possible response
Why didn't Zandile wear the bracelet to school?	<ul style="list-style-type: none"> • Because she realised that the bracelet really belonged to Geeta. • Because she didn't want Geeta to see the bracelet. • Because she wanted to keep the bracelet!



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.
 - admit
 - bracelet
 - sparkle

Rhyme or song	Actions
Tell the truth – do not lie	<i>Wave your index finger to say 'no'</i>
Tell the truth – it will be alright	<i>Pat yourself on the back</i>
Tell the truth – it's the right thing to do	<i>Give a thumbs up</i>
Tell the truth – they'll still love you	<i>Give yourself a hug</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

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



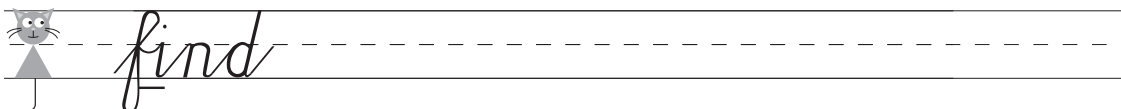
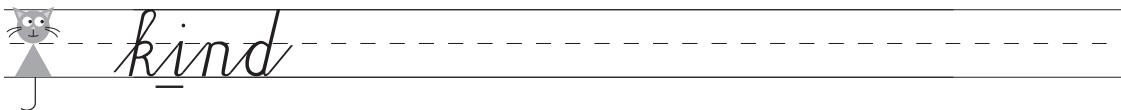
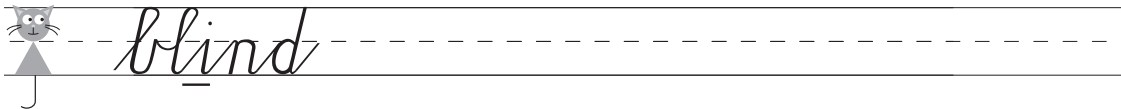
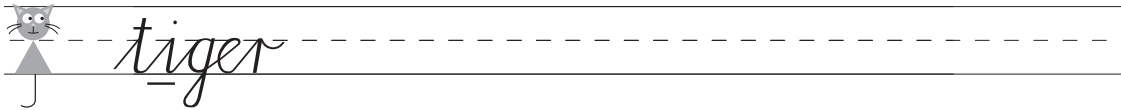
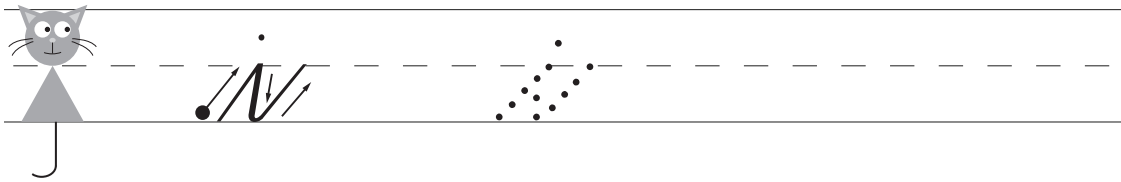
Handwriting:

15 minutes

Write Letter(S) / Words / Sentences In Cursive

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

WEEK 3



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write about a time you chose to be honest about something, even though it was difficult.

TASK: Write at least 10 sentences organised into two paragraphs.

WRITING FRAME:

One time...

I could have said...

Instead, I...

After that...

If I had been dishonest...

I think it was right / wrong to be honest because...

When I think about it now...

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:
One time My sister got a new jersey. I borrowed it. Then, I left it on the bus, and it was lost forever. **I could have said** I didn't know where her jersey was. **I wanted to lie because** I felt scared she would be angry. **Instead, I** told my sister I lost her jersey.

After that my sister was upset, but she eventually forgave me. I worked for a few weeks to make money. Then I bought her a jersey.

If I had been dishonest, she would never know what happened to her jersey. I think that would be worse! I think it was right to be honest because then I could solve the problem.

When I think about it now, I wish I had been more careful!

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **Sometime honesty is difficult: 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.

22 July 2020

Sometimes honesty is difficult: draft

one time I ate my brother's chocolate that he left in the cupboard. I could have said that our sister ate his chocolate.

Instead, I told the truth that I ate the chocolate.

After that my brother was angry but he said that it was good that I told him the truth. If I had been dishonest he would have had a big fight with my sister.

I think it was right to be honest because my brother was only a little bit angry. He would have been more angry if he found out that I had lied. When I think about it now I know that it was bad for me to take something that wasn't mine.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Letter Swap

I DO...

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

WE DO...

PART 1

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

PART 2

- 1 Next, write this word on the chalkboard: **strain**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **pain, main, gain, rain**

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGY: VISUALISE

Text	Second Read (Think Aloud)
<p>The blue bracelet</p> <p>Zandile was running home from her friend Sindiswa’s house. She was nearly home when something caught her eye. Something blue and sparkly. She knelt down to find a beautiful, shiny, blue bracelet. Zandile picked it up and kept running. The sun was setting, and she had promised her mother to be home before dark.</p>	<p>I can visualise Zandile’s eyes open wide with surprise when she kneels on the grass and finds a new bracelet!</p>
<p>When she got home, she waved the bracelet in the air.</p> <p>‘Look what I found!’ she announced.</p> <p>She put it on her wrist and admired it. It was exactly her size!</p> <p>‘Where did you get that, Zandile?’ her mother asked. ‘Someone must really be missing that!’</p> <p>‘Well, I found it in the street, so it’s mine now!’ Zandile said, looking at herself in the mirror.</p>	<p>I can visualise Zandile dancing around her house, with her new blue bracelet waving in the air! She feels so excited!</p>
<p>The next morning, Zandile went outside. She held her arm up so that the sunlight shone on her new blue bracelet. She watched it shine and sparkle. She had never had anything so beautiful.</p>	<p>I can visualise Zandile’s happy face as she admires her new bracelet. She loves it so much!</p>
<p>Then she saw her neighbour, Geeta, crawling on the path in front of their houses.</p> <p>‘What are you doing?’ Zandile asked. ‘I’m looking for my bracelet. I think it fell off when I was playing yesterday!’ Geeta said, looking upset. ‘It’s my favourite bracelet.’</p>	<p>Oh! I can visualise Zandile’s mouth open in surprise when she realises the bracelet might be Geeta’s! I don’t think Zandile thought that the bracelet could belong to someone she knows!</p>

Text	Second Read (Think Aloud)
<p>'Oh,' said Zandile. Zandile wondered if it was the same bracelet she had found. She pulled down the sleeve of her jersey.</p> <p>'I hope you find it!' she said. Then she ran back into her house.</p>	<p>Zandile must be visualising her new sparkly blue bracelet falling off of Geeta's wrist! She must realise that the bracelet belongs to her friend Geeta!</p>
<p>When Zandile got inside, she admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly and beautiful. She couldn't wait to show it to her friends at school the next day. But then she thought about Geeta. 'What if Geeta sees my new bracelet, and it is the one she lost?' Zandile wondered. She took off the bracelet and put it away.</p>	<p>I think that Zandile visualises her friends admiring her new bracelet. But, then, she must visualise Geeta pointing to the bracelet and saying 'Hey! That's mine!' I can visualise Zandile thinking carefully, and then putting the bracelet inside her drawer, where no one will find it!</p>
<p>The next day at break, Zandile sat with Geeta and Sindiswa.</p> <p>'I lost my favourite bracelet over the weekend. It was blue and sparkly,' Geeta said.</p> <p>Zandile thought about the sparkly blue bracelet inside her drawer. Now she knew for sure that it belonged to Geeta.</p> <p>'But I found it. It's mine now!' Zandile thought. She didn't say anything.</p>	<p>I can visualise Zandile listening to her friend and feeling dishonest! She must feel bad for Geeta, but she must also want to keep the bracelet!</p>
<p>When Zandile got home from school, she took the bracelet out and put it on. She admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly. She had never had anything so beautiful. But then Zandile thought about Geeta's sad face at lunch. She took the bracelet off and put it in her pocket.</p>	<p>Zandile looks so upset now. I can visualise Zandile shaking her head back and forth, trying to decide what to do about the bracelet. I can visualise her finally taking it off. I think she has decided that the bracelet isn't worth betraying her friend!</p>
<p>Zandile went next door to the Kapoor's house and knocked on the door. When Geeta answered, she waved the bracelet in the air.</p> <p>'Look what I found!' she announced.</p>	<p>I can visualise Zandile walking slowly, because she wishes she could keep the bracelet! But I can visualise Zandile holding the bracelet in the air for Geeta to see, smiling.</p>
<p>Geeta's face lit up. Zandile felt almost as happy as Geeta as she helped her put the sparkly blue bracelet onto her wrist.</p> <p>'Thank you Zandile,' said Geeta. 'You made my day!'</p>	<p>I can visualise Zandile taking a deep breath. I think she must be wishing the bracelet were still hers. But, I can visualise Zandile's proud smile, because she knows the right thing is to give Geeta's bracelet back!</p>

Follow up questions	Responses
Why did Zandile pull down the sleeve of her jersey?	To cover the bracelet that she had found and was wearing.
What made Geeta's day?	Getting her bracelet back.
Visualise yourself finding something on the street that you loved! What do you think you would do after finding it?	<i>I think I would...</i>
Why question	Possible response
Why did Zandile decide to give the bracelet back to Geeta?	<ul style="list-style-type: none"> • Because she realised that the bracelet belonged to her friend. • Because she realised she would only be able to wear the bracelet in secret. • Because she realised that it would make her friend happy to have the bracelet back. • Because it was the right thing to do!



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.
 - admire
 - envious
 - search

Rhyme or song	Actions
Tell the truth – do not lie	<i>Wave your index finger to say 'no'</i>
Tell the truth – it will be alright	<i>Pat yourself on the back</i>
Tell the truth – it's the right thing to do	<i>Give a thumbs up</i>
Tell the truth – they'll still love you	<i>Give yourself a hug</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 If I were Zandile I would / would not give back the bracelet because...
 This story is related to the theme of 'Honesty' 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.

str	i	ng
a	y	p
e	t	o
n	g	r
nd	f	k

MODEL

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

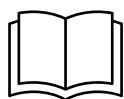
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **str, i**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **string, strain, strong, stray, stripe, street, tiger, kind, find, pot, top, pat, pet, pray, rope, port, tape**

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: When Zandile was walking home, she found a beautiful, sparkly bracelet. I visualise her putting it on and her eyes lighting up! She wanted to keep the beautiful bracelet.
- 4 Draw your own picture on the chalkboard of Zandile putting on the bracelet.
- 5 Use **modelling** to add two sentences to your illustration, like: I visualise Zandile's eyes lighting up when she sees the bracelet. She wants to keep it.
- 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 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, microscopes, test tubes, gears, and speech bubbles. The icons are scattered across the page, creating a textured, academic atmosphere.

Grade 3

TERM 3

Week

4

THEME:

Honesty



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: Newspaper articles about people telling lies
- 5 Do some research on the internet to prepare for the theme. For example: Research situations in which it might be ethically right to tell a lie. It is important to help learners ask questions and build learners a complex understanding of the world!
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



Extension Activities

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

Activity 1: DBE Workbook 2: Page 18, Let's read & page 19, Let's write

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

Activity 3: DBE Workbook 2: Page 22 & 23, Let's read

Activity 4: Write a diary entry about when you think it is okay to tell a lie. (To help somebody)

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Modise yelling 'lion' in the Big Book story: The herdboys who cried lion
- 2 Tell learners that we are continuing our theme: Honesty
- 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 makes someone trustworthy?
 - b Who do you trust?
 - c How can someone break your trust?
 - d When do you think it might be okay to tell a lie? (*Encourage some discussion around this! Don't just say it is never okay to lie. For example, ask learners to think about Mokgadi, who told a lie to help a friend... What if your lie could save someone's life? What if your lie would protect someone? What if your lie was to surprise someone? Etc.*)

WEEK 4

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - tricked
 - trick
 - fool
 - curious
 - experiment

Rhyme or song	Actions
Tell the truth – do not lie	Wave your index finger to say 'no'
Tell the truth – it will be alright	Pat yourself on the back
Tell the truth – it's the right thing to do	Give a thumbs up
Tell the truth – they'll still love you	Give yourself a hug



Handwriting

15 minutes

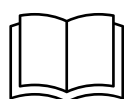
- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: They will play their game over there.
- 4 Next, write the following pronouns (subject morphemes) next to numbers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

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: The herdbooy who cried lion
- 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 chose to be honest about something, even though it was difficult.

TASK: Write at least 10 sentences organised into two paragraphs.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I use the past tense?
- 2 Did I use first person ('I' and 'we')?
- 3 Do I have at least 10 complete sentences organised into two paragraphs?
- 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.

22 July 2020

Sometimes honesty is difficult: draft

0

One time I ate my brother's chocolate that he left in the cupboard. I could have said that our ~~brother~~ ^{ate} eated his chocolate. Instead, I told the truth that I eated the chocolate.

X X X X X
 After that my brother was angry but he said that it was good that I told him the truth. If I ^g had been dishonest he ~~would~~ ^{would} have had a big fight with my brother. I think it was right to be honest because my brother was only a little bit angry. He ~~would~~ ^{would} have been more angry if he found out that I had lied. When I think about it now I know that it was bad for me to take something that wasn't mine.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ea words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 eat
 - 2 seat
 - 3 meat
 - 4 meal
 - 5 steal
 - 6 real
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

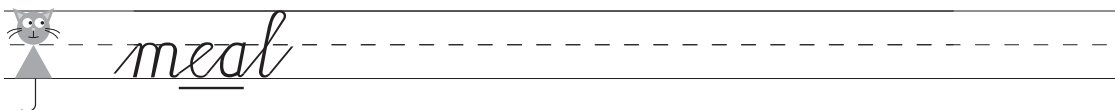
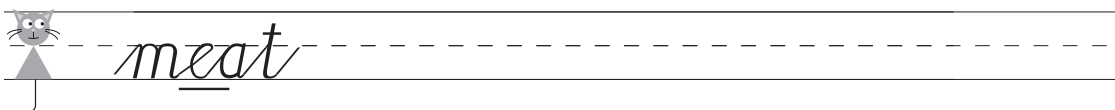
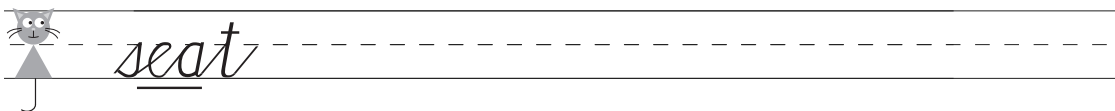
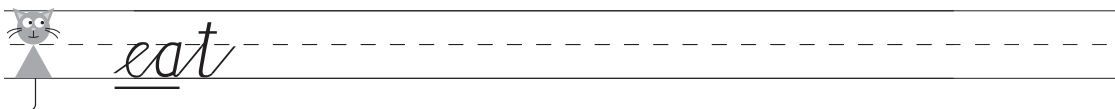
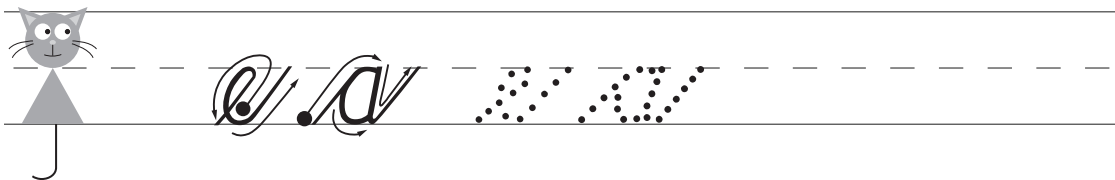



Handwriting:


15 minutes

Write Letter(S) / Words / Sentences In Cursive

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



 steal

 real

 I will eat the real meat.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGY: I WONDER

Text	First Read (Think Aloud)
<p>Every morning at dawn, Modise set off to find the greenest grass for his cattle to graze. All day, he lovingly watched over his cattle to protect them from any danger.</p>	<p>--</p>
<p>One evening, as Modise neared his house, he passed by a circle of villagers, sitting outside chatting about the news of the day.</p> <p>'I heard that another lion escaped from the park and attacked a newborn calf!' one of the villagers exclaimed.</p> <p>'I read about a scientist who wants us to paint eyes on the cows' backsides to try to protect them from lion attacks!' another villager laughed.</p> <p>'What will we do if a lion comes to attack the cattle of our village?' a third villager pondered.</p>	<p>I wonder how this conversation makes Modise feel? I wonder if he is scared that a lion might come for his cattle?</p>

Text	First Read (Think Aloud)
<p>The next morning Modise walked his cattle along the fence of the Makgadikgadi Pans National Park. He saw a giraffe eating from the tall trees. He wondered if lions attack giraffes. Then he wondered what would happen if one of the lions were to attack one of his precious cows.</p> <p>He shouted out, 'Lion! Lion! There's a lion chasing my cows!'</p>	<p>I wonder what will happen when Modise yells 'lion'?</p>
<p>The villagers came running to help the boy to scare the lion away. But when they arrived at the edge of the park, they found no lion, and no sign of a chase. Modise couldn't help but giggle to himself at the sight of their confused faces.</p> <p>'Don't cry 'lion' when there isn't a lion, Modise!' the villagers grumbled, as they walked away.</p>	<p>Oh! All of the villager came running to help Modise. But there is not really a lion. I wonder how they felt when they realised they've been tricked?</p>
<p>The next afternoon, Modise grew bored as he sat by the big baobab tree watching his cattle graze. He giggled to himself as he thought about the villagers' confused faces when they realised they had been tricked. He decided it would be funny to fool them again.</p> <p>He took a deep breath and shouted out, 'Lion! Lion! There's a lion chasing my cows!'</p>	<p>I wonder what will happen when he yells 'lion' today, since he tricked all the villagers only the day before? I wonder if they will still come running?</p>
<p>The villagers came running to help the boy scare the lion away. But when they arrived at the baobab tree, they again found no lion, and no sign of a chase. Modise laughed loudly this time at the sight of their irritated faces.</p> <p>'You mustn't cry 'lion' when there isn't a lion!' a villager shouted.</p> <p>'It is rude and disrespectful for you to trick us!' another villager yelled as she walked away.</p>	<p>I wonder how they villagers felt when they realised Modise tricked them again?</p>
<p>The next day, Modise took his cattle for a drink of water at the riverbed. He sat daydreaming about the funny tricks he had played on the other villagers.</p> <p>But suddenly, something wasn't right. He was startled by his cows' loud mooing. Their bells rang furiously as they ran away in all directions. And then, a lioness jumped out of the bush toward his newest calf. Modise couldn't believe his eyes.</p> <p>'Lion! Lion! There's a lion chasing my cows!' Modise screamed in distress.</p>	<p>Oh no – now there is a real lion! I wonder if the other villagers will come running this time?</p>

Text	First Read (Think Aloud)
<p>But this time, no one came running. The villagers thought that Modise was just trying to fool them once again.</p>	<p>I wonder why no one came this time? It must be because he tricked them twice, and now they don't believe him!</p>
<p>At dusk, the villagers began to wonder why Modise hadn't returned home. They searched and searched until they finally found him weeping – too scared to move. The lioness sat over her catch, her face covered in blood.</p> <p>'There really was a lion here! My herd has scattered! I yelled 'lion'! Why didn't you come?' Modise asked shakily.</p>	<p>--</p>
<p>An old man tried to comfort the boy as they walked back to the village.</p> <p>'We'll help you find your lost cattle in the morning,' he said, putting his arm around Modise. 'No one came to help you because nobody believes a liar...even when he is telling the truth!'</p> <p>And from that day, Modise decided he would never try to trick the other villagers again.</p>	<p>I wonder if Modise wishes he hadn't tricked the villagers?</p>

Follow up questions	Possible responses
<p>How many times did Modise trick the other villagers?</p>	<p>He tricked them twice.</p>
<p>What animal attacked Modise's cows?</p>	<p>A lion chased his cows.</p>
Why question	Possible responses
<p>Why didn't the villagers come running when a real lion came to attack Modise's cattle?</p>	<ul style="list-style-type: none"> • Because Modise had called out 'lion' twice before, but there wasn't really a lion! • Because Modise had tricked them twice and they didn't believe him anymore. • Because it sounded the same when Modise was lying and when he was telling the truth. • Because no one believes a liar – even when they are telling the truth.



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.
 - annoyed
 - irritated
 - distress

Rhyme or song	Actions
Tell the truth – do not lie	<i>Wave your index finger to say 'no'</i>
Tell the truth – it will be alright	<i>Pat yourself on the back</i>
Tell the truth – it's the right thing to do	<i>Give a thumbs up</i>
Tell the truth – they'll still love you	<i>Give yourself a hug</i>

WEEK 4

CREATIVE STORYTELLING

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





Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

- 1 Say the sound: **scr**
- 2 Say the word: **scrap**
- 3 Ask learners: What is the first sound in the word? /scr/
- 4 Ask learners: What is the second 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: /scr/-/a/-/p/
- 7 Write the word on the chalkboard: **scrap**
- 8 Instruct learners to blend the sounds in the word with you: /scr/-/a/-/p/ = **scrap**

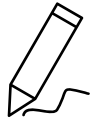
YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



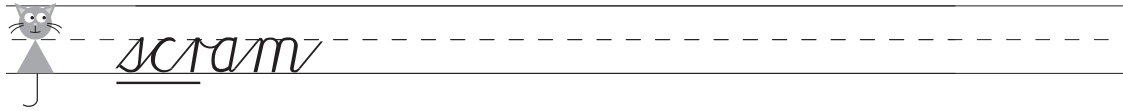
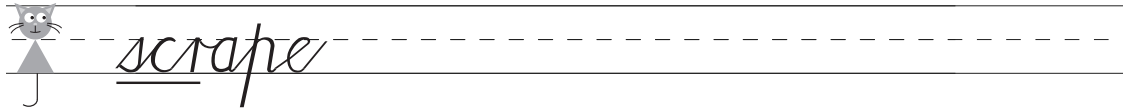
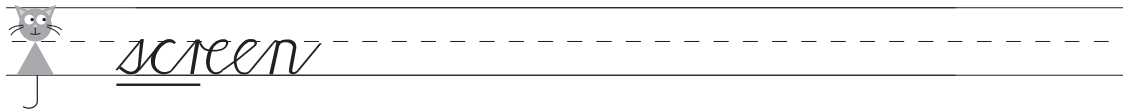
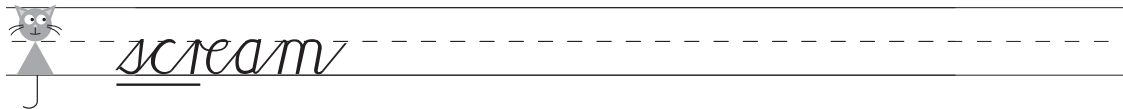
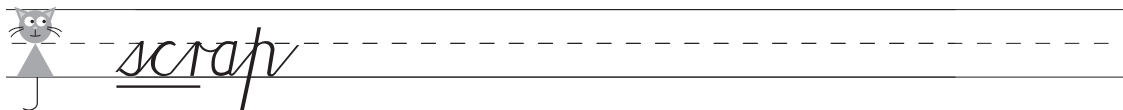
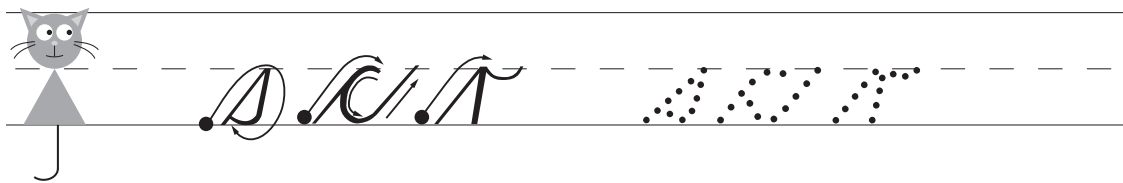
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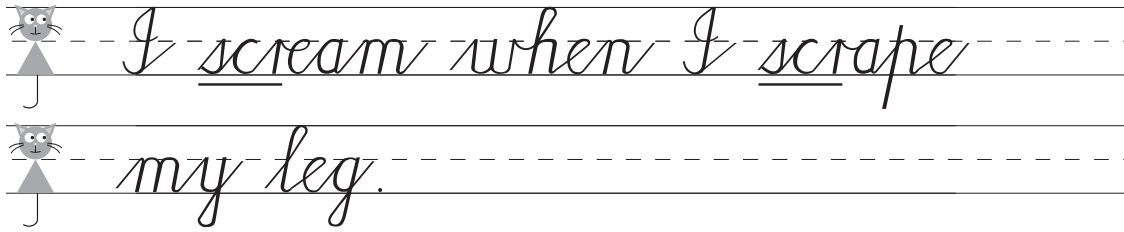
15 minutes

Write Letter(S) / Words / Sentences In Cursive

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

WEEK 4





ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish And Present

TOPIC: Write about a time you chose to be honest about something, even though it was difficult.

TASK: Write at least 10 sentences organised into two paragraphs.

WRITING FRAME:

One time...

I could have said...

Instead, I...

After that...

If I had been dishonest...

I think it was right / wrong to be honest because...

When I think about it now...

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

LEARNERS PRESENT THEIR WRITING

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

29 July 2020

A time I lied

One time I ate my brother's chocolate that he left in the cupboard. I could have said that our sister ate his chocolate. Instead, I told the truth that I ate the chocolate.

After that my brother was angry but he said that it was good that I told him the truth. If I had been dishonest he would have had a big fight with my sister. I think it was right to be honest because my brother was only a little bit angry. He would have been more angry if he found out that I had lied. When I think about it now I know that it was bad for me to take something that wasn't mine.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Letter Swap

I DO...

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

WE DO...

PART 1

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

PART 2

- 1 Next, write this word on the chalkboard: **scream**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **scram, dream, ream, cream**

YOU DO...

- 1 Write this word on the chalkboard: **steal**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
real, meal, seal, deal, teal, still, stall

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGY: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>The herdboyc who cried lion</u></p> <p>Every morning at dawn, Modise set off to find the greenest grass for his cattle to graze. All day, he lovingly watched over his cattle to protect them from any danger.</p>	<p>--</p>
<p>One evening, as Modise neared his house, he passed by a circle of villagers, sitting outside chatting about the news of the day.</p> <p>'I heard that another lion escaped from the park and attacked a newborn calf!' one of the villagers exclaimed.</p> <p>'I read about a scientist who wants us to paint eyes on the cows' backsides to try to protect them from lion attacks!' another villager laughed.</p> <p>'What will we do if a lion comes to attack the cattle of our village?' a third villager pondered.</p>	<p>I can infer that the villagers feel worried that a lion could come to attack their cattle – just like they've heard about.</p>
<p>The next morning Modise walked his cattle along the fence of the Makgadikgadi Pans National Park. He saw a giraffe eating from the tall trees. He wondered if lions attack giraffes. Then he wondered what would happen if one of the lions were to attack one of his precious cows.</p> <p>He shouted out, 'Lion! Lion! There's a lion chasing my cows!'</p>	<p>I can infer that Modise feels curious about what would happen if a lion were to attack!</p>
<p>The villagers came running to help the boy to scare the lion away. But when they arrived at the edge of the park, they found no lion, and no sign of a chase. Modise couldn't help but giggle to himself at the sight of their confused faces.</p> <p>'Don't cry 'lion' when there isn't a lion, Modise!' the villagers grumbled, as they walked away.</p>	<p>I can infer that the villagers felt annoyed, because they walked away 'grumbling'.</p>

Text	Second Read (Think Aloud)
<p>The next afternoon, Modise grew bored as he sat by the big baobab tree watching his cattle graze. He giggled to himself as he thought about the villagers' confused faces when they realised they had been tricked. He decided it would be funny to fool them again.</p> <p>He took a deep breath and shouted out, 'Lion! Lion! There's a lion chasing my cows!'</p>	<p>I infer that Modise thought it was amusing to trick the villagers, because thinking about it makes him giggle!</p>
<p>The villagers came running to help the boy scare the lion away. But when they arrived at the baobab tree, they again found no lion, and no sign of a chase. Modise laughed loudly this time at the sight of their irritated faces.</p> <p>'You mustn't cry 'lion' when there isn't a lion!' a villager shouted.</p> <p>'It is rude and disrespectful for you to trick us!' another villager yelled as she walked away.</p>	<p>Imagine how annoyed the villagers must feel! They were annoyed the first time, and now they have been tricked twice!</p>
<p>The next day, Modise took his cattle for a drink of water at the riverbed. He sat daydreaming about the funny tricks he had played on the other villagers.</p> <p>But suddenly, something wasn't right. He was startled by his cows' loud mooing. Their bells rang furiously as they ran away in all directions. And then, a lioness jumped out of the bush toward his newest calf. Modise couldn't believe his eyes.</p> <p>'Lion! Lion! There's a lion chasing my cows!' Modise screamed in distress.</p>	<p>--</p>
<p>But this time, no one came running. The villagers thought that Modise was just trying to fool them once again.</p>	<p>I infer that when the villager heard Modise shouting, they rolled their eyes and ignored him this time!</p>
<p>At dusk, the villagers began to wonder why Modise hadn't returned home. They searched and searched until they finally found him weeping – too scared to move. The lioness sat over her catch, her face covered in blood.</p> <p>'There really was a lion here! My herd has scattered! I yelled 'lion'! Why didn't you come?' Modise asked shakily.</p>	<p>Good thing the villagers can see the lion with her catch – or they might think he was lying again!</p>
<p>An old man tried to comfort the boy as they walked back to the village.</p>	<p>I infer that Modise learnt his lesson, because he decided that he shouldn't trick the villagers. When you lie all the time, people will not believe you when you tell the truth!</p>

Text	Second Read (Think Aloud)
<p>'We'll help you find your lost cattle in the morning,' he said, putting his arm around Modise. 'No one came to help you because nobody believes a liar...even when he is telling the truth!'</p> <p>And from that day, Modise decided he would never try to trick the other villagers again.</p>	

Follow up questions	Possible Responses
<p>What lie did Modise tell?</p>	<p>He told the lie that there was a lion chasing his cows, even though there wasn't.</p>
<p>What national park can you infer Modise lives close to?</p>	<p>I can infer that Modise lives near Makgadikgadi Pans National Park, because he walks his cattle along the fence.</p>
Why question	Possible Responses
<p>Why did Modise decide not to trick the other villagers ever again?</p>	<ul style="list-style-type: none"> • Because he realised it made them feel disrespected / upset / annoyed. • Because he realised that when he tricked them, it meant that they wouldn't come when he really needed them. • Because he saw that tricking people had negative consequences.



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.
 - consequence
 - deceive
 - ignore

Rhyme or song	Actions
Tell the truth – do not lie	<i>Wave your index finger to say 'no'</i>
Tell the truth – it will be alright	<i>Pat yourself on the back</i>
Tell the truth – it's the right thing to do	<i>Give a thumbs up</i>
Tell the truth – they'll still love you	<i>Give yourself a hug</i>

WEEK 4

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 The consequence of Modise's dishonesty was...
 I think this story was meant 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.

ea	scr	t
s	m	l
r	a	e
n	p	i

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ea, scr**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **eat, seat, meat, meal, steal, real, scrap, scream, screen, scrape, scam, sit, pit, pen, pet, mail, tail, sail, ramp, pant**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / SEARCH THE TEXT

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 what a character in the story is thinking or feeling.
- 3 **Model** how you **choose a character and infer what they are thinking or feeling**, like: Modise lives near the national park. He walks his cattle to grazes along the fence. There are wild animals in there! He even sees a giraffe. He is scared that if he sees one wild animal, there must be others nearby.
- 4 Draw your own picture on the chalkboard of Modise sitting near the fence with his cattle, looking a bit nervous.
- 5 Use **modelling** to add a thought bubble to your illustration with one or two sentences inside, like: I wonder if there are lions. I feel nervous!
- 6 Next, tell learners that they are going to choose a character and make an inference about what they are thinking or feeling.
- 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.

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

Grade 3

TERM 3

Week

5

THEME:
Solving problems



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 and captions of famous leaders and problem solvers.
- 5 Do some research on the internet to prepare for the theme. For example: Helping young children solve problems with classmates. Help learners understand strategies for solving interpersonal problems.
- 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 24 & 25, Let's do

Activity 2: DBE Workbook 2: Page 26, Let's read & page 27, Let's do

Activity 3: DBE Workbook 2: Page 28 & 29, Let's write

Activity 4: Draw a picture of a problem you solved in the past

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of the front cover of the Big Book story: William's brilliant windmill
- 2 Tell learners that we are starting a new theme called: Solving problems
- 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 different kinds of problems that need to be solved?
 - b Who solves problems?
 - c What are some different ways that problems get solved?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - windmill
 - electricity
 - engineer
 - engineering

Rhyme or song	Actions
I have a problem, and so do you	<i>Point to yourself, and then to a friend</i>
Let's think together about what to do	<i>Put your finger to your head, thinking</i>
Let's find the answers in good time	<i>Point to your wrist, like you you're wearing a watch</i>
So we can leave our problems behind!	<i>Point behind yourself</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words**.
- 2 Next tell learners to write numbers 1–6 in the margin, skipping lines between numbers.
- 3 Call out the singular words as follows. Learners must write these words next to the correct number.
Singular to Plural Words

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

Singular to Plural Words

- 1 mouse
mice
 - 2 louse
lice
 - 3 life
lives
 - 4 wife
wives
 - 5 sheep
sheep
 - 6 fish
fish
- 8 Tell learners to think about these patterns when they are reading or writing.
 - 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan And Draft

TOPIC: Think about one of the stories we have read this year. Write a letter telling a friend or relative about the problem in the story, and how the problem was solved.

TASK: Write a letter of at least 10 sentences.

PLANNING STRATEGY: Make a list

WEEK 5

INTRODUCE THE WRITING TOPI

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your letter, like:
Most stories have some kind of problem that get solved. I really liked the story we read about Timeo last term. I remember the people in his family were all facing bullying on the same day. They were feeling bad. He couldn't stop the bullying, but he helped make the problem of them feeling bad a little bit better. He helped by listening to them and connecting their problems.

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.

<p>Planning Questions</p> <p>Paragraph 1</p> <ol style="list-style-type: none">1 Which story will you choose?2 What was the problem?3 How did the problem get solved? <p>Paragraph 2</p> <ol style="list-style-type: none">1 What did you think of the story? Why?2 What did you think of the way the problem was solved? Why?3 What do you think you / the recipient of the letter could learn from this?	<p>Plan</p> <p>Paragraph 1</p> <ol style="list-style-type: none">1 Timeo helps his family2 The problem was that people in his family were getting bullied in different ways.3 Timeo called a family meeting. He told them about his own experience getting bullied. He helped everyone make connections so they didn't feel alone. <p>Paragraph 2</p> <ol style="list-style-type: none">1 I loved it because Timeo was a good dad.2 I thought it was good. He can't control what happens in everyone's lives. But, he can help by being a good listener.3 Even if we can't fix problems, we can help solve some problems by talking and listening.
---	---

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of a story they have read that had a problem.
- 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.

PlanParagraph 1

1. Jojo's new school
2. The problem was that Jojo was being bullied at his new school.
3. The shopkeeper gave him a pair of soccer boots and he joined the soccer team. He is a very good soccer player.

Paragraph 2

1. I loved it because Jojo gets new boots, he gets on the soccer team and the bullies stop being mean to him.
2. I thought it was good. The shopkeeper helped him with an idea and was very kind.

**Group Guided Reading**

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **tch words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 catch
 - 2 hatch
 - 3 match
 - 4 fetch
 - 5 stretch
 - 6 switch
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



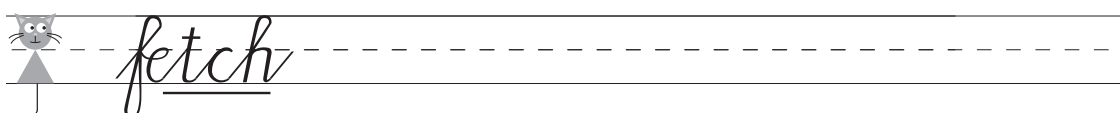
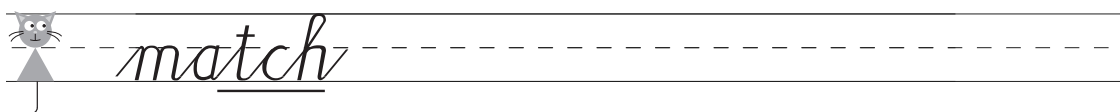
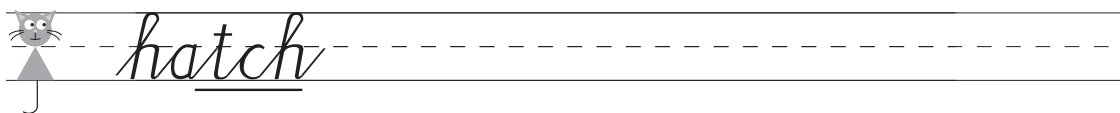
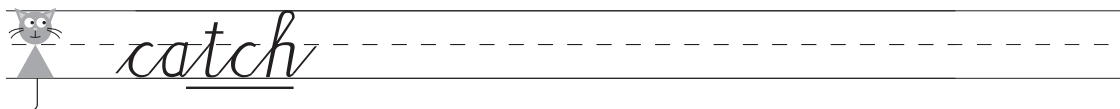
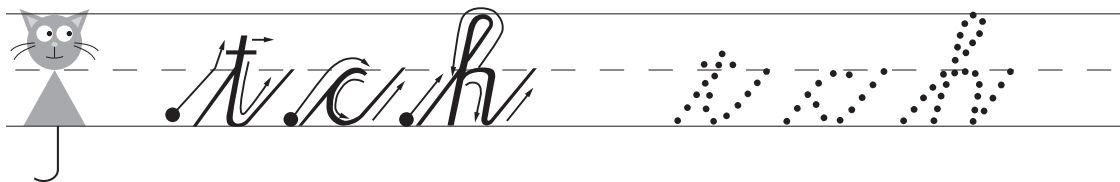
Handwriting:

15 minutes

Write Letter(S) / Words / Sentences In Cursive

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

WEEK 5





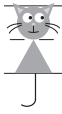
stretch



switch



I will fetch the match in



the hatch.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGY: MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p><u>William's brilliant windmill</u></p> <p>This story is based on the true story of William Kamkwamba. William is an impressive person who used his creativity to help his family and his village during a very difficult time!</p>	--
<p>William grew up in a small village in Malawi called Wimbe. When William was young, there was no electricity in his village. The people in William's village depended on rain to water their crops.</p>	Let's evaluate the problem in this story: there was no electricity in William's village.

Text	First Read (Think Aloud)
<p>When William was 14 years old, Malawi experienced a terrible famine. There was not enough food, and the people in his village began to starve. William's family only had enough food to eat one small meal at night.</p> <p>William was forced to drop out of school when his parents could no longer afford his school fees.</p>	<p>Oh! There wasn't just one problem for William... he also was starving and forced to drop out of school.</p>
<p>In his free time, William liked to go to the town library and read. One day, William found a book called <i>Using Energy</i>. The book had a picture of a big windmill on the front cover. The book explained that windmills can be used to create energy. The book also gave instructions to make a windmill.</p> <p>On that day, William decided that he would bring electricity and water to his village using the very same windmill.</p>	<p>When William, saw the windmill, I think that he realised that he could help to fix one big problem in Wimbe!</p>
<p>However, it was not easy for William to find all of the materials in the book. While the other children his age were in school, William searched for materials in the scrap yard. William found old tractor parts, pieces from an old bicycle frame, plastic pipes, and even old pieces of metal.</p> <p>On the days that William searched in the scrap yard, people called him crazy. They mocked him. They laughed at him. But William didn't let these unkind words stop him, because he was determined to build his windmill.</p>	<p>I make the evaluation that solving this problem wasn't easy for William. He worked and worked!</p>
<p>At home, William used the instructions from his book and all of the materials he found to build a small windmill. One night, he finally put a small plastic pipe into the right place and the windmill began to turn.</p>	<p>--</p>
<p>William's new little invention could light the four lightbulbs and radio inside his home! William used the electricity to read at night while it was dark outside. The lights in his house made him feel free.</p>	<p>Wow! William worked and worked to build a small windmill. I make the evaluation that he is a clever person.</p>
<p>But William wanted to do more than just bring electricity to his own home – William wanted to make sure all of the people in his village had electricity and water for their crops.</p>	<p>William knew that other people in his village were suffering like him. I think that William made the evaluation that it wasn't good enough to only help himself; he had to help his neighbours too!</p>

Text	First Read (Think Aloud)
William worked and worked to build a big windmill in the middle of Wimbe. His second windmill provided power to pump the water from a deep well. This well meant that Wimbe's farmers didn't have to wait for rain – there was always water available for their crops!	
After a few years, a journalist came to Wimbe and wrote a story in the newspaper about William's windmill. More and more people all around Malawi and the world began to read about William's impressive windmill.	--
William gave a talk on video to explain what he did, so that people all over the world could use his idea! In the end, strangers were so impressed with William's creativity that they paid for him to go to school, and even University!	Other people around the world evaluated William's windmill. Many strangers must have thought he was brilliant, because they paid for him to go back to school!
William is still working hard to make sure all people have access to electricity and water.	

Follow up questions	Possible responses
What did William's first windmill power?	It powered four lightbulbs and a radio in his house.
What did William's second windmill power?	It powered a deep well for the whole village.
Why question	Possible responses
Why did William want to fix the problem of electricity in his community?	<ul style="list-style-type: none"> • Because he wanted to read at night. • Because he wanted to make sure all the farmers could have water for their crops. • Because he wanted to help everyone in his community – not just himself.



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.
 - famine
 - drought
 - starve

Rhyme or song	Actions
I have a problem, and so do you	<i>Point to yourself, and then to a friend</i>
Let's think together about what to do	<i>Put your finger to your head, thinking</i>
Let's find the answers in good time	<i>Point to your wrist, like you you're wearing a watch</i>
So we can leave our problems behind!	<i>Point behind yourself</i>

CREATIVE STORYTELLING

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





Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

- 1 Say the sound: **y (long E)**
- 2 Say the word: **meaty**
- 3 Segment the word into the individual sounds: /m/-/ea/-/t/-/y/
- 4 Say the first sound of the word: /m/
- 5 Say the second sound of the word: /ea/
- 6 Say the third sound of the word: /t/
- 7 Say the last sound of the word: /y/
- 8 Write the word on the chalkboard: **meaty**
- 9 Model pointing to and blending the sounds to make a word: /m/-/ea/-/t/-/y/ = **meaty**

WE DO...

- 1 Say the sound: **y (long E)**
- 2 Say the word: **very**
- 3 Ask learners: What is the first sound in the word? /v/
- 4 Ask learners: What is the second sound in the word? /e/
- 5 Ask learners: What is the third sound in the word? /r/
- 6 Ask learners: What is the last sound in the word? /y/
- 7 Ask learners to segment the word into each individual sound: /v/-/e/-/r/-/y/
- 8 Write the word on the chalkboard: **very**
- 9 Instruct learners to blend the sounds in the word with you: /v/-/e/-/r/-/y/ = **very**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **y words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 **fishy**
 - 2 **meaty**
 - 3 **smelly**
 - 4 **tricky**
 - 5 **greedy**
 - 6 **very**
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



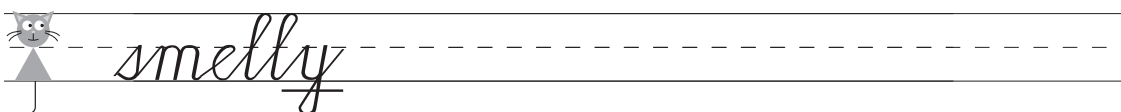
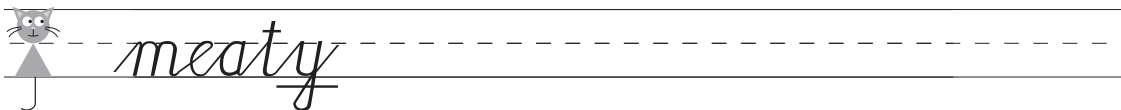
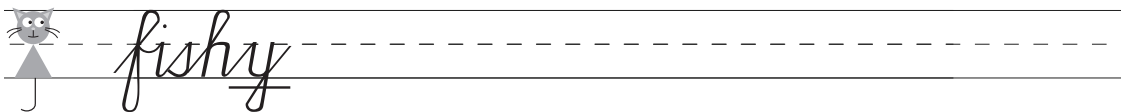
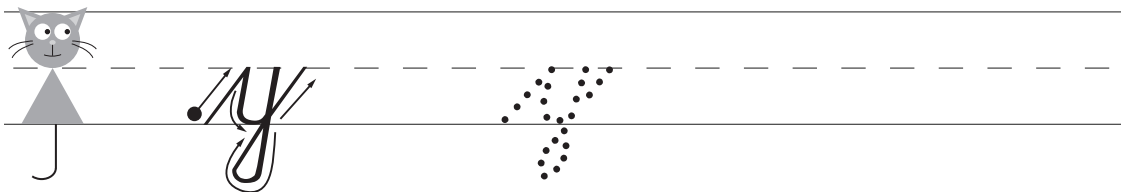
Handwriting:

15 minutes

Write Letter(S) / Words / Sentences In Cursive


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

WEEK 5



 *tricky*

 *greedy*

 *very*

 *The greedy fish is smelly.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Think about one of the stories we have read this year. Write a letter telling a friend or relative about the problem in the story, and how the problem was solved.

TASK: Write a letter of at least 10 sentences.

WRITING FRAME:

Dear...

We are learning about problem solving. I wanted to tell you about...

In this story...

The problem...

I wanted to tell you about this story because...

I think...

I learnt that...

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 Model how you will complete the writing frame using your own plan, like:

Dear...

We are learning about problem solving. I wanted to tell you about a story we read called *Timeo helps his family*. **In this story** Timeo's family members get bullied. **The problem is** that they feel sad. Timeo decides to help them feel better by having a family meeting and being a good listener.

I wanted to tell you about this story because I like the way that Timeo solved the problem. **I think** he did a good job of listening. Everyone felt a little bit better. **I learnt that** sometimes talking and listening can help people feel better.

Love

Mrs Groome

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **Letter about problem solving: 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.

5 August 2020

Letter about problem solving: draft

Dear Jungie

We are learning about problem solving. I wanted to tell you about a story called 'Jojo new school'

In this story Jojo moved to a new school. The problem is that he is being bullied at his new school.

I wanted to tell you about this story because I liked that the schoolkeeper wanted to help Jojo.

I think the schoolkeeper really helped Jojo. He gave him new soccer boots, told him to join the soccer team and help Jojo with the bullies.

I learn that it is always good to help others and be kind to them even if you don't know them.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Letter Swap

I DO...

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

WE DO...

PART 1

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

PART 2

- 1 Next, write this word on the chalkboard: **match**
- 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: **catch, hatch, mat, map, mass, math**

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGY: MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>William's brilliant windmill</u></p> <p>This story is based on the true story of William Kamkwamba. William is an impressive person who used his creativity to help his family and his village during a very difficult time!</p>	<p>--</p>
<p>William grew up in a small village in Malawi called Wimbe. When William was young, there was no electricity in his village. The people in William's village depended on rain to water their crops.</p>	<p>--</p>
<p>When William was 14 years old, Malawi experienced a terrible famine. There was not enough food, and the people in his village began to starve. William's family only had enough food to eat one small meal at night.</p> <p>William was forced to drop out of school when his parents could no longer afford his school fees.</p>	<p>I make the evaluation that 14 was a very hard year for poor William.</p>
<p>In his free time, William liked to go to the town library and read. One day, William found a book called <i>Using Energy</i>. The book had a picture of a big windmill on the front cover. The book explained that windmills can be used to create energy. The book also gave instructions to make a windmill.</p> <p>On that day, William decided that he would bring electricity and water to his village using the very same windmill.</p>	<p>William couldn't go to school, but he still went to the library to learn on his own. I make the evaluation that William was determined to learn.</p>
<p>However, it was not easy for William to find all of the materials in the book. While the other children his age were in school, William searched for materials in the scrap yard. William found old tractor parts, pieces from an old bicycle frame, plastic pipes, and even old pieces of metal.</p>	<p>William searches in the scrap yard even though people make fun of him. This helps me make the evaluation that William is a determined person.</p>

WEEK 5

Text	Second Read (Think Aloud)
<p>On the days that William searched in the scrap yard, people called him crazy. They mocked him. They laughed at him. But William didn't let these unkind words stop him, because he was determined to build his windmill.</p>	
<p>At home, William used the instructions from his book and all of the materials he found to build a small windmill. One night, he finally put a small plastic pipe into the right place and the windmill began to turn.</p>	<p>William tried many materials. A lot of things he tried did not work. But he didn't give up easily!</p>
<p>William's new little invention could light the four lightbulbs and radio inside his home! William used the electricity to read at night while it was dark outside. The lights in his house made him feel free.</p>	<p>--</p>
<p>But William wanted to do more than just bring electricity to his own home – William wanted to make sure all of the people in his village had electricity and water for their crops.</p> <p>William worked and worked to build a big windmill in the middle of Wimbe. His second windmill provided power to pump the water from a deep well. This well meant that Wimbe's farmers didn't have to wait for rain – there was always water available for their crops!</p>	<p>William was determined not just to help himself but also to help others. I can make this evaluation because William built a windmill for everyone in the village!</p>
<p>After a few years, a journalist came to Wimbe and wrote a story in the newspaper about William's windmill. More and more people all around Malawi and the world began to read about William's impressive windmill.</p>	
<p>William gave a talk on video to explain what he did, so that people all over the world could use his idea! In the end, strangers were so impressed with William's creativity that they paid for him to go to school, and even University!</p>	
<p>William is still working hard to make sure all people have access to electricity and water.</p>	<p>William still seems determined to solve problems and help other people.</p>

Follow up questions	Possible responses
What were the problems that William faced in the story?	<ul style="list-style-type: none"> • His village didn't have electricity. • There was a famine in his village. • He had to drop out of school. • He couldn't find the proper materials for his windmill.
How did William finally go back to school?	Strangers paid his school fees when they read about his windmill!
Why question	Possible responses
What happened in the story that helped us make the evaluation that William is clever and determined?	<ul style="list-style-type: none"> • William continued to learn and read even though he dropped out of school. • William saw a picture of a windmill and decided to make it. • William searched for the materials for his windmill in the scrap yard. • William searched in the scrap yard even though he was teased. • William didn't stop with one small windmill – he made a big windmill to help everyone!



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

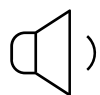
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - impressed
 - impressive
 - mocked
 - journalist

Rhyme or song	Actions
I have a problem, and so do you	<i>Point to yourself, and then to a friend</i>
Let's think together about what to do	<i>Put your finger to your head, thinking</i>
Let's find the answers in good time	<i>Point to your wrist, like you you're wearing a watch</i>
So we can leave our problems behind!	<i>Point behind yourself</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
William solved the problem of...
William can be described as impressive 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.

tch	y	a
m	c	h
e	s	i
w	t	r
f	l	v

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **tch, y**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **catch, hatch, match, fetch, stretch, switch, fishy, meaty, smelly, very, hat, fat, rat, wet, set, wish, fish, rich, rest**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE EVALUATIONS

WRITTEN COMPREHENSION

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

WILLIAM'S BRILLIANT WINDMILL

- 1 Where did William grow up?
William grew up in...
- 2 How did William learn how to make a windmill?
William learnt how to make a windmill...
- 3 What kind of person do you think William is? Why?
I think William is...because...

WILLIAM'S BRILLIANT WINDMILL

- 1 Where did William grow up?
William grew up in Wimbe / Malawi.
- 2 How did William learn how to make a windmill?
William learnt how to make a windmill from a book.
- 3 What kind of person do you think William is? Why?
I think William is determined because he figured out how to bring electricity to his village.



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.

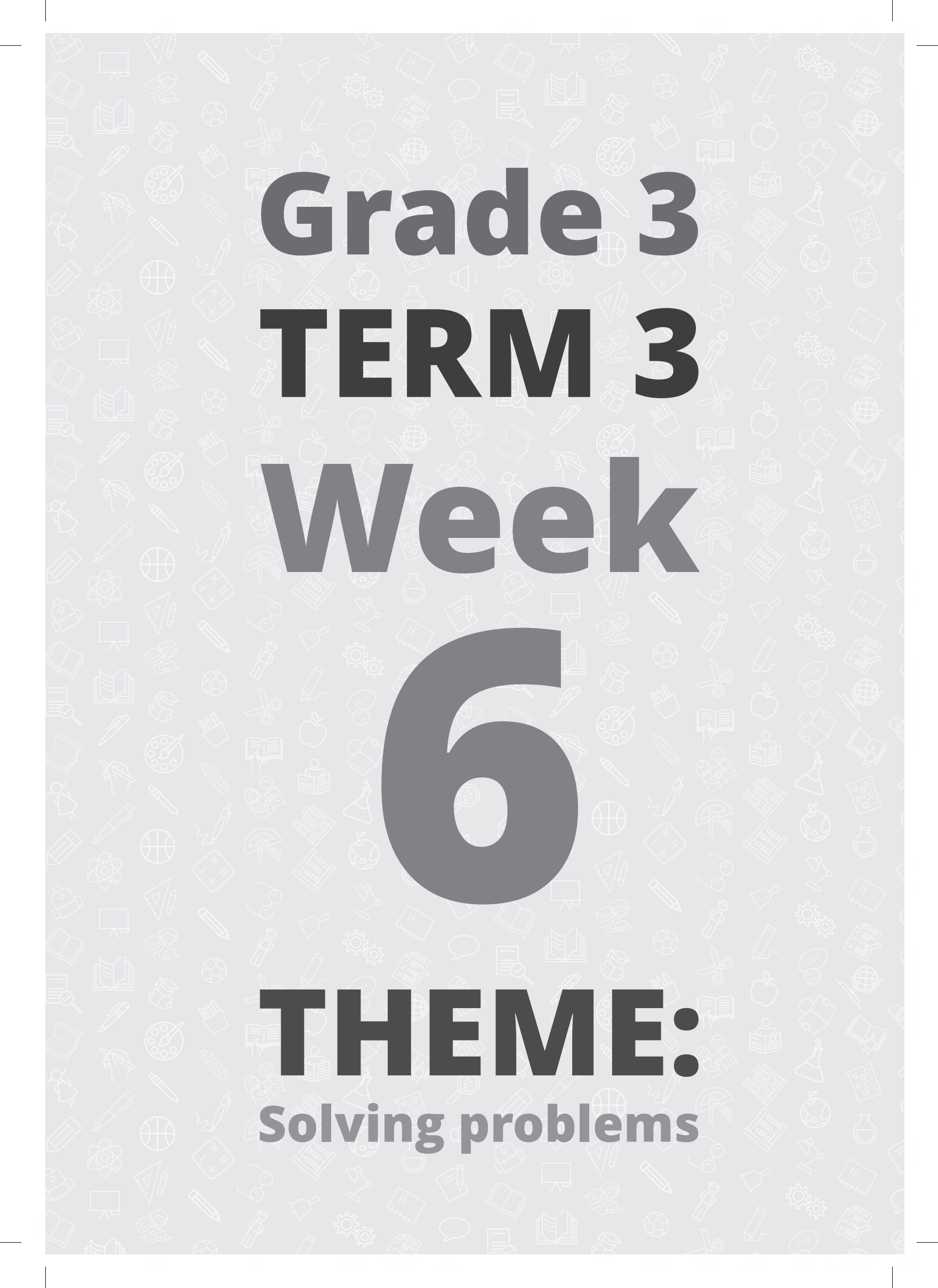


End of week language learning review

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 fields: science (flasks, globes, microscopes), mathematics (calculators, rulers, compasses), arts (pencils, paint palettes, books), and general learning (books, lightbulbs, speech bubbles).

Grade 3

TERM 3

Week

6

THEME:

Solving problems



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 and captions of young people who have solved problems in their communities; Pictures of William Kamkwamba and Kelvin Doe.
- 5 Do some research on the internet to prepare for the theme. For example: research young people around the world who have made a difference in their own communities like William and Kelvin.
- 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 30 – 32, Let's do

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 someone who helps you solve problems

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture on the front cover of the Big Book story: Kelvin Doe: DJ Focus
- 2 Tell learners that we are continuing our theme: Solving problems
- 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 kinds of problems have we seen in the stories we have read this year?
 - b How were these problems solved?
 - c What are some good ways to solve problems?
 - d What are some bad ways to solve problems?
 - e Why is problem solving important?

THEME VOCABULARY

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

WEEK 6

Rhyme or song	Actions
I have a problem, and so do you	<i>Point to yourself, and then to a friend</i>
Let's think together about what to do	<i>Put your finger to your head, thinking</i>
Let's find the answers in good time	<i>Point to your wrist, like you you're wearing a watch</i>
So we can leave our problems behind!	<i>Point behind yourself</i>



Handwriting

15 minutes

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

Singular to Plural Sentences

- 1 The mouse eats the cheese.
 - 2 The louse lays an egg.
 - 3 The man values his life.
 - 4 The wife is beautiful.
 - 5 The sheep eat the grass.
 - 6 The fish eats a worm.
- 4 Next, instruct learners to rewrite the sentences as plurals, on the line below.
- 5 In the last five minutes of the lesson, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 6 Then, ask learners to point out any patterns they can see, like: where words change.
- 7 Underline these patterns, like:

Singular to Plural Sentences

- 1 The mouse eats the cheese.
The mice eat the cheese.
 - 2 The louse will lay an egg.
The lice lay eggs.
 - 3 The man values his life.
The men value their lives.
 - 4 The wife is beautiful.
The wives are beautiful.
 - 5 The sheep eats the grass.
The sheep eat the grass.
 - 6 The fish eats a worm.
The fish eat worms.
- 8 Tell learners to think about these patterns when they are reading or writing.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Kelvin Doe: Dj Focus
- 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: Think about one of the stories we have read this year. Write a letter telling a friend or relative about the problem in the story, and how the problem was solved.

TASK: Write a letter of at least 10 sentences.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I write like I am talking to someone?
- 2 Did I summarise the problem in the story?
- 3 Did I write my opinion about how the problem is solved?
- 4 Did I include greeting and closure (Dear...) (Love...)?
- 5 Do I have at least 10 complete sentences?
- 6 Did I spell all words correctly?
- 7 Does every sentence start with a capital letter?
- 8 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

5 August 2020

Letter about problem solving: draft

D
Dear Dungahe,
We are learning about problem solving. I
wanted to tell you about a story called
'Jojo new school'.
In this story Jojo moved to a new school.
The problem is that he is being bullied at
his new school.

I wanted to tell you about this story
because I liked that the schoolkeeper
wanted to help Jojo.

I think the schoolkeeper really helped Jojo.
He gave him new soccer boots, told him to
join the soccer team and help Jojo with
the bullies.

I learn that it is always good to help
others and be kind to them even if you
don't know them.
XXXX



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

Revise Sounds, Blending And Segmenting

I DO...

- 1 Say the sound: **ey** (long E)
- 2 Say the word: **valley**
- 3 Segment the word into the individual sounds: /v/-/a/-/ll/-/ey/
- 4 Say the first sound of the word: /v/
- 5 Say the second sound of the word: /a/
- 6 Say the third sound of the word: /ll/
- 7 Say the last single sound of the word: /ey/
- 8 Write the word on the chalkboard: **valley**
- 9 Model pointing to and blending the sounds to make a word: /v/-/a/-/ll/-/ey/ = **valley**

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ey words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 key
 - 2 donkey
 - 3 turkey
 - 4 valley
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

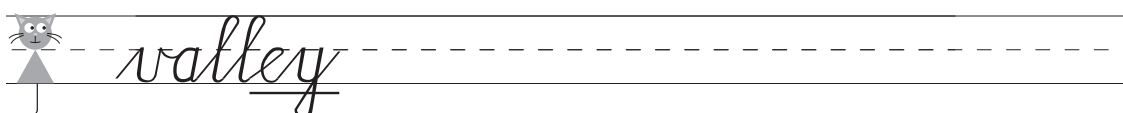
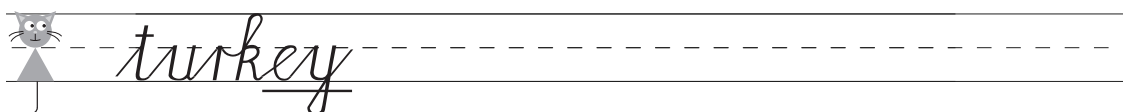
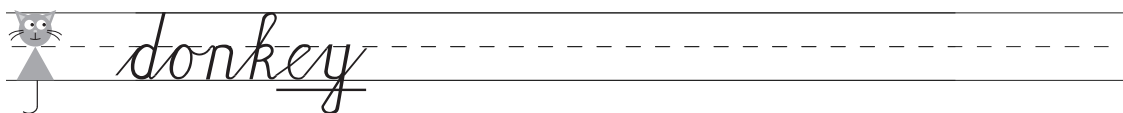
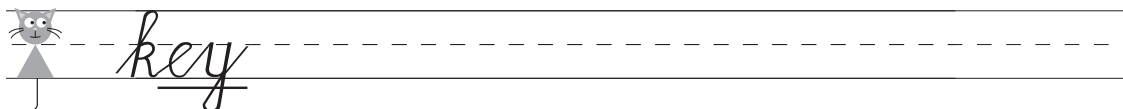
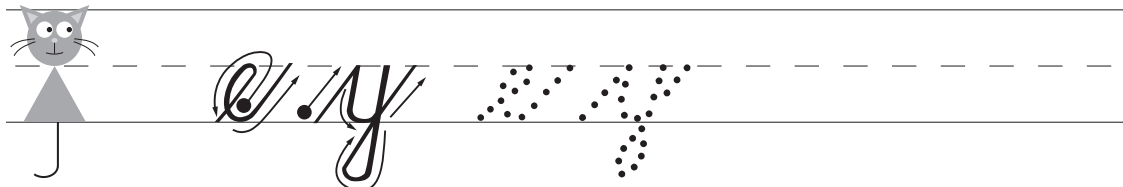


Handwriting:

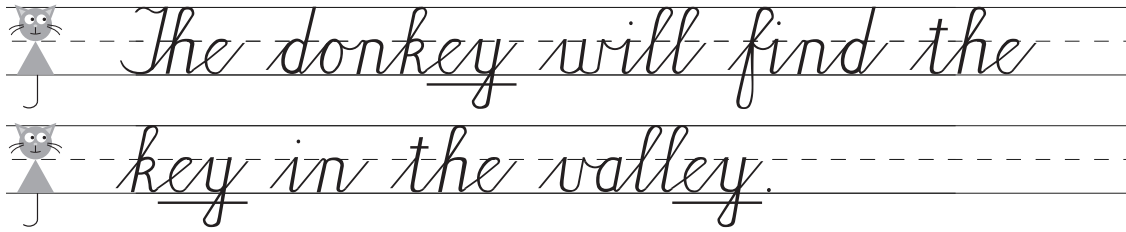
15 minutes

Write Letter(S) / Words / Sentences In Cursive

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



WEEK 6



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGY: MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p><u>Kelvin Doe: DJ Focus</u></p>	<p>Today, we will to make connections between this story and the one we read last week about William's brilliant windmill. We will think about how the stories are <i>similar</i>.</p>
<p>This story is based on the true story of Kelvin Doe. Kelvin is an innovative person who used his creativity and determination to help his community.</p>	<p>I can make a connection to the book that we read about William. Both this story and the story about William are true stories. They are also both about people who used their creativity to help others.</p>
<p>Kelvin was born in Freetown, Sierra Leone. Growing up, Kelvin's neighborhood in Freetown had plenty of power lines, but they rarely brought electricity into peoples' homes. The lights came on once a week, maybe. The rest of the rest of the time, peoples' homes were dark.</p>	<p>Neither William nor Kelvin had electricity in their homes when they were growing up!</p>
<p>When Kelvin was just 10 years old, he decided he would be the one to help solve the electricity problem for his neighbours. Kelvin began collecting scrap metal, discarded devices and broken electronic goods. He scavenged from dustbin to dustbin all across Freetown to find all the scraps he needed to teach himself.</p>	<p>I can make another connection between Kelvin and William – they both decided they would be the ones to bring electricity to their communities!</p>

Text	First Read (Think Aloud)
<p>Then, Kelvin spent many hours putting parts of old, broken electronic goods together to make them work. He taught himself engineering through trial, error and extreme focus.</p>	<p>Kelvin and William both taught themselves engineering! They both must be very determined young people.</p>
<p>By the time Kelvin was 13 years old, he had invented a battery using recycled materials including soda, acid, metal and tape. The battery was strong enough to light up the homes in his community and to help him work on his new inventions.</p>	<p>Both William and Kelvin brought light into their homes and into the homes of their neighbours!</p>
<p>Then, Kelvin heard about an innovation camp run by a young Sierra Leonean named David Sengeh. David challenged young people to think about the toughest problems facing their communities and to come to camp to solve them.</p> <p>Kelvin decided that the youth in his community needed a voice. Kelvin gathered a team and they applied to the camp to develop everything they would need to run a radio station. 'If we have a radio station we can debate the issues affecting our community and Sierra Leone as a whole,' Kelvin explained.</p>	<p>I can connect William and Kelvin because they both used their skills to help make their communities better. They didn't just use their engineering skills to make their own lives better.</p>
<p>At David's camp, Kelvin built his own radio transmitter and the other equipment needed to broadcast his community radio station.</p>	<p>Kelvin and William both worked to fill needs in their communities. Kelvin made everything for a radio station because that is what he believed his community needed. William made everything needed for pumping water to farmers' crops because he saw that people needed this.</p>
<p>Once he had built everything he needed, Kelvin organized a full-time staff. His radio station then began to broadcast news, read out peoples' ideas and opinions from text messages, and play music. On the radio Kelvin is known as DJ Focus. Kelvin's DJ name comes from his belief that with focus, any invention is possible!</p>	<p>--</p>
<p>Kelvin's brilliant radio station was just the kind of invention David was looking for. David's main goal was to develop thousands of young people who dreamed of solving the problems in their neighbourhoods. David believed that Kelvin had the skills and passion to change the future for Sierra Leoneans. Kelvin's innovative radio station led him to win the top prize at David's summer camp.</p>	<p>David was impressed by Kelvin's creativity. A journalist and then people around the world were impressed by William's creativity. They are both very impressive young people.</p>

WEEK 6

Text	First Read (Think Aloud)
<p>David began to think of Kelvin as a younger brother. He wanted to help Kelvin expand his mind and skills by working with other engineers. David helped organise for Kelvin to attend a special engineering programme at an American university called MIT. Kelvin was just 16 years old, and the youngest person to ever be invited to this programme. This was Kelvin's first time out of Sierra Leone. Kelvin loved the opportunity to work with experienced engineers and to learn from them. But, Kelvin felt deeply homesick – especially for his mother.</p> <p>In an interview, Kelvin said that, 'perseverance and passion are essential to nurturing that creative ability.' To this day, Kelvin continues to use his perseverance and passion to run his radio station, invent new things, and help make the lives of the people in his family, community, and country better.</p>	<p>I can make a connection. Both William and Kelvin were lucky that people recognised them and helped them access more educational opportunities!</p>

Follow up questions	Possible responses
Where did Kelvin grow up?	He grew up in Freetown, Sierra Leone.
What was Kelvin's nickname on his radio station?	His nickname was DJ Focus.
Why question	Possible responses
What connections can you make between William and Kelvin?	<ul style="list-style-type: none"> • They both taught themselves engineering. • They both grew up without electricity. • They both decided to solve the problem of electricity in their communities. • They were both creative and impressive people. • Etc.



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

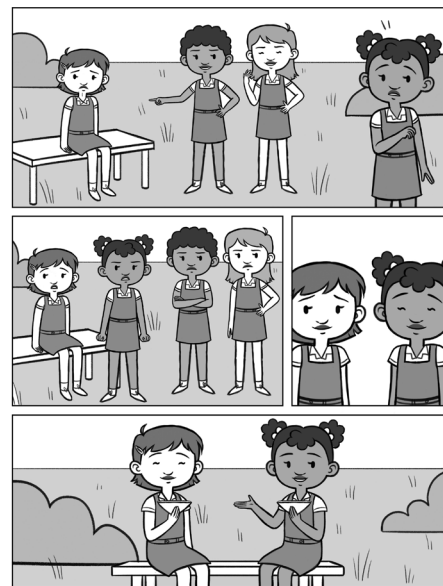
THEME VOCABULARY

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

Rhyme or song	Actions
I have a problem, and so do you	<i>Point to yourself, and then to a friend</i>
Let's think together about what to do	<i>Put your finger to your head, thinking</i>
Let's find the answers in good time	<i>Point to your wrist, like you you're wearing a watch</i>
So we can leave our problems behind!	<i>Point behind yourself</i>

CREATIVE STORYTELLING

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



WEEK 6



Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

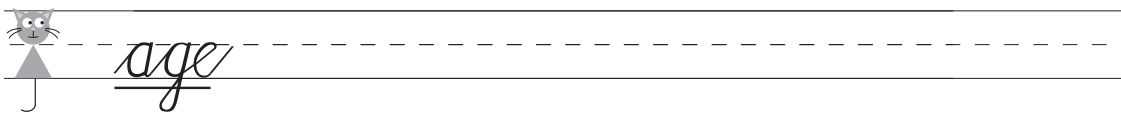
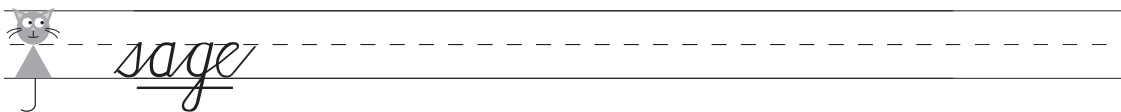
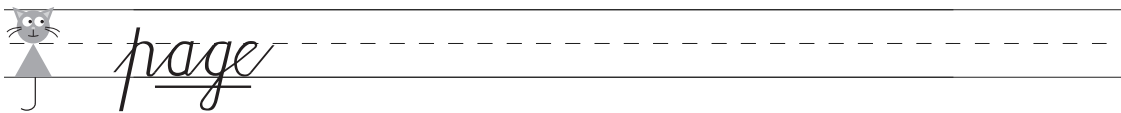
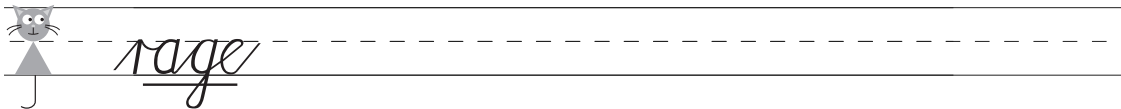
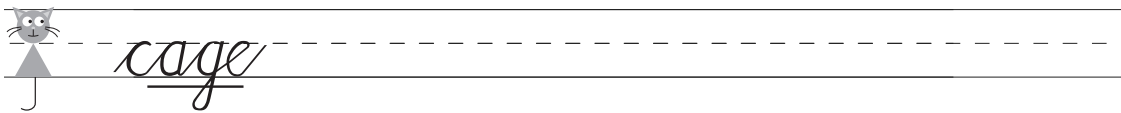
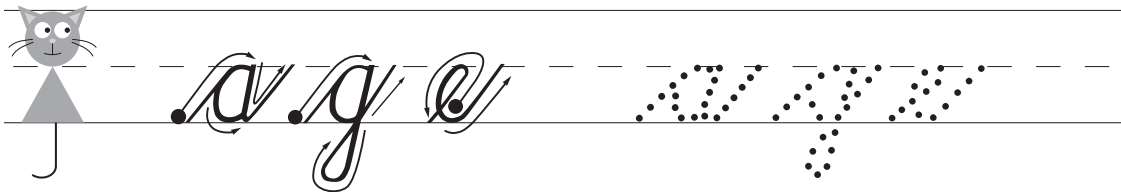


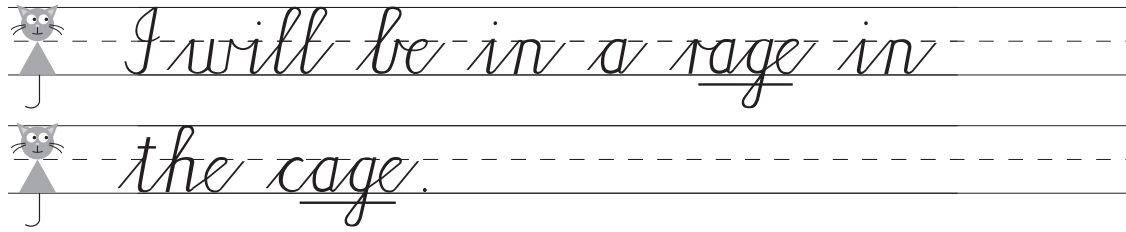
Handwriting:

15 minutes

Write Letter(S) / Words / Sentences In Cursive

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





ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish And Present

TOPIC: Think about one of the stories we have read this year. Write a letter telling a friend or relative about the problem in the story, and how the problem was solved.

TASK: Write a letter of at least 10 sentences.

WRITING FRAME:

Dear...

We are learning about problem solving. I wanted to tell you about...

In this story...

The problem...

I wanted to tell you about this story because...

I think...

I learnt that...

Love...

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 or if possible, a blank sheet of A4 paper to write their letters on so they can easily give to the proper recipient.
- 2 Instruct learners to write the date and heading: **A letter about problem solving.**
- 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 at the end of their letter.
- 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 If possible let learners take letter home and give to the recipient. This helps bring meaning to writing.

12 August 2020

A letter about problem solving

Dear Lungebe

We are learning about problem solving. I wanted to tell you about a story called 'Jojo's new school'

In this story Jojo moved to a new school. The problem is that he is being bullied at his new school.

I wanted to tell you about this story because I liked that the shopkeeper wanted to help Jojo.

I think the shopkeeper really helped Jojo. He gave him new soccer boots, told him to join the soccer team and helped Jojo with the bullies.

I learnt that it is always good to help others and be kind to them even if you don't know them.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Letter Swap

I DO...

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

WE DO...

PART 1

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

PART 2

- 1 Next, write this word on the chalkboard: **cage**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **rage, page, sage, age**

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGY: MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p><u>Kelvin Doe: DJ Focus</u> Front cover</p>	<p>Today, we will continue to compare the stories of William and Kelvin. Today we will think about how William and Kelvin are <i>different</i>.</p>
<p>This story is based on the true story of Kelvin Doe. Kelvin is an innovative person who used his creativity and determination to help his community.</p>	<p>--</p>
<p>Kelvin was born in Freetown, Sierra Leone. Growing up, Kelvin’s neighborhood in Freetown had plenty of power lines, but they rarely brought electricity into peoples’ homes. The lights came on once a week, maybe. The rest of the rest of the time, peoples’ homes were dark.</p>	<p>Kelvin and William grew up in different places. William grew up in a small village in Malawi, while Kelvin grew up in a big city in Sierra Leone.</p>
<p>When Kelvin was just 10 years old, he decided he would be the one to help solve the electricity problem for his neighbours. Kelvin began collecting scrap metal, discarded devices and broken electronic goods. He scavenged from dustbin to dustbin all across Freetown to find all the scraps he needed to teach himself.</p>	<p>I remember that William also scavenged for what he needed. William got teased, but it seems like no one made fun of Kelvin for digging in the dustbin.</p>
<p>Then, Kelvin spent many hours putting parts of old, broken electronic goods together to make them work. He taught himself engineering through trial, error and extreme focus.</p>	<p>Both Kelvin and William taught themselves about engineering, but William studied a book. Kelvin used trial and error.</p>
<p>By the time Kelvin was 13 years old, he had invented a battery using recycled materials including soda, acid, metal and tape. The battery was strong enough to light up the homes in his community and to help him work on his new inventions.</p>	<p>Kelvin and William both brought electricity to their communities but in different ways – Kelvin created a battery, while William made a windmill.</p>

Text	Second Read (Think Aloud)
<p>Then, Kelvin heard about an innovation camp run by a young Sierra Leonean named David Sengeh. David challenged young people to think about the toughest problems facing their communities and to come to camp to solve them.</p> <p>Kelvin decided that the youth in his community needed a voice. Kelvin gathered a team and they applied to the camp to develop everything they would need to run a radio station. 'If we have a radio station we can debate the issues affecting our community and Sierra Leone as a whole,' Kelvin explained.</p>	<p>Both William and Kelvin used their skills to address needs they saw in their communities. However, the needs they saw were different.</p>
<p>At David's camp, Kelvin built his own radio transmitter and the other equipment needed to broadcast his community radio station.</p>	<p>--</p>
<p>Once he had built everything he needed, Kelvin organized a full-time staff. His radio station then began to broadcast news, read out peoples' ideas and opinions from text messages, and play music. On the radio Kelvin is known as DJ Focus. Kelvin's DJ name comes from his belief that with focus, any invention is possible!</p>	<p>William and Kelvin focused on making different things. I think this is because they each saw different needs in their communities. William's community was facing a drought and they needed water for their crops. But, Kelvin lived in a city where people don't grow crops. Instead, he saw that people needed a way to stay informed and discuss their views.</p>
<p>Kelvin's brilliant radio station was just the kind of invention David was looking for. David's main goal was to develop thousands of young people who dreamed of solving the problems in their neighbourhoods. David believed that Kelvin had the skills and passion to change the future for Sierra Leoneans. Kelvin's innovative radio station led him to win the top prize at David's summer camp.</p>	<p>--</p>
<p>David began to think of Kelvin as a younger brother. He wanted to help Kelvin expand his mind and skills by working with other engineers. David helped organise for Kelvin to attend a special engineering programme at an American university called MIT.</p>	<p>Both William and Kelvin received help from others. Kelvin found someone in his own community who could help him get more education. But the people who helped William came from all around the world.</p>
<p>Kelvin was just 16 years old, and the youngest person to ever be invited to this programme. This was Kelvin's first time out of Sierra Leone. Kelvin loved the opportunity to work with experienced engineers and to learn from them. But, Kelvin felt deeply homesick – especially for his mother.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>In an interview, Kelvin said that, 'perseverance and passion are essential to nurturing that creative ability.'</p> <p>To this day, Kelvin continues to use his perseverance and passion to run his radio station, invent new things, and help make the lives of the people in his family, community, and country better.</p>	<p>Ultimately, both William and Kelvin are both such impressive people who made their communities better in their own important ways!</p>
Follow up questions	Possible responses
<p>Why did Kelvin decide to build a radio station?</p>	<p>Because he thought his community needed a place to share and discuss ideas.</p>
<p>Why did William build a big windmill in his community?</p>	<p>Because there was a drought and people needed water to grow food.</p>
Why question	Possible responses
<p>How is this story different from the story of William?</p>	<ul style="list-style-type: none"> • Kelvin and William saw different needs in their communities. • Kelvin and William grew up in different places. • Kelvin and William taught themselves engineering in different ways. • Etc.



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.
 - trial and error
 - scavenge
 - develop

Rhyme or song	Actions
I have a problem, and so do you	<i>Point to yourself, and then to a friend</i>
Let's think together about what to do	<i>Put your finger to your head, thinking</i>
Let's find the answers in good time	<i>Point to your wrist, like you you're wearing a watch</i>
So we can leave our problems behind!	<i>Point behind yourself</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 I think Kelvin is...because...
 This story is related to the theme of 'Solving problems' 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.

ey	age	d
k	c	r
p	s	o
n	t	u
a	v	l

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ey, age**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **key, donkey, turkey, valley, cage, rage, page, sage, age, sat, cat, cap, sack, sock, pack, luck, roast, round**

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 *compare and contrast the texts*.
- 3 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:
This text is about...(2–3 sentences)
One similarity between William and Kelvin is...
One difference between William and Kelvin is...
I prefer the story about Kelvin / William because...
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
 Model your own example for learners. Say: ***This text is about*** *Kelvin Doe. He taught himself engineering and brought light to his home. One similarity between William and Kelvin is that they both taught themselves how to make electricity. One difference between William and Kelvin is that taught themselves in different ways. I prefer the story about Kelvin because I liked the fact that he created a whole radio station.*
- 6 Give learners time to think about the most important parts of the text.
- 7 Tell learners to **turn and talk** with a partner to share their ideas. / Tell learners to write their own summaries using the frame.
- 8 Call the class back together.
- 9 Ask 1–2 learners to share their summaries with the class.
 Come up with a class summary, like: ***This text is about*** a young boy named *Kelvin Doe. He taught himself electricity and made his own battery and radio station. One similarity between William and Kelvin is that they both filled needs in their communities. One difference between William and Kelvin is that they saw different needs in their communities. We prefer the story about William because without William, his village would've struggled. He saved the day.*



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.

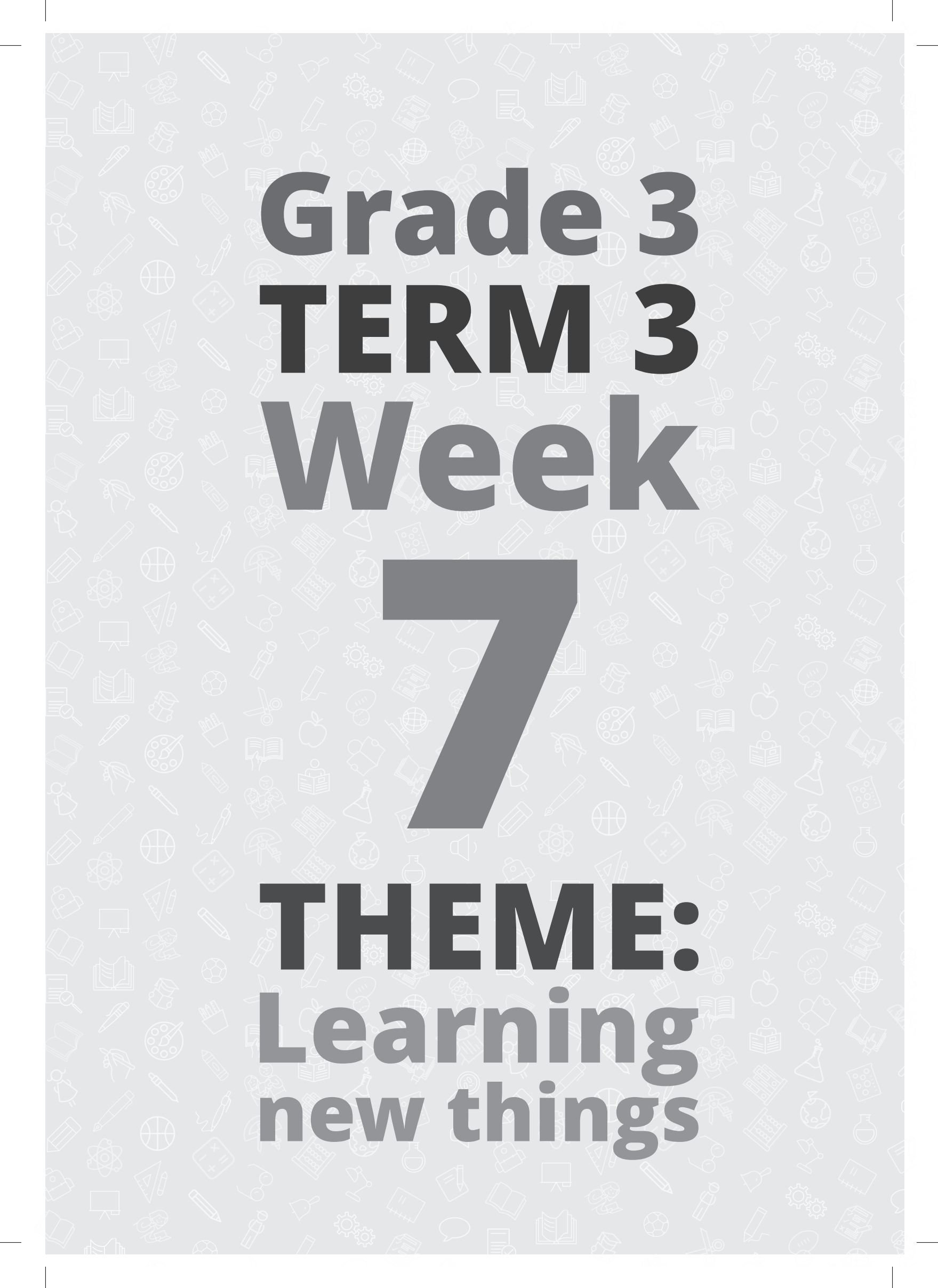


End of week language learning review

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

Grade 3 TERM 3 Week 7

**THEME:
Learning
new things**



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: Games with simple instructions that learners can read and then play
- 5 Do some research on the internet to prepare for the theme. For example: How to become an expert at something new.
- 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 40, Let's read

Activity 2: DBE Workbook 2: Page 41, Let's do

Activity 3: DBE Workbook 2: Page 42, Let's read & page 43, Let's write

Activity 4: Write a diary entry about something new you want to learn.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Zandile using the internet in the Big Book story: Zandile uses the internet
- 2 Tell learners that we are starting a new theme called: Learning new things
- 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 How do we learn something new?
 - b What are some things you would like to learn how to do?
 - c Who can help you learn new things?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - research
 - internet
 - information

Rhyme or song	Actions
The Internet is where you go	-
To find out things you want to know	<i>Point to your head</i>
On a computer or a phone	<i>Pretend to type on a computer or phone</i>
With someone or all alone	-
You can learn things everyday	-
With Google just a click away!	<i>Pretend to click with your finger</i>

WEEK 7



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: I eat popcorn and drink juice with my friends at break.

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

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Zandile uses the internet
- 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 letter to a friend or relative about learning new things. The first paragraph will be about your experience of learning something new in the past. The second paragraph will be about something you would like to learn in the future.

TASK: Write at least 10 sentences organised into two paragraphs.

PLANNING STRATEGY: Write a list

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your letter, like:
I learnt how to use a camera. I taught myself! I would like to learn how to speak French. I think I need an instructor – or maybe an App!

MODELLING THE PLANNING STRATEGY (I DO)

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

<u>Planning Questions</u>	<u>Plan</u>
<p>Paragraph 1</p> <ol style="list-style-type: none"> 1 What did you learn about? 2 How did you learn it? 3 What was the experience like? 4 What did you learn about learning new things? <p>Paragraph 2</p> <ol style="list-style-type: none"> 1 What would you like to learn? Why? 2 How will you learn this new thing? 3 What do you think the experience will be like? 4 What lessons from paragraph 1 will you use to help you now? 	<p>Paragraph 1</p> <ol style="list-style-type: none"> 1 To use a camera. All about photography. 2 I bought a book and taught myself from the book. Then I practiced and practiced. 3 It was a good experience because I felt my skills improved a lot! 4 I learnt that it takes a lot of practice to learn something new. <p>Paragraph 2</p> <ol style="list-style-type: none"> 1 French. I like the language. I think it is important to speak many languages. 2 I will use an App on my phone. 3 I think it will be fun and also challenging. I think it will take a lot of work. 4 I learnt that learning something new takes practice. I will remember that and practice my French a lot so I can learn!

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

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

Plan

Paragraph 1

1. Making my own cloth face mask.
2. I watch a YouTube video on my mom's phone and taught myself from the video.
3. It was a good experience because everyone in my area wanted me to make one for them as well!
4. I learnt that it takes a lot of practice to learn something new and to get really good at it.

Paragraph 2

1. To make my own clothes.
2. I will watch videos on YouTube.
3. I think it will be fun. I can make lovely clothes that my mom can't afford to buy. I think it will take a lot of work.
4. I learnt that learning something new takes practice and it will not always be good the first time. I will remember not to give up!



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **nch words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 **lunch**
 - 2 **munch**
 - 3 **bunch**
 - 4 **bench**
 - 5 **stench**
 - 6 **drench**
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

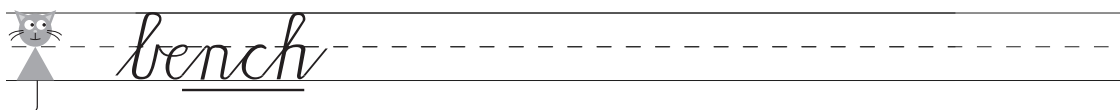
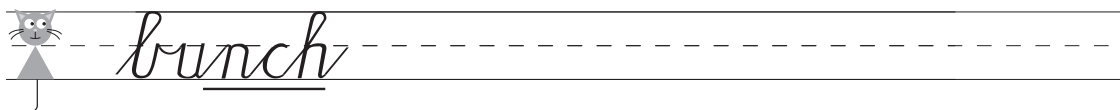
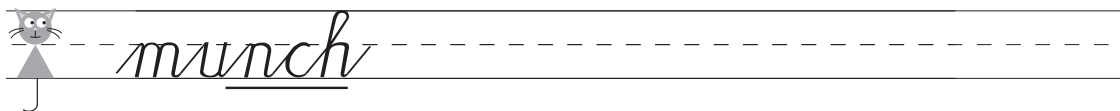
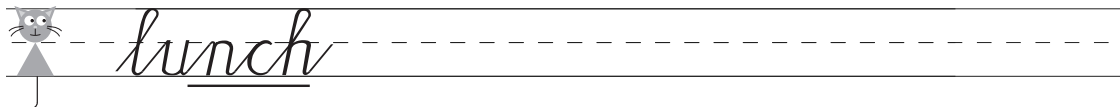
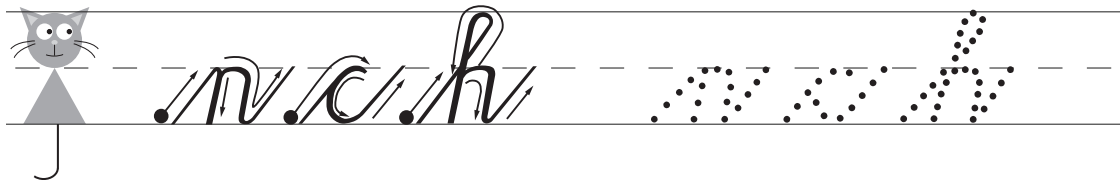


Handwriting:


15 minutes


Write Letter(S) / Words / Sentences In Cursive

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



WEEK 7

 *stench*

 *drench*

 *I will munch my lunch.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGY: SEARCH THE TEXT

Text	First Read (Think Aloud)
<p><u>Zandile uses the internet</u></p> <p>Zandile loved strawberries. But strawberries were so expensive in the shop!</p> <p>One day, Zandile's mother was looking for pumpkin seeds. Mama turned the rack around, searching for the seeds.</p> <p>And then Zandile saw a packet of strawberry seeds!</p> <p>'Mama, please can we buy these seeds?' she asked.</p> <p>Mama looked at the price: R28. 'Eish! They're not cheap!' she said. But she nodded her head and took the seeds.</p>	<p>What did Zandile get at the shop? Oh! She got a packet of strawberry seeds so she can grow her own strawberries at home.</p>

Text	First Read (Think Aloud)
<p>At home, Zandile's mother gave her the packet of strawberry seeds. 'I have never grown these before!' said Mama. 'You will need to work out how to make them grow properly.'</p> <p>'But I thought all plants are the same?' Zandile asked.</p> <p>'Different plants need different things,' her mother explained. 'Some plants need a little bit of sun. Other plants need lots of sun. Some plants need a small amount of water. Other plants need lots of water!'</p>	<p>What do plants need to grow? I see, some plants need a small amount of sun and water, and some plants need a lot of sun and water. But all plants need sun and water to grow.</p>
<p>Zandile didn't want to waste the strawberry seeds, they were so expensive!</p> <p>'How can I make sure my strawberries grow properly?' Zandile wondered.</p>	<p>What does Zandile wonder? Oh! She wonders how to make the seeds grow properly.</p>
<p>Zandile went outside. She saw their neighbour, Gogo Minah, sitting in the sun. 'Good morning Gogo,' she said.</p> <p>'Yes, hello,' Gogo Minah said.</p> <p>'Have you ever grown strawberries?' Zandile asked.</p> <p>'No, I haven't,' she said.</p>	<p>What does Zandile ask Gogo Minah? Zandile asks Gogo Minah if she has ever grown strawberries.</p>
<p>The next morning after church, Zandile saw her sister's friend, Lindi. 'Hi Lindi,' she said.</p> <p>'Hi Zandile,' Lindi answered.</p> <p>'Have you ever grown strawberries?' Zandile asked.</p> <p>'No, I haven't. Sorry!' she said.</p>	<p>What does Zandile ask Lindi? Zandile asks Lindi if she has ever grown strawberries.</p>
<p>That evening, Zandile's older sister, Sonto, called from Johannesburg. Mama handed the phone to Zandile.</p> <p>'What's new?' Sonto asked.</p> <p>'Not much. Mama got me a packet of strawberry seeds! I want to grow them, but I don't know how,' she said.</p> <p>'You can find anything on the Internet!' Sonto said. 'Use Mama's phone,' she said. 'I will send you some data.'</p>	<p>Who does Zandile speak to on the phone? Oh! She speaks to Sonto, her older sister, on the phone.</p>
<p>That night, Mama opened up the Internet for Zandile. 'Sonto sent you some data,' Mama said, and gave Zandile the phone.</p> <p>The top of the page said 'Google'.</p> <p>'What do I do?' asked Zandile.</p>	<p>What did Zandile search for on the Internet? Oh! Zandile searched for how to grow strawberries.</p>

Text	First Read (Think Aloud)
<p>'Type in what you need here,' explained Mama. Zandile typed in: How do I grow strawberries. Then she clicked the search button.</p>	
<p>A few second later, a list of videos and articles came up. Zandile clicked 'play' on a video.</p>	<p>How many answers are there to Zandile's question? Oh, I see, there are 4 answers to the question.</p>
<p>As Zandile watched the video, she learnt many things.</p> <p>She learned that strawberry plants need 8 hours of sunlight each day.</p> <p>She learnt that these plants need lots of water.</p> <p>She learned that she would have to wait at least 4 weeks to get any fruit.</p>	<p>What does Zandile learn about strawberries and sunlight? Oh, she learns that strawberries need 8 hours of sunlight each day.</p>
<p>The next day after school, Zandile went outside with her seeds.</p> <p>She planted the seeds in a sunny part of the yard. She planted the seeds in containers, just like she had seen in the video. She watered the seeds.</p> <p>She couldn't wait for the fruits to come!</p>	<p>How did Zandile know how to plant her seeds? She learnt how from the video she watched on the internet! Look – she knows just what to do!</p>

Follow up questions	Possible responses
<p>What did Zandile's mother buy her from the shop?</p>	<p>She bought her a packet of strawberry seeds.</p>
<p>What did Zandile use to learn about how to grow strawberry seeds?</p>	<p>She used her mother's phone. She used Google. She used the internet.</p>
<p>What did Zandile learn about what strawberries need to grow?</p>	<ul style="list-style-type: none"> • She learned that strawberry plants need 8 hours of sunlight each day. • She learnt that these plants need lots of water. • She learned that she would have to wait at least 4 weeks to get any fruit.
Why question	Possible responses
<p>How did Zandile learn how to grow strawberry seeds?</p>	<ul style="list-style-type: none"> • She searched on the internet. • Her sister Sonto sent data to her mother's phone. Then she used the internet. • She watched a video which showed her how to grow strawberry seeds.



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

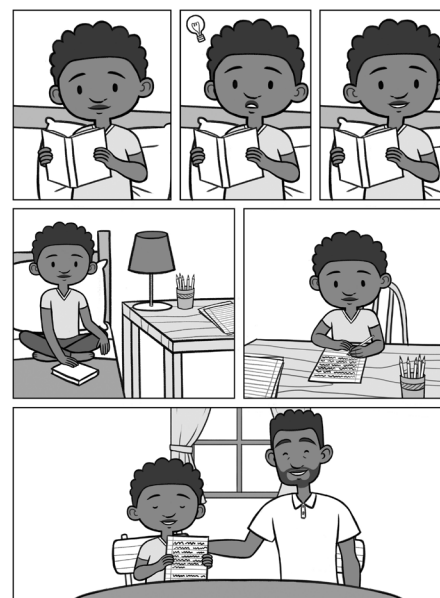
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - resources
 - article
 - library
 - borrow

Rhyme or song	Actions
The Internet is where you go	-
To find out things you want to know	<i>Point to your head</i>
On a computer or a phone	<i>Pretend to type on a computer or phone</i>
With someone or all alone	-
You can learn things everyday	-
With Google just a click away!	<i>Pretend to click with your finger</i>

CREATIVE STORYTELLING

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





Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

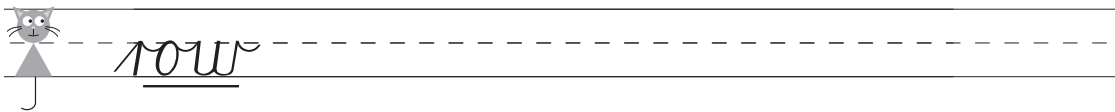
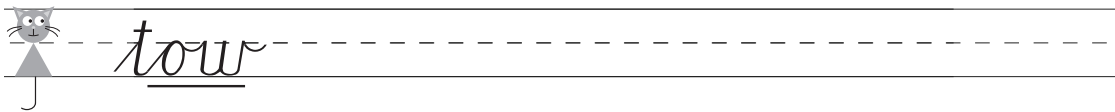
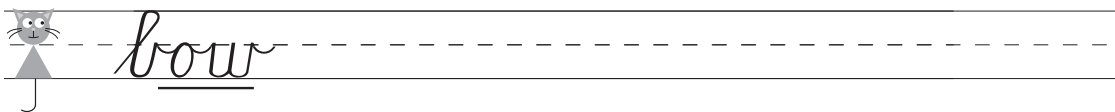
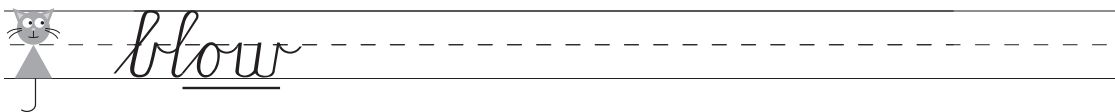
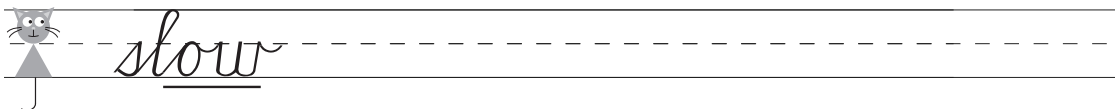
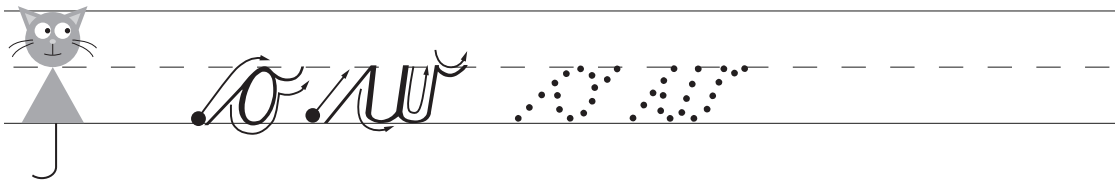


Handwriting:

15 minutes

Write Letter(S) / Words / Sentences In Cursive

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





grow



The tree is slow to grow.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write a letter to a friend or relative about learning new things. The first paragraph will be about your experience of learning something new in the past. The second paragraph will be about something you would like to learn in the future.

TASK: Write at least 10 sentences organised into two paragraphs.

WRITING FRAME:

Dear ...

I am writing to tell you about...

I learnt by / from...

Learning something new was...because....

I learnt that...

Next, I would like to learn...because...

I will...

I think...

Now I know...

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 Model how you will complete the writing frame using your own plan, like:

Dear Nicki

I am writing to tell you about when I learnt how to use a camera. I learnt all about real photography. **I learnt by** reading a book about cameras. **Learning something new was** a good experience **because** I saw myself improve. **I learnt that** it takes a lot of practice to learn something new.

Next, I would like to learn French because I think it is important to speak many languages.

I will use an App on my phone. **I think** it will be fun and useful to know French! **Now I know** I will need to practice a lot.

What do you want to learn?

Love

Gugu

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **A letter about learning new things: 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.

19 August 2020

A letter about learning new things: Draft

Dear,

I am writing to tell you about the time I learn how to make my own cloth face mask. I learn by watching YouTube videos on my mom's phone. Learning something new were a good experience because everyone in my area wanted me to make one for them to. My mask helped keep a lot of people safe. I learn that it takes a lot of practice to learn something new and to get really good at it.

Next, I would like to learn how to make my own clothes because I could make lovely clothes for myself that my mom can't afford to buy. I will watch videos on YouTube. I think it will take a lot of work. Now I know that learning something new takes practice and it will not always be good the first time. I will remember not to give up!

Love

Phiboiwe



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Letter Swap

I DO...

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

WE DO...

PART 1

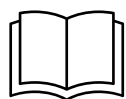
- 1 Write these two words on the chalkboard: **slow, blow**
- 2 Ask learners: what is the difference between these two words?
- 3 Call on a learner to come and underline the difference between the two words, like: **slow, blow**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **slow**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **blow, bow, tow, row, grow, slay, slope**

YOU DO...

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



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGY: SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p><u>Zandile uses the internet</u></p> <p>Zandile loved strawberries. But strawberries were so expensive in the shop!</p> <p>One day, Zandile's mother was looking for pumpkin seeds. Mama turned the rack around, searching for the seeds.</p> <p>And then Zandile saw a packet of strawberry seeds!</p> <p>'Mama, please can we buy these seeds?' she asked.</p> <p>Mama looked at the price: R28. 'Eish! They're not cheap!' she said. But she nodded her head and took the seeds.</p>	<p>Why did Zandile want to buy strawberry seeds? Zandile wants to grow her own strawberries. She loves to eat them, but they are so expensive to buy.</p>
<p>At home, Zandile's mother gave her the packet of strawberry seeds. 'I have never grown these before!' said Mama. 'You will need to work out how to make them grow properly.'</p> <p>'But I thought all plants are the same?' Zandile asked.</p> <p>'Different plants need different things,' her mother explained. 'Some plants need a little bit of sun. Other plants need lots of sun. Some plants need a small amount of water. Other plants need lots of water!'</p>	<p>Why can't Zandile's mother help her to grow the strawberry seeds? Oh! Zandile's mother can't help because she has never grown strawberries before. She doesn't know how to grow those seeds properly.</p>
<p>Zandile didn't want to waste the strawberry seeds, they were so expensive!</p> <p>'How can I make sure my strawberries grow properly?' Zandile wondered.</p>	<p>Why doesn't Zandile want to waste the seeds? Oh! I see – it is because they were so expensive.</p>
<p>Zandile went outside. She saw their neighbour, Gogo Minah, sitting in the sun. 'Good morning Gogo,' she said.</p> <p>'Yes, hello,' Gogo Minah said.</p> <p>'Have you ever grown strawberries?' Zandile asked.</p> <p>'No, I haven't,' she said.</p>	<p>Who is Gogo Minah? Oh, Gogo Minah is Zandile's neighbour.</p>

Text	Second Read (Think Aloud)
<p>The next morning after church, Zandile saw her sister's friend, Lindi. 'Hi Lindi,' she said.</p> <p>'Hi Zandile,' Lindi answered.</p> <p>'Have you ever grown strawberries?' Zandile asked.</p> <p>'No, I haven't. Sorry!' she said.</p>	<p>Who is Lindi? Oh, Lindi is Zandile's sister's friend.</p>
<p>That evening, Zandile's older sister, Sonto, called from Johannesburg. Mama handed the phone to Zandile.</p> <p>'What's new?' Sonto asked.</p> <p>'Not much. Mama got me a packet of strawberry seeds! I want to grow them, but I don't know how,' she said.</p> <p>'You can find anything on the Internet!' Sonto said. 'Use Mama's phone,' she said. 'I will send you some data.'</p>	<p>How does Sonto help Zandile? Sonto tells Zandile she can find the answer on the internet. She says she will send data so that Zandile can use the internet on her mother's phone.</p>
<p>That night, Mama opened up the Internet for Zandile. 'Sonto sent you some data,' Mama said, and gave Zandile the phone.</p> <p>The top of the page said 'Google'.</p> <p>'What do I do?' asked Zandile.</p> <p>'Type in what you need here,' explained Mama.</p> <p>Zandile typed in: How do I grow strawberries. Then she clicked the search button.</p>	<p>Why does Zandile's mother open up the Internet for Zandile? Oh! It must be because Sonto sent Zandile data so that she could find out how to grow her seeds properly.</p>
<p>A few seconds later, a list of videos and articles came up. Zandile clicked 'play' on a video.</p>	<p>How does Zandile make the video play on Mama's phone? Oh! Zandile clicks the play button – it looks like a triangle.</p>
<p>As Zandile watched the video, she learnt many things.</p> <p>She learned that strawberry plants need 8 hours of sunlight each day.</p> <p>She learnt that these plants need lots of water.</p> <p>She learned that she would have to wait at least 4 weeks to get any fruit.</p>	<p>What does Zandile learn about strawberries and water? Oh, she learns that strawberries need lots of water.</p>
<p>The next day after school, Zandile went outside with her seeds.</p> <p>She planted the seeds in a sunny part of the yard. She planted the seeds in containers, just like she had seen in the video. She watered the seeds.</p> <p>She couldn't wait for the fruits to come!</p>	<p>Why did Zandile plant her seeds in the sunny part of the yard? Oh! It is because that is one of the things she learned from the video she watched.</p>

Follow up questions	Responses
Why can't Mama help Zandile grow strawberries?	Because she has never grown them before.
Why did Zandile plant the seeds in neat rows?	Because that's what she saw in the video she watched.
How does Zandile get data to use the internet?	Her sister sends data to Mama's phone for her to use.
Why question	Possible response
Why does Zandile use the internet?	<ul style="list-style-type: none"> • Because she wants to learn how to grow strawberry seeds. • Because no one she asks knows how to grow strawberry seeds. • Because you can learn anything from the internet!



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.
 - data
 - click
 - scroll

Rhyme or song	Actions
The Internet is where you go	-
To find out things you want to know	<i>Point to your head</i>
On a computer or a phone	<i>Pretend to type on a computer or phone</i>
With someone or all alone	-
You can learn things everyday	-
With Google just a click away!	<i>Pretend to click with your finger</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - If I were to use the internet, I would research...
 - This story is related to the theme of 'Learning new things' because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



Phonemic Awareness And Phonics:

15 minutes

Word Find

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

nch	ow	l
m	u	b
e	s	t
d	r	g
a	i	h

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **nch, ow**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **lunch, munch, bunch, bench, stench, drench, slow, blow, bow, tow, row, grow, sad, bad, mad, hat, rat, sat, bird, girl, hair, shirt, dirt**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / SEARCH THE TEXT

WRITTEN COMPREHENSION

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

ZANDILE USES THE INTERNET

- 1 What kind of seeds did Zandile's mother buy?
Zandile's mother bought...
- 2 What is one fact that Zandile learned from the Youtube video she watched?
She learnt...
- 3 Who suggested that Zandile research growing strawberries on the internet?
...she uses the internet.

ZANDILE USES THE INTERNET - ANSWERS

- 1 What kind of seeds did Zandile's mother buy?
Zandile's mother bought strawberry seeds.
- 2 What is one fact that Zandile learned from the Youtube video she watched?
She learnt that strawberry plants need a lot of water.
- 3 Who suggested that Zandile research growing strawberries on the internet?
Her older sister suggested that she use the internet.



Group Guided Reading

30 minutes

GROUPS: _____

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

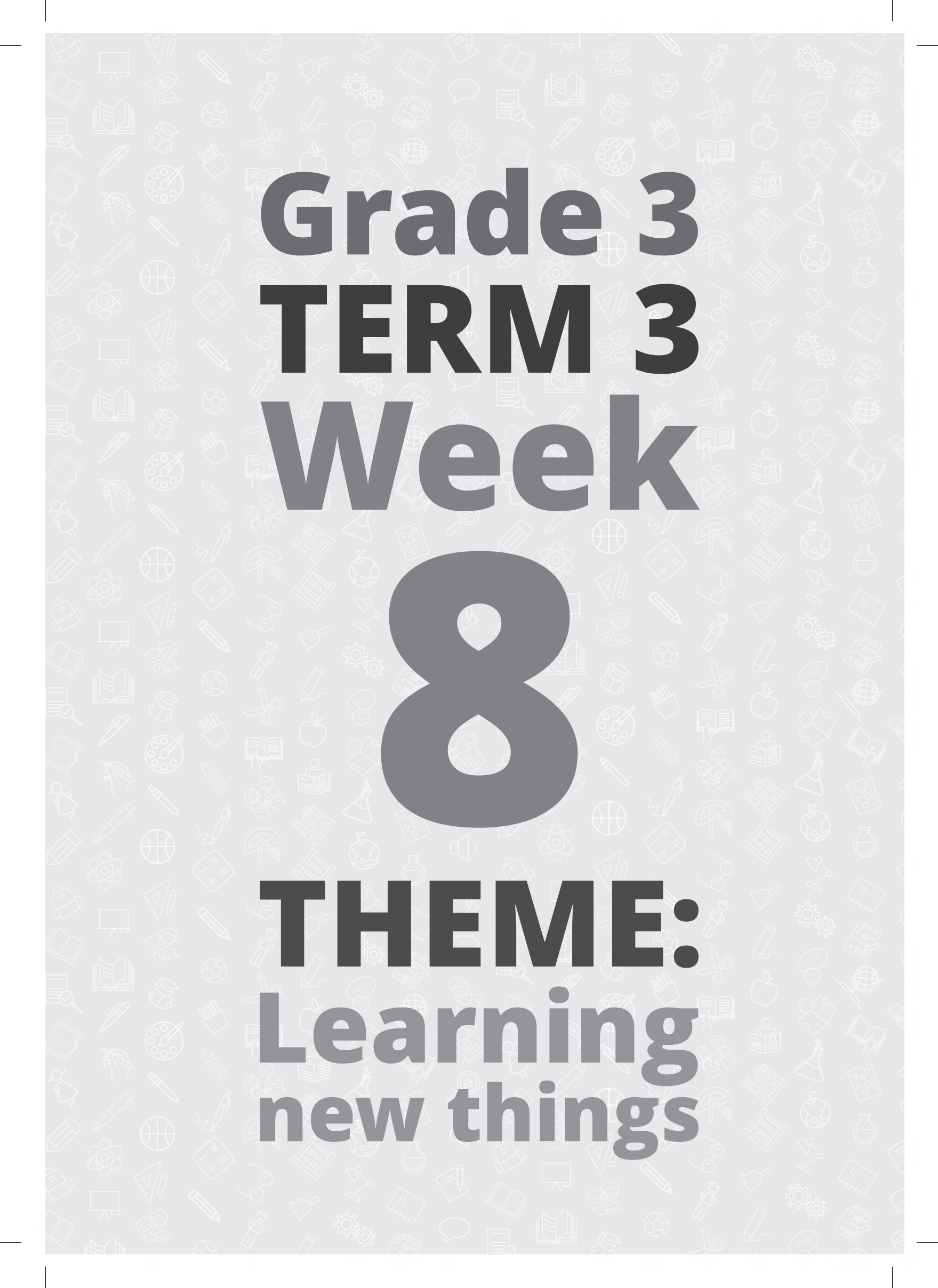


End of week language learning review

15 minutes

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

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

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

Grade 3 TERM 3 Week 8

**THEME:
Learning
new things**



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: ask learners' parents to write a few sentences about a time they learnt something new and what the experience was like.
- 5 Do some research on the internet to prepare for the theme. For example: Managing frustration. It can be frustrating to learn something new, because it requires risk taking and making many mistakes. Help talk learners through how to deal with these feelings.
- 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 44 & 45, Let's do

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

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

Activity 4: Write a diary entry that talks about a time you tried something new and failed.

Monday



Oral Activities

15 minutes

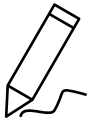
RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: Who is Katherine Johnson?
- 2 Tell learners that we are continuing our theme: Learning new things
- 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 resources can we use to learn new things?
 - b Why do we learn new things?
 - c What makes learning new things fun or exciting?
 - d What is challenging about learning new things?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - astronaut
 - mathematician
 - brilliant

Rhyme or song	Actions
The Internet is where you go	-
To find out things you want to know	<i>Point to your head</i>
On a computer or a phone	<i>Pretend to type on a computer or phone</i>
With someone or all alone	-
You can learn things everyday	-
With Google just a click away!	<i>Pretend to click with your finger</i>



Handwriting

15 minutes

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

Singular to Plural Words

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

Singular to Plural Words

- 1 camera
cameras
 - 2 person
people
 - 3 television
televisions
 - 4 telephone
telephones
 - 5 fireplace
fireplaces
- 8 Tell learners to think about these patterns when they are reading or writing.
 - 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____

**Shared Reading:**

15 minutes

Pre-Read**COMPREHENSION STRATEGY: PREDICT**

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Who is Katherine Johnson?
- 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 letter to a friend or relative about learning new things. The first paragraph will be about your experience of learning something new in the past. The second paragraph will be about something you would like to learn in the future.

TASK: Write at least 10 sentences organised into two paragraphs.

PREPARATION:

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

EDITING CHECKLIST:

- 1 Did I write like I am talking to someone?
- 2 Is my first paragraph written in the past tense?
- 3 Is my second paragraph written in the future tense?
- 4 Did I include greeting and closure (Dear...) (Love...)?
- 5 Do I have at least 10 complete sentences?
- 6 Did I spell all words correctly?
- 7 Does every sentence start with a capital letter?
- 8 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

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

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

19 August 2020

a letter about learning new things: Draft

Nomsa

Dear,
 I am ^{xxxx} writing to tell you about the time I
 learnt how to make my own clothes face
 mask. I learnt by watching YouTube videos on
 my mom's phone. Learning something new ~~was~~^{was}
 a good experience because everyone in my
 area wanted me to make one for them ~~to~~^{too}.
 My mask helped keep a lot of people safe.
 I learnt that it takes a lot of practice to
 learn something new and to get really good
 at it.

^{xxxx} Next, I would like to learn how to make my
 own clothes because I could make lovely
 clothes for myself that my mom can't afford
 to buy. I will watch videos on YouTube.
 I think it will take a lot of work. Now I
 know that learning something new takes
 practice and it will not always be good the
 first time. I will remember not to give up!

Love,
 Phisoane



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **dge words**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 edge
 - 2 ledge
 - 3 hedge
 - 4 fudge
 - 5 nudge
 - 6 budge
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

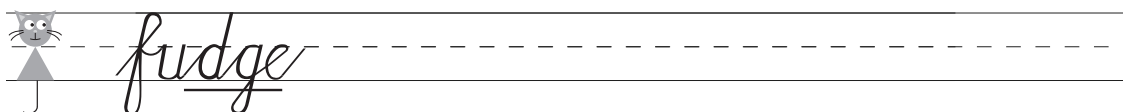
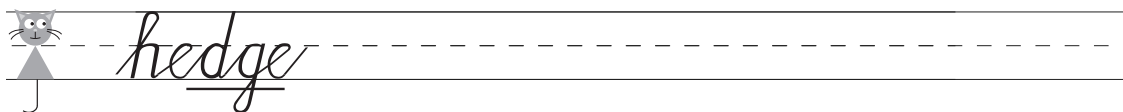
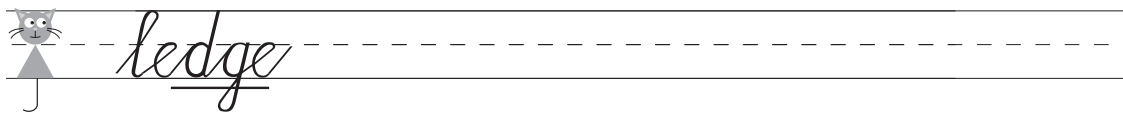
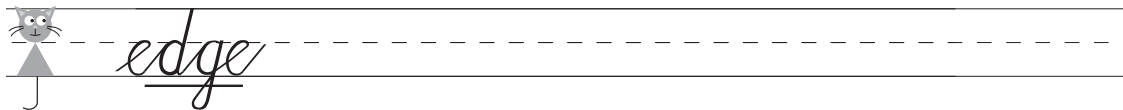
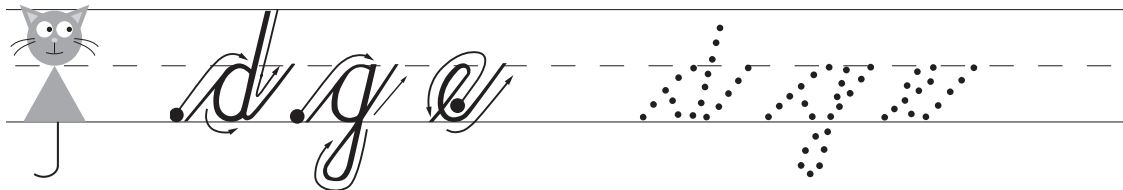



Handwriting:


15 minutes


Write Letter(S) / Words / Sentences In Cursive


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



 nudge

 budge

 Do not go to the edge of

 the ledge.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: SEARCH THE TEXT & MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Who is Katherine Johnson?</u></p> <p><i>'Katherine G. Johnson refused to be limited by society's expectations of her gender and race while expanding the boundaries of humanity's reach.'</i> – President Barack Obama, 2015</p>	<p>--</p>
<p>One warm night, Geeta and her father sat in the backyard and stared up at the bright, full moon.</p> <p>'I want to go to the moon someday! I want to float around without any gravity!' Geeta said dreamily.</p> <p>'I don't like to think of you shooting away in a rocket!' Mr Kapoor laughed. 'Maybe you should be like Katherine Johnson instead.'</p>	<p>Who was Katherine Johnson? I learn here that she was a mathematician.</p>

Text	First Read (Think Aloud)
<p>'Who is Katherine Johnson?' Geeta asked</p> <p>'She was a brilliant mathematician. She didn't go to the moon, but no one could have gone to the moon without her,' Mr Kapoor explained.</p>	
<p>'I read that little Katherine counted everything,' Mr Kapoor told Geeta. 'She counted the dishes in her kitchen cupboard. She counted the number of steps she took to get to school. She even tried to count the number of stars in the sky!'</p> <p>Geeta looked up at all the stars and started counting them. In one tiny piece of the sky, she counted 100 stars. 'The whole sky must have taken her forever!' Geeta laughed.</p>	<p>What did Mr Kapoor read about Katherine? Oh, he read that as a young child, she counted everything.</p>
<p>'Katherine began high school when she was just 10 years old. Imagine if you were about to start high school!' Mr Kapoor said. 'And she started university when she was just 14! She was so good at Maths that the professors had to make new, special courses just for her.'</p>	<p>When did Katherine begin high school? I read that she was only 10 years old when she began high school.</p>
<p>Geeta tried to imagine going to high school instead of going onto Grade 4. She imagined herself sitting in big, high school desks with the older high school children. 'I don't think I am ready for high school yet!' she said.</p>	<p>--</p>
<p>'Katherine wanted to be a research mathematician. She was brilliant and well trained. But, when she graduated from university, it was very difficult for women, especially black women, to get offered that sort of job because of the discrimination they faced,' Mr Kapoor said.</p>	<p>Why was it difficult for Katherine to get a job as a research mathematician? I learn that it was because she faced a lot of discrimination as a black woman.</p>
<p>'What is discrimination?' Geeta asked her father.</p> <p>'Well, discrimination is when people are treated unfairly because of something they can't change – like their race or gender. Katherine was treated like she wasn't as smart as other people because of her skin colour and gender.'</p> <p>Geeta thought about the time Malcolm had teased that she would never be as good as him at Maths because she was a girl. 'Discrimination feels bad,' she said, 'and it isn't true – I always get better marks for my Maths homework than Malcolm!'</p>	<p>How was Katherine treated? I learn that she was treated as if she wasn't as smart as other people because of her skin colour and gender. She was treated with discrimination.</p>

Text	First Read (Think Aloud)
<p>'And just imagine if Malcolm had tried to take your Maths homework and put his name on it!' Mr Kapoor went on. 'When Katherine first started to work for NASA, the space agency, she was responsible for writing reports about her work. But, the men she worked for wouldn't let her name go on the reports. Then men got all the credit for her work. She was also not allowed to go to meetings with all the men she worked with. Katherine had to tell people over and over that she belonged. Eventually, she got permission for her name to appear on reports, and she was included in meetings.'</p> <p>Geeta imagined Malcolm stealing her homework and writing his name on it. She imagined their teacher, Mr Payi, praising Malcolm for her hard work. 'If I were Katherine, I would've wanted to... scream!' Geeta said.</p>	<p>How was Katherine discriminated against at NASA? I learn that she wasn't treated equally to the men who worked there. She wasn't allowed to write her name on her own reports, or to attend meetings!</p>
<p>'Even with those barriers, Katherine was one of the most brilliant people at NASA. She helped calculate how to get the first person into space. She helped to plan the route for the first flight to the Moon, and for space flights after that. And after she retired, Katherine spoke out about the importance of Maths education for all children.' Mr Kapoor said. 'So, I think she would've wanted you to study Maths rather than going to the moon, too!' Mr Kapoor laughed.</p>	<p>What did Katherine do after she retired? I learn that she spoke about the importance of maths education for all!</p>
<p>'Time for bed!' he said. Geeta looked up at the moon one more time. She imagined Katherine Johnson calculating the way there. Then, she followed her father inside.</p>	<p>--</p>

Follow up questions	Possible responses
Who was Katherine Johnson?	Katherine Johnson was a famous mathematician who worked for NASA.
How old was Katherine when she began high school?	She was just 10 years old when she began high school.
Why question	Possible responses
How did Katherine Johnson face discrimination?	<ul style="list-style-type: none"> • It was difficult for her to get a job even though she was brilliant and well trained. • She was treated as if she wasn't as smart as other people because she was a black woman. • The men at NASA tried to take credit for her reports. She wasn't allowed to put her name on them. • She wasn't allowed to go to meetings with the men she worked with.



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

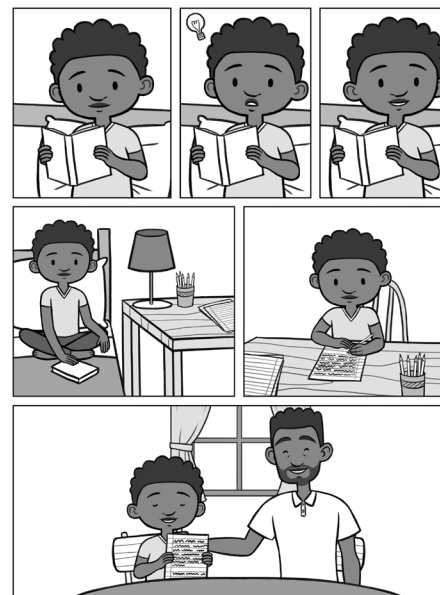
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - gravity
 - discrimination
 - unfair

Rhyme or song	Actions
The Internet is where you go	-
To find out things you want to know	<i>Point to your head</i>
On a computer or a phone	<i>Pretend to type on a computer or phone</i>
With someone or all alone	-
You can learn things everyday	-
With Google just a click away!	<i>Pretend to click with your finger</i>

CREATIVE STORYTELLING

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





Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

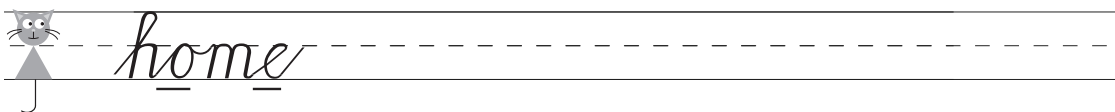
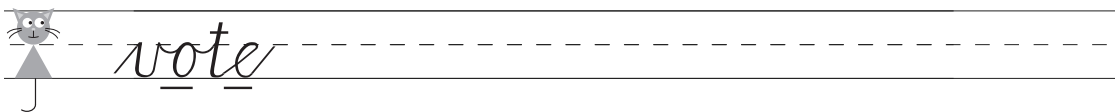
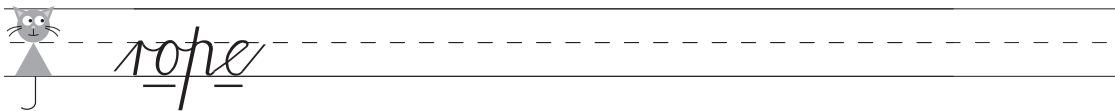
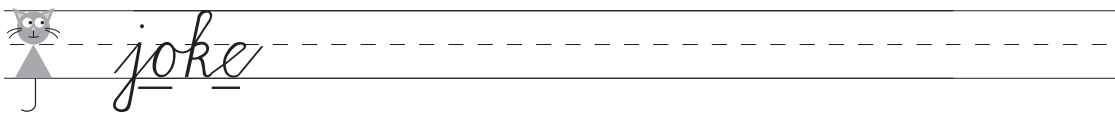
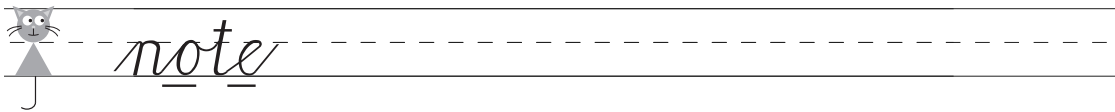
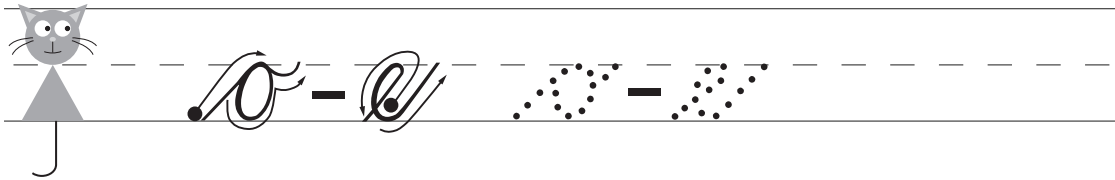


Handwriting:

15 minutes

Write Letter(S) / Words / Sentences In Cursive

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





stone



I left a note at home.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish And Present

TOPIC: Write a letter to a friend or relative about learning new things. The first paragraph will be about your experience of learning something new in the past. The second paragraph will be about something you would like to learn in the future.

TASK: Write at least 10 sentences organised into two paragraphs.

WRITING FRAME:

Dear ...

I am writing to tell you about...

I learnt by / from...

Learning something new was...because....

I learnt that...

Next, I would like to learn...because...

I will...

I think...

Now I know...

Love

...

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 or if possible, a blank sheet of A4 paper to write their letters on so they can easily give to the proper recipient.
- 2 Instruct learners to write the date and heading: **A letter about learning new things.**
- 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 at the end of their letter.
- 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 If possible, let learners take letter home and give to the recipient. This helps bring meaning to writing.

26 August 2020

A letter about learning new things

Dear Nomoo,

I am writing to tell you about the time I learnt how to make my own cloth face mask. I learnt by watching YouTube videos on my mom's phone. Learning something new was a good experience because everyone in my area wanted me to make one for them too. My mask helped keep a lot of people safe. I learnt that it takes a lot of practice to learn something new and to get really good at it.

Next, I would like to learn how to make my own clothes because I could make lovely clothes for myself that my mom can't afford to buy. I will watch videos on YouTube. I think it will take a lot of work. Now I know that learning something new takes practice and it will not always be good the first time. I will remember not to give up!

Love,
Phiboiwe



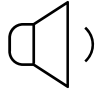
Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Letter Swap

I DO...

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

WE DO...

PART 1

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

PART 2

- 1 Next, write this word on the chalkboard: **fudge**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **nudge, budge, fun**

YOU DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGIES: SEARCH THE TEXT & MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Who is Katherine Johnson?</u></p> <p><i>'Katherine G. Johnson refused to be limited by society's expectations of her gender and race while expanding the boundaries of humanity's reach.'</i> – President Barack Obama, 2015</p>	<p>--</p>
<p>One warm night, Geeta and her father sat in the backyard and stared up at the bright, full moon.</p> <p>'I want to go to the moon someday! I want to float around without any gravity!' Geeta said dreamily.</p> <p>'I don't like to think of you shooting away in a rocket!' Mr Kapoor laughed. 'Maybe you should be like Katherine Johnson instead.'</p> <p>'Who is Katherine Johnson?' Geeta asked</p> <p>'She was a brilliant mathematician. She didn't go to the moon, but no one could have gone to the moon without her,' Mr Kapoor explained.</p>	<p>Why did Mr Kapoor want Geeta to be like Katherine Johnson? <i>Oh, I think it is because he would rather Geeta were a mathematician than an astronaut. It is much safer!</i></p>
<p>'I read that little Katherine counted everything,' Mr Kapoor told Geeta. 'She counted the dishes in her kitchen cupboard. She counted the number of steps she took to get to school. She even tried to count the number of stars in the sky!'</p> <p>Geeta looked up at all the stars and started counting them. In one tiny piece of the sky, she counted 100 stars. 'The whole sky must have taken her forever!' Geeta laughed.</p>	<p>Why did Katherine count everything? <i>Oh, I infer that she counted everything because she loved maths from the time she was very small.</i></p>

Text	Second Read (Think Aloud)
<p>'Katherine began high school when she was just 10 years old. Imagine if you were about to start high school!' Mr Kapoor said. 'And she started university when she was just 14! She was so good at Maths that the professors had to make new, special courses just for her.'</p>	<p>How do we know that Katherine was very smart? Oh, I can infer that she was very smart because she began high school when she was very young, and because she had to have her own special course in university.</p>
<p>Geeta tried to imagine going to high school instead of going onto Grade 4. She imagined herself sitting in big, high school desks with the older high school children. 'I don't think I am ready for high school yet!' she said.</p>	<p>Why did Geeta try to imagine herself in high school? Oh! I can infer that she must be about the same age as Katherine when she began high school!</p>
<p>'Katherine wanted to be a research mathematician. She was brilliant and well trained. But, when she graduated from university, it was very difficult for women, especially black women, to get offered that sort of job because of the discrimination they faced,' Mr Kapoor said.</p>	<p>Why should it have been easier for Katherine to get offered a job? Oh! Because she was brilliant and well trained. Those facts should have made everyone want to hire her!</p>
<p>'What is discrimination?' Geeta asked her father. 'Well, discrimination is when people are treated unfairly because of something they can't change – like their race or gender. Katherine was treated like she wasn't as smart as other people because of her skin colour and gender.'</p> <p>Geeta thought about the time Malcolm had teased that she would never be as good as him at Maths because she was a girl. 'Discrimination feels bad,' she said, 'and it isn't true – I always get better marks for my Maths homework than Malcolm!'</p>	<p>How has Geeta experienced discrimination? She experienced discrimination from Malcolm when he said that girls weren't as good at maths as boys. That kind of unfair treatment is what Katherine faced all the time.</p>
<p>'And just imagine if Malcolm had tried to take your Maths homework and put his name on it!' Mr Kapoor went on. 'When Katherine first started to work for NASA, the space agency, she was responsible for writing reports about her work. But, the men she worked for wouldn't let her name go on the reports. Then men got all the credit for her work. She was also not allowed to go to meetings with all the men she worked with. Katherine had to tell people over and over that she belonged. Eventually, she got permission for her name to appear on reports, and she was included in meetings.'</p> <p>Geeta imagined Malcolm stealing her homework and writing his name on it. She imagined their teacher, Mr Payi, praising Malcolm for her hard work. 'If I were Katherine, I would've wanted to... scream!' Geeta said.</p>	<p>Why would Geeta have wanted to scream? Oh! It must be because discrimination feels bad and frustrating. Geeta is imagining what Katherine must have felt at NASA!</p>

Text	Second Read (Think Aloud)
<p>'Even with those barriers, Katherine was one of the most brilliant people at NASA. She helped calculate how to get the first person into space. She helped to plan the route for the first flight to the Moon, and for space flights after that. And after she retired, Katherine spoke out about the importance of Maths education for all children.' Mr Kapoor said. 'So, I think she would've wanted you to study Maths rather than going to the moon, too!' Mr Kapoor laughed.</p>	<p>--</p>
<p>'Time for bed!' he said. Geeta looked up at the moon one more time. She imagined Katherine Johnson calculating the way there. Then, she followed her father inside.</p>	<p>Why did Geeta think about Katherine when she looked at the moon? Oh, it is because Katherine is the one who calculated how to get astronauts there!</p>

Follow up questions	Possible responses
Who does Mr Kapoor want Geeta to be like?	He wants Geeta to be like Katherine Johnson.
Who discriminated against Geeta?	Malcolm discriminated against Geeta.
Why question	Possible responses
Why did Geeta's dad suggest she be like Katherine Johnson?	<ul style="list-style-type: none"> • Because he doesn't want Geeta shooting up to the moon in a rocket – he would rather she do maths instead. • Maybe because he thought Katherine Johnson is an impressive person. • Maybe because he wanted Geeta to fight against discrimination like Katherine Johnson did.



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.
 - credit
 - praise
 - calculate

Rhyme or song	Actions
The Internet is where you go	-
To find out things you want to know	<i>Point to your head</i>
On a computer or a phone	<i>Pretend to type on a computer or phone</i>
With someone or all alone	-
You can learn things everyday	-
With Google just a click away!	<i>Pretend to click with your finger</i>

DISCUSSION OF SHARED READING TEXT

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



Phonemic Awareness And Phonics:

15 minutes

Word Find

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

dge	o-e	e
l	h	u
f	n	b
t	r	v
p	m	s

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **dge, o-e**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **edge, ledge, hedge, fudge, nudge, budge, note, rope, vote, home, stone, hen, set, vet, pet, run, bun, stove, shut, flush**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / SEARCH THE TEXT

WRITTEN COMPREHENSION

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

WHO IS KATHERINE JOHNSON?

- 1 When did Katherine begin high school?
She began high school when...
- 2 Why did Katherine begin high school when she was very young?
She began high school when she was young because...
- 3 How did Katherine face discrimination?
She faced discrimination...

WHO IS KATHERINE JOHNSON – ANSWERS

- 1 When did Katherine begin high school?
She began high school when she was 10 years old.
- 2 Why did Katherine begin high school when she was very young?
She began high school when she was young because she was very smart / brilliant.
- 3 How did Katherine face discrimination?
She faced discrimination when it was difficult for her to find a job / when the men wouldn't allow her to put her own name on her reports / etc.



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 fields: science (flasks, beakers, globes, microscopes), mathematics (calculators, rulers, protractors, compasses), arts (pencils, paint palettes, brushes), and general education (books, papers, lightbulbs, gears, speech bubbles).

Grade 3
TERM 3
Week
9

THEME:
Identities



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of people from all over the world to facilitate discussions about different identities
- 5 Do some research on the internet to prepare for the theme. For example: How to make your classroom more inclusive for learners' of all different identities, how to talk to learners about differences
- 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 50 & 51, Let's do

Activity 2: DBE Workbook 2: Page 52, Let's read

Activity 3: DBE Workbook 2: Page 53, Let's write

Activity 4: Write a diary entry about one part of your identity that is important to you and why.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners Trevor Noah in the Big Book story: Trevor Noah, the chameleon.
- 2 Tell learners that we are starting a new theme called: Identities.
- 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 identity?
 - b What part of us make up our identity?
Help learners understand that identity is the qualities, characteristics or beliefs that make a person who they are. Our culture, family traditions, gender, race, and language can all be important parts of our identities.
 - c What are some of the identities in our classroom?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - identity
 - chameleon
 - unique

Rhyme or song	Actions
I am special	Put your hand on your chest
There is no one like me	Wave your index finger to say 'no'
No one has ever been	Wave your index finger to say 'no'
And no one ever will be!	Wave your index finger to say 'no'
It's just the same for you	Point to your friend
You are just as special too	Point to your friend
You are unique	Point to your friend
There is no one like you!	Wave your index finger to say 'no'



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Sentences**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular sentences as follows. Learners must write these sentences next to the correct number:
Singular to Plural Sentences
 - 1 The camera fell off the table.
 - 2 The person is lost.
 - 3 I have a big television.
 - 4 The telephone does not work.
 - 5 The fireplace is dirty.
- 4 Next, instruct learners to rewrite the sentences as plurals, on the line below.
- 5 In the last five minutes of the lesson, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 6 Then, ask learners to point out any patterns they can see, like: where words change.
- 7 Underline these patterns, like:
Singular to Plural Sentences
 - 1 The camera fell off the table.
The cameras fell off the table.
 - 2 The person is lost.
The people are lost.
 - 3 I have a big television.
I have big televisions.
 - 4 The telephone does not work.
The telephones do not work.
 - 5 The fireplace is dirty.
The fireplaces are dirty.
- 8 Tell learners to think about these patterns when they are reading or writing.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Trevor Noah, the chameleon
- 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 description of your own identity.

TASK: Write a description of at least 10 sentences to contribute to a class book entitled: Our identities.

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 description, like:
I am a boy. My home language is Kirundi. I am South African and Burundian. My ancestors comes from a small village in Burundi. I love the tradition we have of playing the drums at special occasions. I live in South Africa and I also speak isiZulu and English.

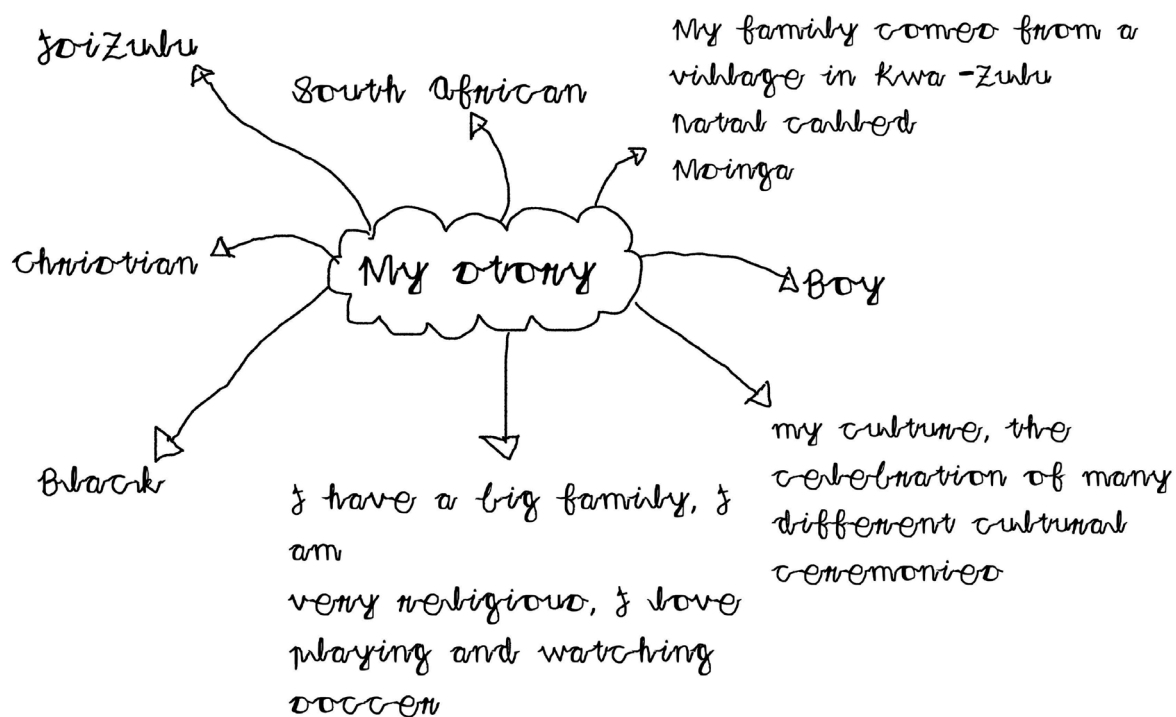
MODELLING THE PLANNING STRATEGY (I DO)

- 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 is your Home Language?	What is your nationality? (The country you're from)	What is your culture / heritage?	Kirundi	South African	Burundian
What is your religion?	My story	What is your gender identity?	Atheist	My story	Boy
What is your race?	Are there any other important parts of your identity?	Which parts of your identity feel most important to you? Why?	Black	I also speak French, isiZulu and English. I love speaking lots of languages. And I am a soccer player.	Having two countries: Burundi and South Africa

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading:
pr, sw words
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 **pr**ay
 - 2 **pr**ick
 - 3 **pr**een
 - 4 **pr**ess
 - 5 **sw**ing
 - 6 **sw**im
 - 7 **sw**op
 - 8 **sw**ay

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

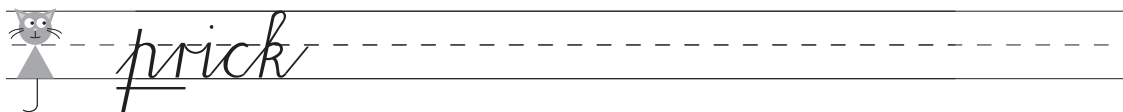
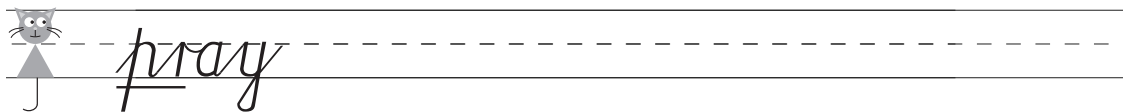
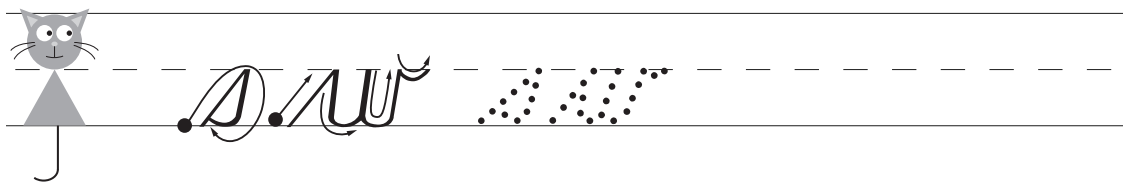
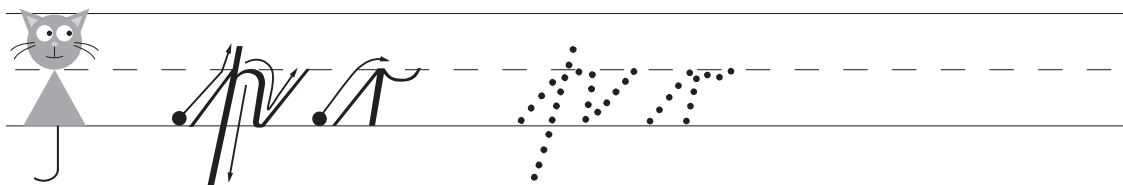


Handwriting:

15 minutes

Write Letter(S) / Words / Sentences In Cursive

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

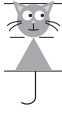




press



press



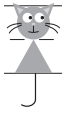
swing



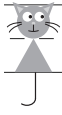
swim



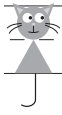
swoop



sway



I am proud that I pray.



I will sway when I swim.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGY: I WONDER

Text	First Read (Think Aloud)
Trevor Noah, the chameleon	I wonder why this title compares Trevor Noah to a chameleon?
Have you ever heard of Trevor Noah? He is a famous South African comedian and author. Trevor wrote a book called 'Born a Crime' about his experiences growing up during Apartheid.	--
During Apartheid, people of different races were supposed to be separated. It was illegal for people of different races to have children together or to get married. But, of course, people of different races still sometimes fell in love and had children.	--
Trevor's mother was a black, Xhosa woman. Trevor's mother broke the unfair laws of Apartheid. She moved to an area of Johannesburg where only white people were allowed to live. That is where she met Trevor's father. He was a white, man from a country called Switzerland. They had Trevor, a mixed-race child. At that very terrible time, Trevor didn't fit in easily! He wasn't allowed to be in places for white people. He wasn't allowed to be in places for black people. And he was the only person in his family who was mixed race.	I wonder what it is like when everyone in your family looks different from one another? It must be hard to feel like you fit in!
When Trevor was a young child, his parents sometimes took him to the park. But, Trevor's parents knew they would get into trouble if the police found out that they were a family. So, when they went to the park they had to pretend they didn't know each other!	I wonder what that was like for a young child? I can infer that it might have been confusing!
Once, when Trevor was very small, he shouted 'Daddy!' and ran towards his father. Trevor's father was scared that something terrible could happen. He had to run away from his own child. But little Trevor thought this was a game, and chased him through the park, yelling 'Daddy!'	--

Text	First Read (Think Aloud)
<p>Trevor spent a lot of time with his grandmother in Soweto. At that time, only black people were allowed to stay in Soweto. Trevor’s family worried that if the police saw him, they might try to take him away from his family. So, Trevor wasn’t allowed to play out on the street with the other children!</p> <p>Once, Trevor was so desperate to play that he dug a hole under the fence in the yard!</p>	<p>I can infer that Trevor didn’t have friends his own age because he wasn’t allowed out to play. That must have made it difficult to fit in.</p>
<p>Trevor learned that language was an important way to build bridges with people who looked different from him. Trevor once said that when he learned languages, he “became a chameleon”. In other words, Trevor found that when he spoke someone’s language, they would forget that he looked different from them. Language helped him feel like he belonged in lots of spaces where he looked different.</p>	<p>Trevor didn’t always fit in easily. I can infer that speaking lots of languages helped Trevor fit in!</p>
<p>When Trevor was ten years old, Apartheid ended. Trevor went to a big high school with over one thousand children. There were Coloured, Indian, Chinese, black, and white children at Trevor’s school. But, out of all the children in his high school, Trevor was the only mixed-race child. He had a hard time knowing who to hang out with during break.</p>	<p>I wonder what it feels like to look around and be different from everyone else? It seems like it was difficult for Trevor to fit in.</p>
<p>So, Trevor started a business. He collected money from the other children and bought food from the tuck shop for them. Because of his business, Trevor talked to all the different groups of children at school. Trevor learned how to fit in by making jokes and making people laugh. Being funny helped Trevor become a chameleon who could fit in anywhere!</p>	<p>--</p>
<p>Throughout his life, Trevor felt like an outsider in lots of different ways. So, Trevor found lots of different ways to belong. He observed and watched people. He learned their languages. He learned how to make all different kinds of people laugh. Being different is what helped make Trevor Noah the great comedian he is today!</p>	<p>I can infer that in Trevor’s life, he sometimes didn’t fit in. Those experiences helped make Trevor into the famous and successful person he is today.</p>

Follow up questions	Responses
When was Trevor born?	Trevor was born during Apartheid.
Where did Trevor's grandmother live?	She lived in Soweto.
What did Trevor do to try to fit in?	<ul style="list-style-type: none"> • He learned lots of languages. • He started a business at school. • He learned to make people laugh.
Why question	Possible response
Why did Trevor have a difficult time fitting in?	<ul style="list-style-type: none"> • Because he looked different from everyone in his family. • Because he wasn't allowed to play with other children, because he might get taken by the police. • Because in high school, he was the only mixed-race child. He didn't fit in easily with the other groups of children at school.



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.
 - gender
 - race
 - religion
 - belong

Rhyme or song	Actions
I am special	<i>Put your hand on your chest</i>
There is no one like me	<i>Wave your index finger to say 'no'</i>
No one has ever been	<i>Wave your index finger to say 'no'</i>
And no one ever will be!	<i>Wave your index finger to say 'no'</i>
It's just the same for you	<i>Point to your friend</i>
You are just as special too	<i>Point to your friend</i>
You are unique	<i>Point to your friend</i>
There is no one like you!	<i>Wave your index finger to say 'no'</i>

CREATIVE STORYTELLING

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





Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **igh, i-e words.**
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 **light**
 - 2 **high**
 - 3 **fight**
 - 4 **tight**
 - 5 **kite**
 - 6 **bite**
 - 7 **hike**
 - 8 **bike**
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

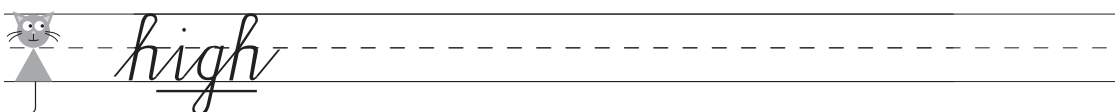
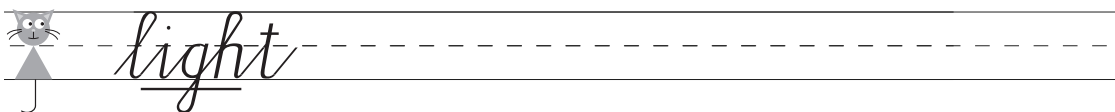
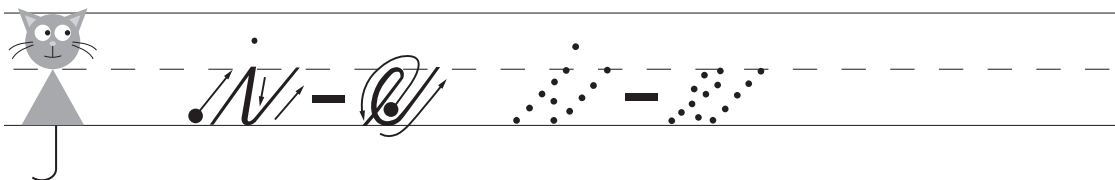
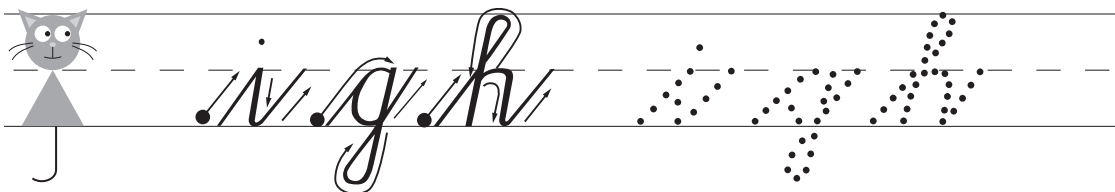


Handwriting:

15 minutes


Write Letter(S) / Words / Sentences In Cursive

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



 *fight*

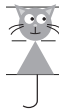
 *tight*

 *kite*


 *bite*


 *hike*

 *bike*

 *I will not fight in*

 *the light.*

 *It is a crime to bite*

 *the slime.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write a description of your own identity.

TASK: Write a description of at least 10 sentences to contribute to a class book entitled: Our identities.

WRITING FRAME:

There are so many different parts of me.

I am...

I speak...

My culture is...

An important tradition is...

This part of my identity is important because...

My identity is...

Explain that learners can use the parts of the writing frame that help them. They can rearrange these sentence starters in a way that helps them!

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:
There are so many different parts of me. I am South African. **I am** also Burundian because my parents and my relatives come from there. Therefore, **my culture is** Burundian. **An important tradition** is playing drums when there is a festival. **This part of my identity is important because** my parents did this, and their grandparents did this going back for many hundreds of years. It is also important to me because I love it. It makes me feel special. **I speak Kirundi, French, English, and isiZulu. This part of my identity is important** because I can speak to so many different people. **My identity is** unique!

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **My identity: 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.

2 September 2020

My Identity: Draft

there are so many different parts of me. I am South African. I speak isiZulu. My family come from a village in Kwa-Zulu Natal called Moinga. I have a big family and we are all very religious. An important tradition is the way we celebrate many different cultural ceremony. This part of my identity is important because many of our ceremony are only done in my culture and that make us special. My identity is very special to me.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Letter Swap

I DO...

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

WE DO...

PART 1

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

PART 2

- 1 Next, write this word on the chalkboard: **sway**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **tray, day, ray, may, slay, pray**

YOU DO...

- 1 Write this word on the chalkboard: **fight**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words and explain which sound has been swapped.
light, tight, night, right, fit, fat

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGY: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p>FRONT COVER</p> <p>Trevor Noah, the chameleon</p>	<p>I can infer that Trevor is like a chameleon because a chameleon changes colour in different places. That is like Trevor who can change his language and change his jokes to fit in to lots of different places!</p>
<p>Have you ever heard of Trevor Noah? He is a famous South African comedian and author. Trevor wrote a book called 'Born a Crime' about his experiences growing up during Apartheid.</p>	<p>--</p>
<p>During Apartheid, people of different races were supposed to be separated. It was illegal for people of different races to have children together or to get married. But, of course, people of different races still sometimes fell in love and had children.</p>	<p>I wonder why Trevor's book was called 'Born a Crime'? It must be because it was illegal at the time for his parents to be together and have a baby.</p>
<p>Trevor's mother was a black, Xhosa woman. Trevor's mother broke the unfair laws of Apartheid. She moved to an area of Johannesburg where only white people were allowed to live. That is where she met Trevor's father. He was a white, man from a country called Switzerland. They had Trevor, a mixed-race child. At that very terrible time, Trevor didn't fit in easily! He wasn't allowed to be in places for white people. He wasn't allowed to be in places for black people. And he was the only person in his family who was mixed race.</p>	<p>I can infer that everyone in Trevor's family looks different from each other.</p>
<p>When Trevor was a young child, his parents sometimes took him to the park. But, Trevor's parents knew they would get into trouble if the police found out that they were a family. So, when they went to the park they had to pretend they didn't know each other!</p>	<p>I can infer that Trevor's skin colour could show the police that his parents were together. This was illegal at the time. So, I can infer that if Trevor was with his parents, he could get everyone in trouble.</p>

Text	Second Read (Think Aloud)
<p>Once, when Trevor was very small, he shouted 'Daddy!' and ran towards his father. Trevor's father was scared that something terrible could happen. He had to run away from his own child. But little Trevor thought this was a game, and chased him through the park, yelling 'Daddy!'</p>	<p>I can infer that little Trevor didn't understand! It must have been hard for Trevor's parents to explain the unfair rules of Apartheid to little Trevor.</p>
<p>Trevor spent a lot of time with his grandmother in Soweto. At that time, only black people were allowed to stay in Soweto. Trevor's family worried that if the police saw him, they might try to take him away from his family. So, Trevor wasn't allowed to play out on the street with the other children!</p> <p>Once, Trevor was so desperate to play that he dug a hole under the fence in the yard!</p>	<p>--</p>
<p>Trevor learned that language was an important way to build bridges with people who looked different from him. Trevor once said that when he learned languages, he "became a chameleon". In other words, Trevor found that when he spoke someone's language, they would forget that he looked different from them. Language helped him feel like he belonged in lots of spaces where he looked different.</p>	<p>I can infer that language helped Trevor become a chameleon, because it helped him fit in anywhere! Trevor could use language to belong.</p>
<p>When Trevor was ten years old, Apartheid ended. Trevor went to a big high school with over one thousand children. There were Coloured, Indian, Chinese, black, and white children at Trevor's school. But, out of all the children in his high school, Trevor was the only mixed-race child. He had a hard time knowing who to hang out with during break.</p>	<p>--</p>
<p>So, Trevor started a business. He collected money from the other children and bought food from the tuck shop for them. Because of his business, Trevor talked to all the different groups of children at school. Trevor learned how to fit in by making jokes and making people laugh. Being funny helped Trevor become a chameleon who could fit in anywhere!</p>	<p>I can infer that Trevor's business helped him become like a chameleon. His business helped have him a reason to talk to everyone, and make everyone laugh.</p>
<p>Throughout his life, Trevor felt like an outsider in lots of different ways. So, Trevor found lots of different ways to belong. He observed and watched people. He learned their languages. He learned how to make all different kinds of people laugh. Being different is what helped make Trevor Noah the great comedian he is today!</p>	<p>Oh! I can infer that being different helped Trevor become a famous comedian, because he had to learn how to make all different people laugh.</p>

Follow up questions	Possible responses
Where did Trevor grow up?	He grew up in Johannesburg.
What was one thing that you can infer was difficult in Trevor's life?	I can infer that it was difficult for Trevor to...
What was Trevor's business?	He collected money from the other learners and bought food from the tuck shop for them.
Why question	Possible response
Why do you think this story is called <i>Trevor Noah, the chameleon</i> ?	<ul style="list-style-type: none"> • Because Trevor had to learn how to fit in anywhere, like a chameleon. • Because Trevor learned that languages helped him become like a chameleon and fit in anywhere. • Because making people laugh helped Trevor become like a chameleon and fit in anywhere. • Because Trevor's business helped him become like a chameleon.



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

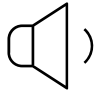
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - illegal
 - crime
 - comedian

Rhyme or song	Actions
I am special	<i>Put your hand on your chest</i>
There is no one like me	<i>Wave your index finger to say 'no'</i>
No one has ever been	<i>Wave your index finger to say 'no'</i>
And no one ever will be!	<i>Wave your index finger to say 'no'</i>
It's just the same for you	<i>Point to your friend</i>
You are just as special too	<i>Point to your friend</i>
You are unique	<i>Point to your friend</i>
There is no one like you!	<i>Wave your index finger to say 'no'</i>

DISCUSSION OF SHARED READING TEXT

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



Phonemic Awareness And Phonics:

15 minutes

Word Find

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

pr	igh	sw
a	t	e
i-e	str	i
s	n	m
ea	scr	tch
l	o	b
y	ey	age
u	d	n
nch	dge	ow

MODEL

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

LEARNERS DO

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

ORAL 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 something we can **connect** to in the story*.
- 3 *We will rate the story out of 5 stars. We give a story five stars if we LOVE it. We give a story zero stars if we dislike it.*
- 4 Write the summary frame on the chalkboard.
- 5 Instruct learners to use the frame to answer the question:
This story is about... (2–3 sentences)
Trevor Noah is compared to a chameleon because...
I learnt...
Out of 5 stars, I give this story...because...
- 6 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
 Model your own example for learners. Say: **This text is about** *Trevor Noah, who is a famous comedian. This story tells us about his childhood. **Trevor Noah is compared to a chameleon** because he adapts to his environment. **I learnt** that Trevor was born a crime. His parents weren't allowed to be together because they were different races. **Out of 5 stars, I give this story 5 stars because** I love Trevor Noah!*
- 7 Give learners time to think about the most important parts of the text.
- 8 Tell learners to **turn and talk** with a partner to share their ideas. / Tell learners to write their own summaries using the frame.
- 9 Call the class back together.
- 10 Ask 1–2 learners to share their summaries with the class.
 Come up with a class summary, like: **This text is about** *Trevor Noah's childhood. We learn about why he was born a crime. **Trevor Noah is compared to a chameleon** because he can change and fit into lots of different places. A chameleon changes colour. Trevor Noah can change his language. **We learnt** that Trevor spent a lot of time with his Granny in Soweto. She was afraid about him getting taken away because of his light skin colour. **Out of 5 stars, we give this story 5 stars because** we love Trevor Noah!*



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.

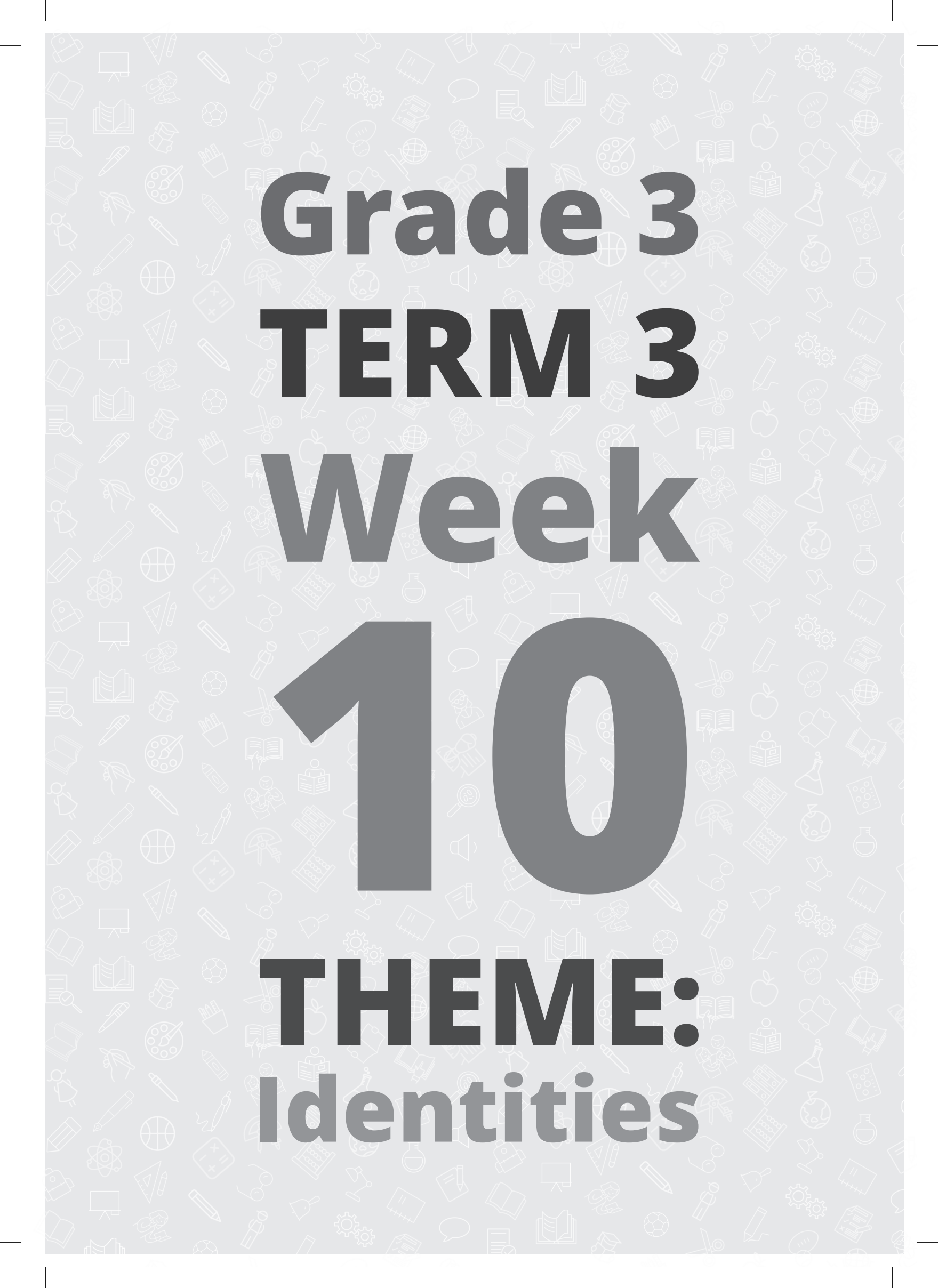


End of week language learning review

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 fields: science (flasks, beakers, globes, microscopes), mathematics (rulers, compasses, calculators, plus signs), arts (pencils, paint palettes, brushes), and general education (books, papers, lightbulbs, speech bubbles).

Grade 3
TERM 3
Week
10

THEME:
Identities



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: Write a short description of your identity for learners to read.
- 5 Do some research on the internet to prepare for the theme. For example: How to help learners recognise and break down stereotypes (about race, gender, etc.)
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



Extension Activities

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

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

Activity 2: DBE Workbook 1: Page 56 & 57, Let's write

Activity 3: DBE Workbook 1: Page 58, Let's read

Activity 4: Write a diary entry about a time you loved a part of your identity.

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Olivier in his pagne in the Big Book story: Everyone's South Africa
- 2 Tell learners that we are continuing our theme: Identities
- 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 Can you think of ways that identity impacts us positively?
 - b Can you think of times when people might face exclusion because of their identities?
 - c Why is it important to be accepting of everyone's identity?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - culture
 - Burundi
 - festival

Rhyme or song	Actions
I am special	<i>Put your hand on your chest</i>
There is no one like me	<i>Wave your index finger to say 'no'</i>
No one has ever been	<i>Wave your index finger to say 'no'</i>
And no one ever will be!	<i>Wave your index finger to say 'no'</i>
It's just the same for you	<i>Point to your friend</i>
You are just as special too	<i>Point to your friend</i>
You are unique	<i>Point to your friend</i>
There is no one like you!	<i>Wave your index finger to say 'no'</i>



Handwriting

15 minutes

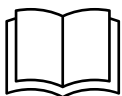
- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: Her teacher teaches her how to write neatly.
- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
 - 2 Your
 - 3 My
 - 4 His
 - 5 Their
- 5 Tell learners to rewrite the sentences starting with the word provided.
- 6 In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 7 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 8 Underline any patterns, like:
 - 1 Her teacher teaches her how to write neatly.
 - 2 Your teacher teaches you how to write neatly.
 - 3 My teacher teaches me how to write neatly.
 - 4 His teacher teaches him how to write neatly.
 - 5 Their teacher teaches them how to write neatly.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Everyone's South Africa
- 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 description of your own identity.

TASK: Write a description of at least 10 sentences to contribute to a class book entitled: Our identities.

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 describe myself?
- 2 Is my paragraph all about me?
- 3 Did I write at least 10 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.

2 September 2020

My Identity: Draft

There are so many different parts of me. I am South African. I speak Zulu. My family come from a village in Kwa Zulu Natal called Moinga. I have a big family and we are all very religious. An important tradition is the way we celebrate many different cultural ceremony. This part of my identity is important because many of our ceremony are only done in my culture and that make us special. My identity is very special to me.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading:
pr, sw words
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 pray
 - 2 prick
 - 3 preen
 - 4 press
 - 5 swing
 - 6 swim
 - 7 swop
 - 8 sway

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

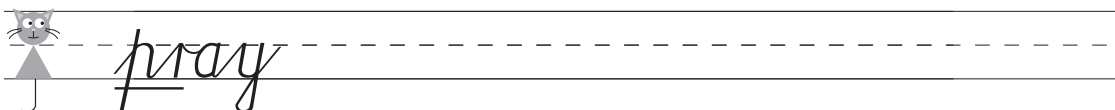
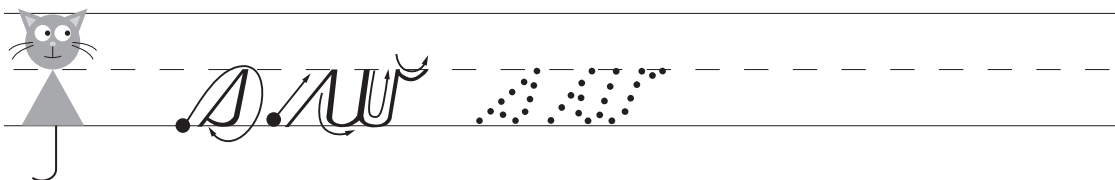
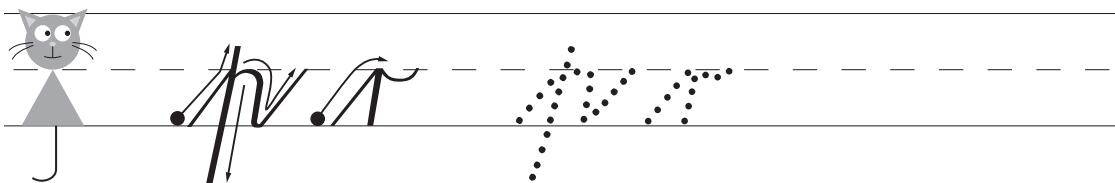



Handwriting:

15 minutes


Write Letter(S) / Words / Sentences In Cursive

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

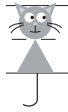




prick




preen




press




swing



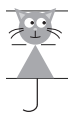
swim



swoop



sway



I am proud that I pray.



I will sway when I swim.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Everyone's South Africa</u></p> <p>People who live in South Africa have ancestors or relatives who come from many different places. One country that people in South Africa come from is Burundi. Many people left Burundi to escape a war that lasted for about 13 years.</p> <p>Burundi is a small country in Eastern Africa. The capital city is Bujumbura. The main language spoken is called Kirundi.</p> <p>The Karyenda drum is a traditional drum from the Burundi. These drums are played in important festivals like the <i>umuganuro</i> (sorghum festival) and other special occasions.</p>	<p>Remember that our theme this week is identity. Our identities are the qualities, characteristics or beliefs that us who we are.</p> <p>I can infer that this story might be about a character whose identity is related to Burundi because of this information!</p>
<p>'It is almost Heritage Day. Tomorrow we will celebrate all of our South African cultures and traditions!' Mr Dube announced. 'What is a special tradition from your culture?'</p> <p>Ithabeleng raised her hand. 'I like when it is a special occasion and me and my mama wear our seshoes!' she said.</p> <p>'Ooh! I love the Indlamu dance from my culture,' Funani exclaimed.</p>	<p>I can infer that the children in the class are excited to share traditions that they love. These traditions are part of their identity.</p>
<p>Olivier sat quietly in his seat. He thought about the Karyenda drums that men played at festivals in Bujumbura. 'I wonder if I am allowed to celebrate my Burundian traditions on Heritage Day?' he thought.</p>	<p>I can infer that Olivier's heritage is Burundian. He doesn't know if he is allowed to celebrate this part of his identity on Heritage Day.</p>
<p>The bell rang at the end of the day. 'Don't forget to wear something from your culture tomorrow to celebrate all of our South African traditions!' Mr Dube announced.</p> <p>'Am allowed to wear my pagne?' Olivier wondered.</p>	<p>I wonder if Olivier will decide to wear something that shows his Burundian heritage or not?</p>
<p>Olivier worried about his outfit for Heritage Day until bedtime.</p>	<p>--</p>

Text	First Read (Think Aloud)
<p>That night, Olivier dreamt of his classroom on Heritage Day. All of the children were dressed in their traditional clothing. But he looked different from everyone else. He stood in the middle of the room while everyone pointed and laughed at him.</p> <p>‘What is that?’ Ithabeleng giggled.</p> <p>‘That’s not South African!’ Funani exclaimed.</p> <p>‘Olivier doesn’t belong here!’ Mr Dube announced.</p>	<p>Oh! I infer that Olivier is very worried about what the others will think if he wears his traditional Burundian clothing. I think he is worried that others will say he isn’t really South African.</p>
<p>Olivier’s nightmare was interrupted by his father gently shaking him.</p> <p>‘Olivier, time for school!’ Mr Buyoya said.</p> <p>‘I don’t want to go to school today,’ Olivier replied.</p> <p>‘Why, what’s wrong?’ Mr Buyoya asked.</p> <p>‘Today is Heritage Day at school. Mr Dube told us to wear something to celebrate our South African cultures. But I don’t have a South African culture,’ he said.</p> <p>‘Well you might not have a South African culture, but you do have a special cultural heritage. Heritage Day is about celebrating all South Africans – and that includes South Africans of every heritage!’ Mr Buyoya said gently. ‘Wait here!’ he said.</p>	<p>I can infer that Olivier doesn’t know what to wear because his culture is not from South Africa. He is worried that his culture doesn’t fit into South African Heritage Day.</p>
<p>Olivier’s father came back into the room with an old pagne and helped Olivier get dressed. ‘Now you look like you’re ready to play your own Karyenda drum!’ Mr Buyoya said.</p>	<p>- -</p>
<p>Olivier admired his traditional Burundian outfit in the mirror. But his smile faded quickly. ‘What if someone says that I don’t belong?’ he worried.</p> <p>‘Then you tell them that South Africa belongs to all of us. You are a proud South African with Burundian heritage!’ Mr Buyoya exclaimed.</p>	<p>I can infer that Mr Buyoya wants Olivier to know that he can be proud both of his Burundian identity and his South African identity.</p>
<p>Olivier looked around as he walked into his classroom. He braced himself for pointing and laughing. He repeated what his father had told him in his head: ‘South Africa belongs to all of us. I am a proud South African with Burundian heritage.’</p>	<p>I think this experience helps Olivier understand that it is okay to have lots of different things that are part of your identity.</p>

Text	First Read (Think Aloud)
<p>But no one said that Olivier didn't belong.</p> <p>'Wow! I love your outfit,' Ithabeleng said.</p> <p>'I want to learn about your heritage!' Funani said.</p> <p>'All of our heritages belong here!' Mr Dube announced.</p>	<p>I infer from Olivier's experience that it can be difficult when you feel like your identity is different from everyone else's!</p>

Follow up questions	Possible responses
Where is Olivier's family from?	They are from Burundi.
Where does Olivier's family stay now?	They stay in South Africa now.
Why question	Possible responses
Why didn't Olivier want to go to school?	<ul style="list-style-type: none"> • Because he thought Heritage Day was only to celebrate certain cultures. • Because he didn't know if he could wear something from his Burundian culture. • Because he felt like he didn't fit in. • Because he was afraid the other children would make fun of him or tell him he didn't belong.



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.
 - tradition
 - traditional
 - heritage

Rhyme or song	Actions
I am special	Put your hand on your chest
There is no one like me	Wave your index finger to say 'no'
No one has ever been	Wave your index finger to say 'no'
And no one ever will be!	Wave your index finger to say 'no'
It's just the same for you	Point to your friend
You are just as special too	Point to your friend
You are unique	Point to your friend
There is no one like you!	Wave your index finger to say 'no'

CREATIVE STORYTELLING

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



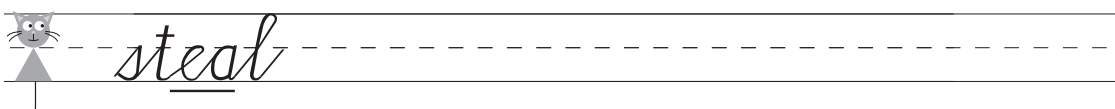
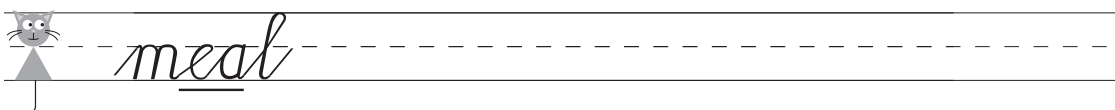
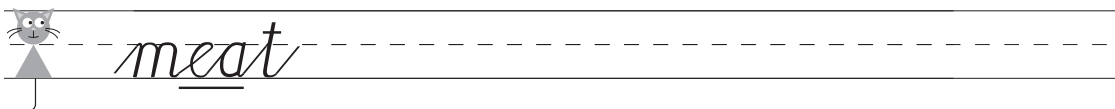
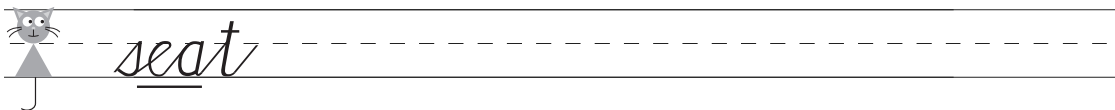
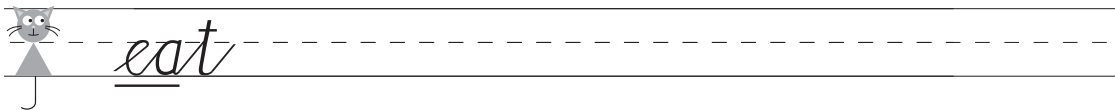
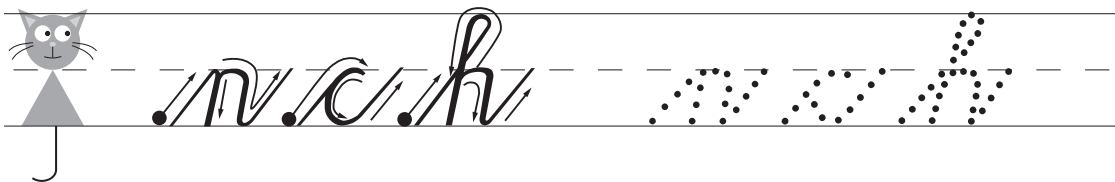
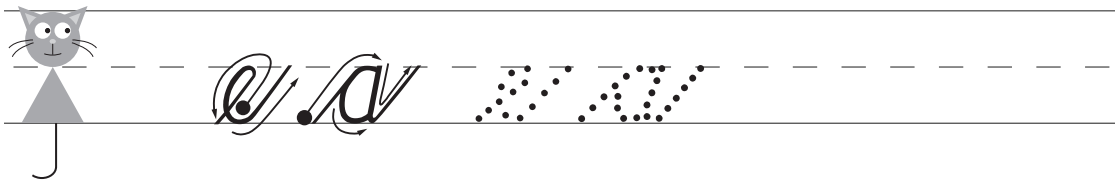



Handwriting:


15 minutes


Write Letter(S) / Words / Sentences In Cursive


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




 *lunch*

 *munch*

 *bunch*

 *bench*

 *stench*

 *I will eat the real meat.*

 *I will munch my lunch.*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Phonemic Awareness And Phonics:

15 minutes

Revise Sounds, Blending And Segmenting

I DO...

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

WE DO...

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

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading:
scr, ow words.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - 1 scrap
 - 2 scream
 - 3 screen
 - 4 scrape
 - 5 scram
 - 6 slow
 - 7 blow
 - 8 bow
 - 9 tow
 - 10 row
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

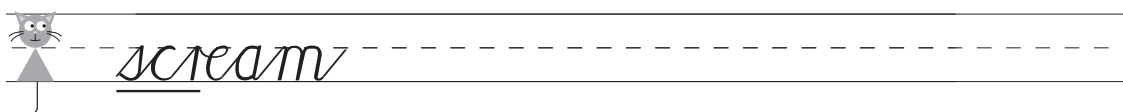
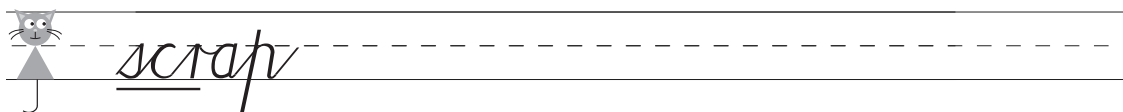
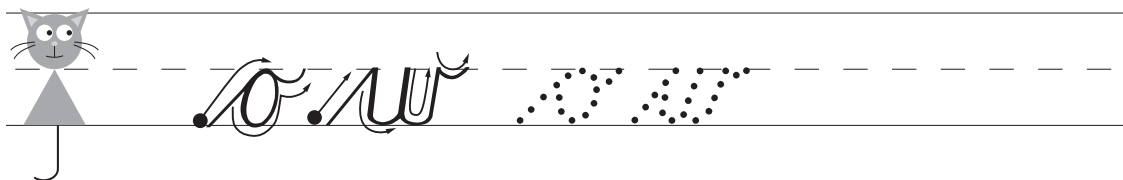
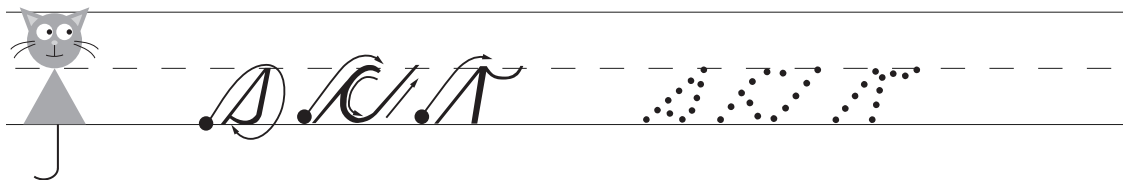


Handwriting:

15 minutes

Write Letter(S) / Words / Sentences In Cursive

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

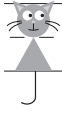




screen



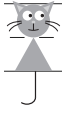
scrape



scram



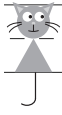
slow



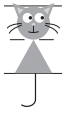
blow



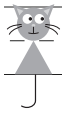
bow



tow



row



I scream when I scrape



my leg.



The tree is slow to grow.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish And Present

TOPIC: Write a description of your own identity.

TASK: Write a description of at least 10 sentences to contribute to a class book entitled: Our identities.

WRITING FRAME:

There are so many different parts of me.

I am...

I speak...

My culture is...

An important tradition is...

This part of my identity is important because...

My identity is...

Explain that learners can use the parts of the writing frame that help them. They can rearrange these sentence starters in a way that helps them!

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: ...'s Identity
- 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.

9 September 2020
Bongibe's Identity

There are so many different parts of me. I am South African. I speak isiZulu. My family come from a village in Kwa-Zulu Natal called Moina. I have a big family and we are all very religious. An important tradition is the way we celebrate many different cultural ceremonies. This part of my identity is important because many of our ceremonies are only done in my culture and that makes us special. My identity is very special to me.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Letter Swap

I DO...

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

WE DO...

PART 1

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

PART 2

- 1 Next, write this word on the chalkboard: **slow**
- 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: **blow, bow, tow, row, grow, slay, slope**

YOU DO...

- 1 Write this word on the chalkboard: **steal**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swopped.
real, meal, seal, deal, teal, still, stall

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGY: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Everyone's South Africa</u></p> <p>People who live in South Africa have ancestors or relatives who come from many different places. One country that people in South Africa come from is Burundi. Many people left Burundi to escape a war that lasted for about 13 years.</p> <p>Burundi is a small country in Eastern Africa. The capital city is Bujumbura. The main language spoken is called Kirundi.</p> <p>The Karyenda drum is a traditional drum from the Burundi. These drums are played in important festivals like the <i>umuganuro</i> (sorghum festival) and other special occasions.</p>	<p>I remember Olivier's identity is both South African and Burundian. This makes Heritage Day confusing for him. We will think about this today as we read.</p>
<p>'It is almost Heritage Day. Tomorrow we will celebrate all of our South African cultures and traditions!' Mr Dube announced. 'What is a special tradition from your culture?'</p> <p>Ithabeleng raised her hand. 'I like when it is a special occasion and me and my mama wear our seshoes!' she said.</p> <p>'Ooh! I love the Indlamu dance from my culture,' Funani exclaimed.</p>	<p>Olivier has a culture that he is proud of, but it is not from South Africa. I wonder if that is why he doesn't share anything.</p>
<p>Olivier sat quietly in his seat. He thought about the Karyenda drums that men played at festivals in Bujumbura. 'I wonder if I am allowed to celebrate my Burundian traditions on Heritage Day?' he thought.</p>	<p>I infer that Olivier loves his culture and is proud of it – but he is worried it doesn't fit into his South African classroom.</p>
<p>The bell rang at the end of the day. 'Don't forget to wear something from your culture tomorrow to celebrate all of our South African traditions!' Mr Dube announced.</p> <p>'Am allowed to wear my pagne?' Olivier wondered.</p>	<p>Olivier is not just Burundian – he is also South African. His culture comes from Burundi. I infer that Olivier feels confused about what Heritage Day means for him.</p>

Text	Second Read (Think Aloud)
<p>Olivier worried about his outfit for Heritage Day until bedtime.</p>	
<p>That night, Olivier dreamt of his classroom on Heritage Day. All of the children were dressed in their traditional clothing. But he looked different from everyone else. He stood in the middle of the room while everyone pointed and laughed at him.</p> <p>‘What is that?’ Ithabeleng giggled.</p> <p>‘That’s not South African!’ Funani exclaimed.</p> <p>‘Olivier doesn’t belong here!’ Mr Dube announced.</p>	<p>Poor Olivier is having a nightmare about Heritage Day. I infer that he is so worried about how his identities fit together that he has a bad dream. I infer that he is very worried about how he fits in.</p>
<p>Olivier’s nightmare was interrupted by his father gently shaking him.</p> <p>‘Olivier, time for school!’ Mr Buyoya said.</p> <p>‘I don’t want to go to school today,’ Olivier replied.</p> <p>‘Why, what’s wrong?’ Mr Buyoya asked.</p> <p>‘Today is Heritage Day at school. Mr Dube told us to wear something to celebrate our South African cultures. But I don’t have a South African culture,’ he said.</p> <p>‘Well you might not have a South African culture, but you do have a special cultural heritage. Heritage Day is about celebrating all South Africans – and that includes South Africans of every heritage!’ Mr Buyoya said gently. ‘Wait here!’ he said.</p>	<p>Olivier’s father helps Olivier understand that he is both South African and Burundian – he doesn’t have to choose between his identities. This must make Olivier feel relieved!</p>
<p>Olivier’s father came back into the room with an old pagne and helped Olivier get dressed. ‘Now you look like you’re ready to play your own Karyenda drum!’ Mr Buyoya said.</p>	
<p>Olivier admired his traditional Burundian outfit in the mirror. But his smile faded quickly. ‘What if someone says that I don’t belong?’ he worried.</p> <p>‘Then you tell them that South Africa belongs to all of us. You are a proud South African with Burundian heritage!’ Mr Buyoya exclaimed.</p>	<p>I infer that Olivier likes his outfit because he smiles when he sees his reflection. But he is still worried about what others will think.</p>
<p>Olivier looked around as he walked into his classroom. He braced himself for pointing and laughing. He repeated what his father had told him in his head: ‘South Africa belongs to all of us. I am a proud South African with Burundian heritage.’</p>	<p>Olivier’s father helps Olivier to feel proud of his identities.</p>

Text	Second Read (Think Aloud)
<p>But no one said that Olivier didn't belong. 'Wow! I love your outfit,' Ithabeleng said. 'I want to learn about your heritage!' Funani said. 'All of our heritages belong here!' Mr Dube announced.</p>	<p>I can infer that Olivier's classmates and his teacher make Olivier feel welcome in his classroom. This must be a huge relief!</p>
Follow up questions	Responses
<p>What is Olivier's heritage?</p>	<p>His heritage is Burundian.</p>
<p>What happened in Olivier's dream?</p>	<p>Everyone made fun of him / Everyone pointed and laughed at him / His teacher told him that he didn't belong.</p>
Why question	Possible responses
<p>Why did Olivier wear his pagne to school?</p>	<ul style="list-style-type: none"> • Because his heritage is Burundian so he wore a pagne for Heritage Day. • Because his teacher told the learners to wear something from their own culture for Heritage Day. • Because a pagne is an outfit from his own culture. • Because his father helped him to understand that Heritage Day is about celebrating all different South African heritages. • Because he realised he could be proud of his identity and cultural heritage even though it doesn't come from South Africa.



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

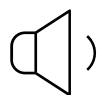
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - belong
 - occasion
 - relative

Rhyme or song	Actions
I am special	<i>Put your hand on your chest</i>
There is no one like me	<i>Wave your index finger to say 'no'</i>
No one has ever been	<i>Wave your index finger to say 'no'</i>
And no one ever will be!	<i>Wave your index finger to say 'no'</i>
It's just the same for you	<i>Point to your friend</i>
You are just as special too	<i>Point to your friend</i>
You are unique	<i>Point to your friend</i>
There is no one like you!	<i>Wave your index finger to say 'no'</i>

DISCUSSION OF SHARED READING TEXT

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

**Phonemic Awareness And Phonics:**

15 minutes

Word Find

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

pr	igh	sw
a	t	e
i-e	str	i
s	n	m
ea	scr	tch
l	o	b
y	ey	age
u	d	n
nch	dge	ow

MODEL

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

LEARNERS DO

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about what a character in the story is thinking or feeling.
- 3 **Model** how you **choose a character and infer what they are thinking or feeling**, like: Olivier is sitting in class wondering what all the other children will wear for Heritage Day. He doesn't know what to do!
- 4 Draw your own picture on the chalkboard of Olivier sitting at his desk, looking around the room.
- 5 Use **modelling** to add a thought bubble to your illustration with one or two sentences inside, like: I wonder if anyone else feels like me?
- 6 Next, tell learners that they are going to choose a character and make an inference about what they are thinking or feeling.
- 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**.
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- 4 After 15 minutes, send the group back to their seats.
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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.

