

Grade 1

Term 4

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 4 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 4 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

problem	solve	solution	creative	stare	art
artist	inspire	paint	create	maize	ancient
legend	intelligence	strength	creativity	transform	successful
mistake	season	Winter	Spring	Summer	Autumn
fluffy	fit	size	tight	outgrow	snatch
confused	curry	ingredients	spice	rumble	pour
grate	chop	boil	change your mind	opinion	history
past	present	barbershop	tram	mosque	synagogue
destroy	bulldozer	memory	ancestors	messenger	message
interpret	roam	nature	value	culture	divine
praying mantis	learn a lesson	science	vaccine	experiment	disease
inject	needle	dangerous	risk	immune system	immunity
alive	dead	survive	soil	nutrients	vitamins
data	sunlight	seedling	observe		

PHONEMIC AWARENESS & PHONICS

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

pl	ur	sp	ow	nk
th (hard sound)	or	sl	ay	bl
wh	y (long I sound)			

Learners should be able to break the following words into syllables

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

READING

Learners should be able to decode the following words:

plot	plan	plug	plum	fur	turn
burn	hurt	spot	spit	spin	spun
cow	how	now	brown	pink	sink
wink	link	out	shout	loud	spout
that	then	this	them	worm	word
work	worst	slap	slam	slim	slip
sleep	slay	stay	play	way	pay
crayon	bleed	bloom	blush	black	block
blink	cake	take	bake	name	blame
same	when	which	wheel	whale	whip
my	try	why	dry	cry	shy

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

choose	favourite	paint	show	teacher	gods
more	powerful	clever	gave	jacket	beautiful
warm	loved	also	tomatoes	were	ugly
tasted	curry	nothing	memories	life	alive
told	messages	carry	many	important	ancestors
wondered	vaccine	disease	injected	body	don't
happened	die	after	properly		

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

Did you take the cup out of the sink? Did you slip when you took the cup out of the sink? Did it hurt when you slipped at the sink?

COMPREHENSION

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

WRITING

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

GROUP GUIDED READING

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



Materials and Resources Provided

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

In Term 4 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 4 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 4 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 4 Big Book

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

6 Term 4 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 4 Reading Worksheets x 8

Eight Reading Worksheets are provided for the term – one for every week from Week 1 to Week 8. 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.



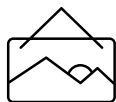
Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	READING WORKSHEET
1	Problem solving	The paintbrush	1
2	Problem solving	The legend of maize	2
3	We grow and change	The jacket is mine!	3
4	We grow and change	Wayde makes curry	4
5	Our living history	My grandfather's story	5
6	Our living history	The divine messenger	6
7	Science is fun!	The first vaccine	7
8	Science is fun!	Limani's experiment	8



Term 4 Programme of Assessment

The Programme of Assessment is designed in accordance with the Abridged Section 4 of CAPS. This can be found at the back of the Tracker for every term.



Classroom Displays

DISPLAY BOARDS

- 1 As part of this programme, you will be given four large different-coloured display boards.
- 2 Each coloured board will be used to display a different set of words for the week.
- 3 Use these boards as follows:
 - a **Green board** –display the theme vocabulary words and illustrations for the week.
 - b **Blue board** –display the high frequency words for the week.
 - c **Yellow board** –display the phonic sound and words for the week.
 - d **Pink board** –display the writing frame for the week.
- 4 The words on these boards must be updated every week.
- 5 Please do not leave all the theme vocabulary and illustrations up throughout the year. These displays should be related to the theme you are doing. If the whole classroom is full of the words and illustrations it becomes overwhelming, and learners will stop noticing them.
- 6 Once you have taken down a set of words and illustrations, file them carefully.
- 7 Look after these words so that you can use them again the following year.

THEME TABLE

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

Core Methodologies



Classroom Management

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

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

SEATING AND SMALL GROUPS

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

MANAGING GROUP DISCUSSIONS

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

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

READING TRANSITION ACTIVITIES

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

Activity 1: Teacher Says

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

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

Activity 2: Dance Party

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

Activity 3: Wiggle, Wiggle, Freeze

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

Activity 4: My Chair and Me

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



Oral Activities

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

Teach Theme Vocabulary

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

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

Song or Rhyme

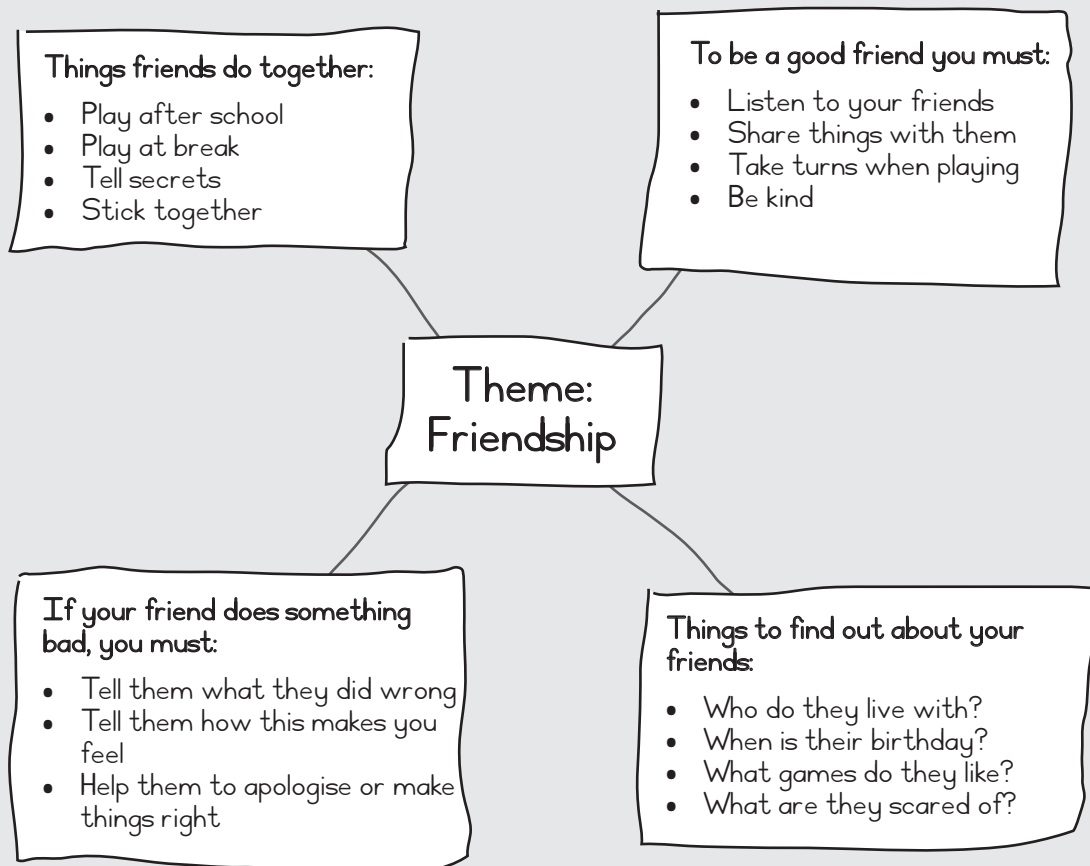
Objective: *To consolidate learners' knowledge of new vocabulary. To learn through play.*

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

Introduce the Theme: Accessing Prior Knowledge

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

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



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

Creative Storytelling Week 1

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

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

Creative Storytelling Week 2

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

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

Discussion of Shared Reading Text

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

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

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



Phonemic Awareness & Phonics/Handwriting

Grade 1& 2 (until phonics programme is complete)

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

Consolidation: Mondays

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

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

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

Learning New Sound and Words: Tuesdays and Wednesdays

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

Introduce the New Sound

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

Introduce the New Words

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

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

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

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

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

Segmenting and Blending: Thursdays

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

I do...

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

We do...

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

Word Find: Fridays

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

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

bl-	i	p
oo	d	a
nk	e	m

Model

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

Learners do

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



Phonemic Awareness & Phonics/Handwriting

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

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

GRADE 2 TERMS 3-4

HANDWRITING

Changing Words: Mondays

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

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

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

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

GRADE 3 TERMS 1-2

HANDWRITING

Singular to Plural Words: Mondays

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

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

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

10 Underline these patterns, like:

Singular to Plural Words

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

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

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

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

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

GRADE 3 TERMS 3–4

HANDWRITING

Singular to Plural Sentences: Mondays

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

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

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

Singular to Plural Sentences

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

Singular to Plural Sentences

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

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

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

I do...

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

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

We do...

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

You do...

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

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

HANDWRITING

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

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

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

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

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

PHONICS

Letter Swap: Thursdays

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

I do...

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

We do...

Part 1

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

Part 2

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

You do...

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

PHONICS

Word Find: Fridays

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

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

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

Model

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

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

Learners Do

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

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



Shared Reading with Comprehension Strategies

A new Shared Reading story is read every week.

Shared Reading is done as follows:

Monday: Pre-Read
 Tuesday: First Read
 Thursday: Second Read
 Friday: Post-Read

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

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

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

- 1 *The learners experience what it is like to read an entire story that is more complex than they are able to read alone. Because learners are not worried about the technical part of reading, they can focus on the storyline and the characters. The learners can also enjoy the stories, and develop a love for reading.*
- 2 *As the teacher reads the story aloud, she incidentally models certain reading skills: she reads from the first to the last page; she reads from the top of the page to the bottom; she reads from left to right; she responds to punctuation marks; she reads fluently and at a*

good pace; and she reads with expression, which adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.

- 3** *As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and by watching her, the learners are acquiring new language skills.*
- 4** *Then, very importantly, during Shared Reading, the teacher must teach the learners how to think about a story, and how to build their understanding of a story. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies. The following comprehension strategies are used:*
 - *Predict*
 - *Visualise*
 - *Search the text*
 - *Summarise*
 - *Think about the text (wonder)*
 - *Make connections*
 - *Make inferences*
 - *Make evaluations*

COMPREHENSION STRATEGIES

The table below provides information on each strategy.

Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
Objective	<i>By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.</i>
Steps <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> 1 Look at the picture. 2 Ask learners: What do you think is happening here? 3 Let learners think about the question. 4 If learners cannot answer, give an example answer to the question. 5 Show how the pictures link to each other to build a story.
Examples <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> 1 What do you think is happening here? 2 How do you think this character feels? Why? 3 What do you think you will see in the next picture?
Steps <i>(For predicting with text)</i>	<ol style="list-style-type: none"> 1 Read a page of text. 2 Ask learners: What do you think happens next? 3 Let learners think about the question. 4 If learners cannot answer, give an example answer to the question.

Examples <i>(For predicting with text)</i>	<ol style="list-style-type: none"> 1 What do you think happens next? 2 What do you think this character does next? 3 How do you think this story ends?
Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story in their minds as it happens.
Objectives	<i>Visualisation helps to give meaning to the words on the page by turning them into a scene from a movie in the learners' minds. Visualisation also helps learners to see how the events in the text are connected to each other. This helps them to build understanding think about the story as a whole, rather than just page by page.</i>
Steps	<ol style="list-style-type: none"> 1 Read the text on the page. 2 Say: Now we are going to visualise the story as if we were watching a movie. 3 Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind. 4 Read the text again. 5 Tell learners what you visualised. (Model the skill.) 6 Ask learners: What did you see? (What happened in your movie?) 7 Listen to and discuss learners' answers. Make sure learners' answers are relevant to what is happening in the story.
Examples	<ol style="list-style-type: none"> 1 I visualised when Joe won the race. I could see the sweat coming off his head and flying everywhere. I could see his eyes focussed on the finish line, and his body working as hard as it could.
Strategy 3: Search the text	
Explanation	Search the text questions are the most basic type of comprehension questions. These questions ask learners to think about or look at the words on the page, and to recall information.
Objective	<i>These questions are a basic check for understanding of the words on the page. This strategy shows learners how to identify and search for a key word that will help them to answer these questions.</i>
Steps	<ol style="list-style-type: none"> 1 Read the text on the page. 2 Ask learners a question about the information in the text, like: Who did Joe want to beat in the race? 3 Let learners answer the question. 4 NOTE: Help learners to find the answer by identifying a useful key word, and then searching the text for that key word. This will usually lead them to the answer.
Examples	<ol style="list-style-type: none"> 1 Who did Joe want to beat in the race? 2 What did Joe do before the race? 3 When did Joe train for the race? 4 Where was the race being held?
Strategy 4: Summarise	
Explanation	When learners summarise, they think about what happened in the story. They can also think about other things, like: what they liked about the story; and what they learnt from the story.
Objective	<i>Summarising shows that the learner has understood and thought about the story. Asking learners to summarise a story is the best way to check their understanding.</i>

Steps	<ol style="list-style-type: none"> 1 Read the text. 2 Remind learners: When we summarise, we think of the most important parts of a story. We can also think about what we liked about the story, and what we learnt from the story. 3 Give learners a minute to think about the story. 4 Instruct learners to turn and talk and share their summary with a friend. 5 Finally, you may ask learners to write down their summaries, using a frame to assist them.
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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>
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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.
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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>
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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.
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Example	I see that Sizwe laughed at Joe when he entered the race. I wonder if this will upset Joe?
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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).
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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>
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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.
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Examples	<ol style="list-style-type: none"> 1 How does this remind you of your own life? 2 Tell me about a time when something similar happened to you. 3 If you were Joe, what do you think you would have done when Sizwe laughed at you? 4 How do you think Sizwe felt when Joe beat him? 5 Which other character does this remind you of?
Strategy 7: Make inferences	
Explanation	<p>Making an inference involves using what you already know, together with what you have read to make a good guess about something in the story. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something in the story.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p>
Objective	<i>Learners need to work out parts of a story by making inferences – they need to learn to 'read between the lines'. To do this, they must use what is written, together with what they already know to try and work out what is not explicitly written down.</i>
Steps	<ol style="list-style-type: none"> 1 Read the text on the page. 2 Ask learners: What do you know about this? What does the text say? 3 Ask learners: What else can we guess about this? Is there something that the text does not say? 4 Ask learners: What can we infer about Joe from the way he kept on practising? 5 Listen to and discuss learners' answers. Make sure learners' answers are logical. 6 If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...
Example	<p>Text:</p> <p>My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.</p> <p>Inference:</p> <p>Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.</p>
Strategy 8: Make Evaluations	
Explanation	When we evaluate a text, we make a judgement about an aspect of the text.
Objective	<i>Learners must be taught that they must always evaluate what they read, and must be able to support or justify their evaluations.</i>
Steps	<ol style="list-style-type: none"> 1 Read the text on the page. 2 Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3 Listen to and discuss learners' answers. Make sure learners' answers are logical. 4 If learners struggle, share your own evaluation as an example: I think x did the right thing because x
Example	<p>Some evaluation questions start with:</p> <ol style="list-style-type: none"> 1 Do you think... 2 Do you agree with... 3 In your view... 4 Did you like...

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

SHARED READING: PRE-READ

COMPREHENSION STRATEGY: PREDICT

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

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

SHARED READING: FIRST READ

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

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

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

SHARED READING: SECOND READ

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

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

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

- 7 Finally, ask learners to formulate a question about the text.
 - a Ask learners to independently think of a question that they can ask about the text.
 - b If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
 - c Tell learners to turn and talk, and share their questions with each other.
 - d Then, ask a few learners to share their questions with the class.
 - e Give other learners the opportunity to answer these questions.

SHARED READING: POST-READ

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

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

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

ILLUSTRATE THE TEXT

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

ACT OUT THE STORY

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

- 7 Train learners to respond to a signal that they should be quiet and listen as you read a page between actions.

ORAL OR WRITTEN RECOUNT FROM THE STORY

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

WRITTEN COMPREHENSION

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



Group Guided Reading

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

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

WHAT TO DO WITH THE REST OF THE CLASS:

- 1 Before you begin the group guided reading session with a group, you must first settle the rest of the class with their exercise books and decodable Reading Worksheets.
- 2 Make sure the worksheets are protected, by using flip files or plastic sleeves.
- 3 Train learners on the routine of Home Language Group Guided Reading as follows:
 - a Settle the class with their reading worksheets

- b** Explain the first worksheet activity that must be completed
 - c** Call a group to read for you
 - d** Once you have listened to every learner in the group, send the group back to their seats
 - e** Instruct the class to do a transition activity, like: Teacher says; Dance party; Wiggle, wiggle, freeze; or My chair and me
 - *Note: 30 minutes is a long time for young learners to stay seated and work quietly and independently. For this reason, it is important to do a transition activity to allow learners the opportunity to take a break and do something fun and physical.*
 - f** Resettle the class with their worksheets
 - g** Explain the next worksheet activity that must be completed
 - h** Call another group to read for you
- 4** It is a good idea to seat a weaker reader next to a stronger reader, so that as learners read the worksheets, some peer tutoring can take place.

STRUCTURE OF THE READING WORKSHEETS:

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

ASSIGNING GROUPS AND TEXT SELECTION FOR GROUP GUIDED READING:

- 1** In the first two weeks of school, listen to every learner read individually.
- 2** Use the rubric below to sort learners according to their abilities.
- 3** Assign learners to same-ability groups.
- 4** In this programme, there are 10 slots per week to listen to reading. This means that you may form up to 10 groups. If you form fewer than 10 groups, you may use the extra time slots to work with struggling readers.
- 5** In your Tracker you will find a form to fill in the names of learners per group, and a table that allows you to keep track of what each group has read.
- 6** **Please note:** this rubric divides learners based on their technical reading skills.
- 7** If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.

- 8 In a class of 40 learners, there may be:
- No full group at level 1, only a few individual learners
 - 1 group at level 2
 - 2 or 3 groups at level 3
 - 2 or 3 groups at level 4
 - 1 or 2 groups at level 5

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

WHAT TO DO WITH EACH GROUP DURING GROUP GUIDED READING:

- 1 Call a group to read to you.
 - a Make sure they all have the correct text.
 - b Seat the group in a circle.
 - c Remind learners of the sight words they have learnt for the week. Show the group the flashcards of these words and practice reading them.
 - d Next, give learners a few minutes to read part of the text independently and in silence.
 - e Then, ask each learner to read part of the text aloud, on his or her own.
- 2 During group guided reading, it is important to remember to:
 - a **Point out the high frequency words.** Remind learners that there are some words that appear so often, that we must learn to read them by sight.
 - b **Build decoding skills.** If a learner cannot read a word, do not just help the learner with the word straight away. Rather, encourage the learner to sound the word out, and then blend the sounds together to form the word.

- c Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
- d Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they are talking. Model reading fluency for learners and let them repeat after you.
- e Build reading comprehension.** Tell learners that they must always think about what they are reading. Teach learners to pause, go back, and reread what they have read if they lose track of the meaning. Teach learners to visualise as they read – to build a movie in their heads of what they are reading. Teach learners to try and remember what they have read. Also encourage learners to ask if they do not understand something.

CARE OF THE READING WORKSHEETS:

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

ALTERNATE TO GROUP GUIDED READING

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

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

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

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



Process Writing

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

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

PLAN THE WRITING

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

DRAFT THE WRITING

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

EDIT THE WRITING

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

PUBLISH AND PRESENT THE WRITING

- 1 Instruct learners to neatly rewrite their final version.
- 2 Give learners the opportunity to swap 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 fields: science (flasks, beakers, globes, microscopes), mathematics (calculators, rulers, compasses, triangles), arts (paint palettes, brushes, musical notes), and general education (books, pencils, lightbulbs, speech bubbles).

Grade 1

TERM 4

Week

1

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: bring a paintbrush, examples of different kinds of problems, pictures of people solving a problem, etc.
- 5 Do some research on the internet to prepare for the theme. For example: research strategies you can use to solve 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.



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 write

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

Activity 3: DBE Workbook 2: Page 53 – 54, Let's write

Activity 4: Draw a picture of a problem you would like to solve

Monday



Oral Activities

15 minutes

WEEK 1

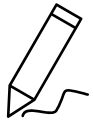
INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE (FIRST WEEK OF THE THEME)

- 1 Show learners the front cover of the Big Book story: The paintbrush
- 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 is a problem?
 - b What are some problems you have dealt with?
 - c What are some ways to solve problems?
 - d What are things that might make a problem worse (instead of solving it)?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - problem
 - solve
 - solution
 - creative

Rhyme or song	Actions
Every problem has a solution.	<i>Put your index finger in the air</i>
Big or small, there's a resolution!	<i>Stretch your hands out wide, bring your hands together again</i>
We solve problems in many ways!	<i>Count on your fingers</i>
What problem have you solved today?	<i>Turn and ask your neighbour</i>



Handwriting

15 minutes

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

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan And Draft

TOPIC: Write about a time you solved a problem.

TASK: Draw a picture and add sentences. Begins to use present and past tense correctly in writing.

WRITING FRAME:

One time...

I felt...

MODELLING

- 1 Explain that today, learners will think about a problem they have had.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your writing, like: I had a problem. I couldn't find my pencil when I got to school. I felt so upset, because I didn't know where it went! I didn't know how I would do my schoolwork without a pencil.
- 4 Use **modelling** to draw a picture of yourself looking for a pencil in your bag.
- 5 Explain which words you will write. **Draw a line for each word**, like: One time I could not find my pencil. I felt upset.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

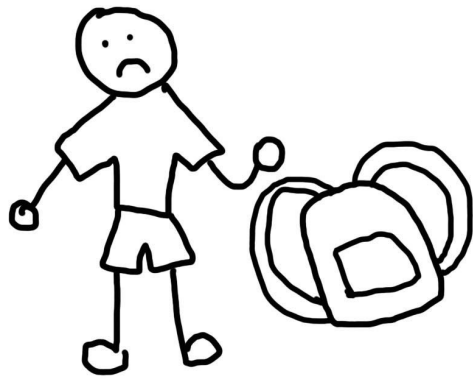
- 1 Brainstorm some common problems with learners.
- 2 Write the words on the chalkboard, like: lost, angry, fought, fight, etc.
- 3 Ask learners: What is a problem you have had before?
- 4 Instruct learners to **think before they write**.
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 6 Call on 2–3 learners to tell you about their problem and how they felt.
- 7 They must say: One time... / I felt...
- 8 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

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



One time I forgot my pencil at home
I felt scared.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

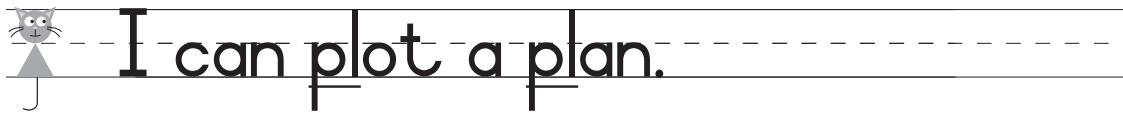
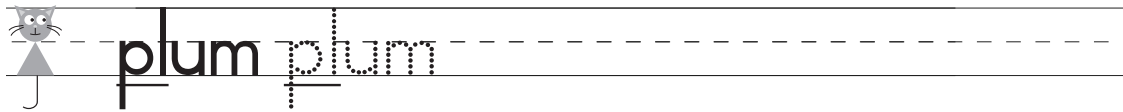
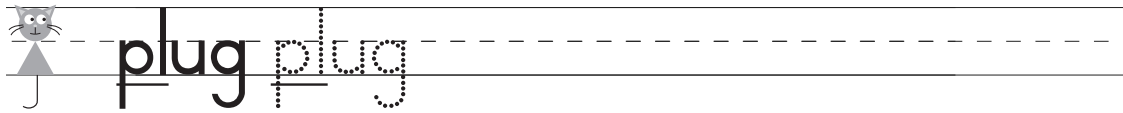
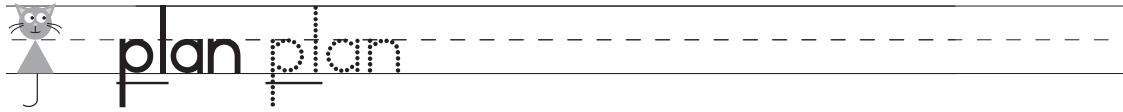
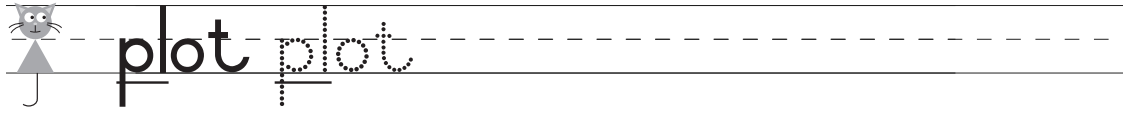
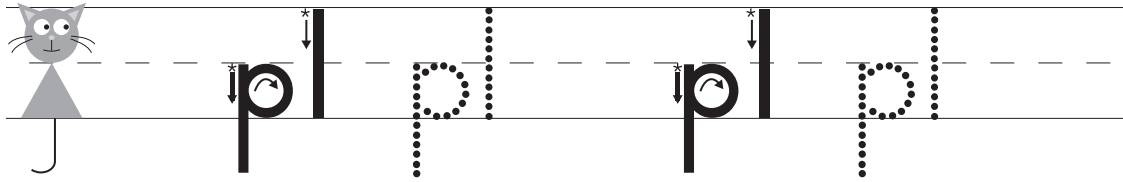


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER; MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>The paintbrush</u></p> <p>Bohlale walked into her classroom. There was a new poster on the wall. It showed a bright painting. Bohlale stared at the painting. She was amazed.</p> <p>Usually Bohlale loved to listen during shared reading. But today, she looked at the painting instead.</p> <p>Usually Bohlale loved to count. But during maths, she did not count with the others.</p> <p>The only thing Bohlale could think about was the new painting on the wall.</p>	<p>I can infer that Bohlale really likes the painting, because she can't stop thinking about it! I wonder if this is the first time Bohlale has seen a painting like this?</p>
<p>When the bell rang, Ms Mahao let the class out for break.</p> <p>'Bohlale, come and see me please!' she called.</p> <p>'I see that you like the painting,' she said. 'Maybe you will like this!'</p> <p>Ms Mahao gave Bohlale a book.</p>	<p>I wonder what this book will be about?</p>
<p>Siya was waiting for Bohlale outside.</p> <p>'Look!' said Bohlale.</p> <p>Bohlale opened the book. Every page showed a new, more beautiful painting. Bohlale was amazed.</p> <p>Koki called Bohlale to come and skip.</p> <p>'Not today!' she called back.</p>	<p>I can infer that Ms Mahao saw Bohlale staring at the painting, because Ms Mahao gave her a special book of paintings to look at!</p>
<p>When Bohlale got home, she found her old paint box. But, when she opened it, there was no paintbrush! She looked in her desk. She looked in her toy basket. But she couldn't find the paintbrush anywhere.</p>	<p>Bohlale loved the new poster on the wall. She loved the paintings in the book from Ms Mahao. Now, Bohlale wants to paint. I can infer that she wants to paint pictures just like she saw on the poster and in the book.</p>
<p>Bohlale went to play outside. She found a red leaf. She found a shiny bottle cap.</p> <p>Bohlale's dad came outside.</p> <p>'Look what I found!' she said.</p> <p>'Wow!' said Dad. 'Come inside for supper.'</p>	<p>Bohlale couldn't find a paintbrush, so she had to find something else to do. I wonder if Bohlale has forgotten all about painting?</p>

Text	First Read (Think Aloud)
<p>After supper, Bohlale stared at the paint. She stared at the paper. Then Bohlale had an idea. She dipped her finger into the paint. She began to paint with her finger. Then she painted with the red leaf. Everything became a paintbrush!</p>	<p>I can infer that this is the first time Bohlale has used anything besides a paintbrush to paint.</p>
<p>Bohlale painted and painted, until her father came into her room.</p> <p>'It's time for bed,' he said.</p> <p>'Look!' she said.</p> <p>'Wow! You're a real artist,' he said, looking at her paintings.</p>	<p>--</p>
<p>The next morning, Bohlale chose her favourite painting and put it in her schoolbag.</p> <p>'I'm leaving early,' she told her mother.</p> <p>Bohlale opened the classroom door. Ms Mahao was getting ready for the day.</p> <p>Bohlale took the painting out of her bag.</p> <p>'This is for you,' she said.</p> <p>'Wow!' said Ms Mahao. 'Maybe one day your paintings will be in a book.'</p>	<p>I wonder why Bohlale wanted to give a painting to Ms Mahao? I can infer that it is because Ms Mahao helped Bohlale learn about paintings by hanging up the poster and giving her the book about paintings! I infer that Bohlale wants to show Ms Mahao that she is an artist too!</p>
<p>When the bell rang, Bohlale walked into the classroom. The other children were staring at something on the wall. Bohlale looked closer – it was her painting!</p> <p>'I want to paint like that!' she heard one of the children say.</p> <p>Bohlale couldn't wait to go outside and find new things to paint with.</p>	<p>I can infer that Ms Mahao loved Bohlale's painting, because she hung it up for everyone to see!</p>

Follow up questions	Possible responses
<p>What was on the wall of Bohlale's classroom?</p>	<p>There was a new poster on the wall, showing a bright painting.</p>
<p>What did Bohlale's teacher give to her?</p>	<p>Her teacher gave her a book of paintings.</p>
Why question	Possible responses
<p>Why did Bohlale give a painting to Ms Mahao?</p>	<ul style="list-style-type: none"> • Because she wanted to say thank you to Ms Mahao for giving her the book. • Ms Mahao was so kind to Bohlale that she wanted to give her a gift. • Bohlale wanted to show Ms Mahao that she could also paint a picture.



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.
 - stare
 - art
 - artist

Rhyme or song	Actions
Every problem has a solution.	<i>Put your index finger in the air</i>
Big or small, there's a resolution!	<i>Stretch your hands out wide, bring your hands together again</i>
We solve problems in many ways!	<i>Count on your fingers</i>
What problem have you solved today?	<i>Turn and ask your neighbour</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

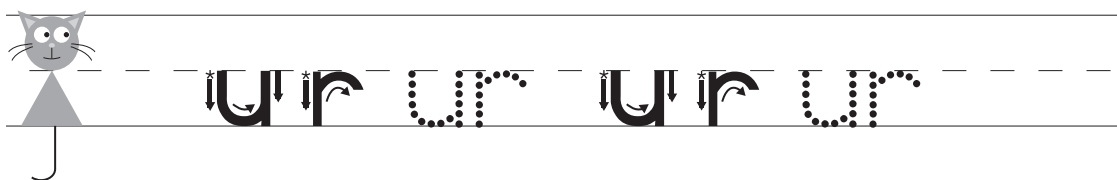



Handwriting:

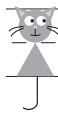
15 minutes


Write new letter(s) / words / sentences

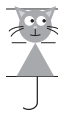
- 1 Teach learners to correctly form the lower case letter(s) in print: **ur**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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



 fur fur

 turn turn

 burn burn

 hurt hurt

 It will hurt if I burn.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan And Draft

TOPIC: Write about a time you solved a problem.

TASK: Draw a picture and add sentences. Begins to use present and past tense correctly in writing.

WRITING FRAME:

One time...

I felt...

I solved the problem by...

MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Explain that today, learners will write about how they solved the problem.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: I solved the problem by asking a friend if I could borrow an extra pencil.
- 6 Use **modelling** to add details to your drawing, like: you asking another teacher for a pencil.
- 7 Explain which words you will write. **Draw a line for each word**, like: **I solved the problem by asking a friend**.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm words about problem solving with learners.
- 2 Write the words on the chalkboard, like: ask, find, search, help, talk to, etc.
- 3 Ask learners: How did you solve your problem?
- 4 Instruct learners to **think before they write**.
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 6 Call on 2–3 learners to tell you how they solved the problem.
- 7 They must say: I solved the problem by...
- 8 Explain that learners will now draw and write their own ideas!

WRITING

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

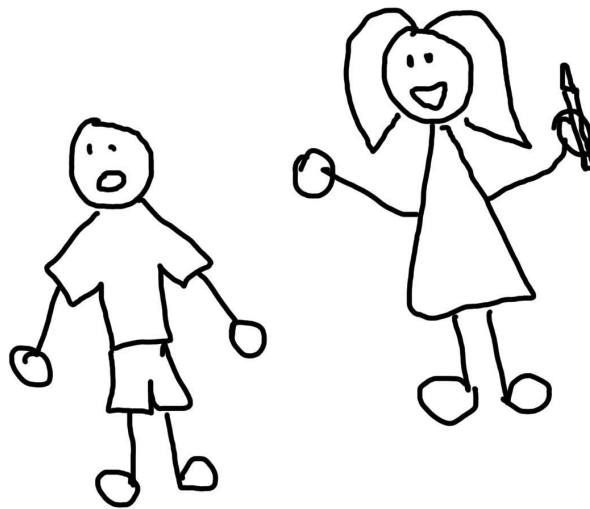
TURN AND TALK

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

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



One time I forgot my pencil at home
I felt scared.



I solved the problem by telling my
teacher. She gave me one to use for the
day.



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

WEEK 1

Segmenting And Blending

I DO...

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

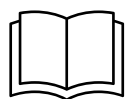
WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER; MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>The paintbrush</u></p> <p>Bohlale walked into her classroom. There was a new poster on the wall. It showed a bright painting. Bohlale stared at the painting. She was amazed.</p> <p>Usually Bohlale loved to listen during shared reading. But today, she looked at the painting instead.</p> <p>Usually Bohlale loved to count. But during maths, she did not count with the others.</p> <p>The only thing Bohlale could think about was the new painting on the wall.</p>	<p>I remember that Bohlale has her own paint set. I can infer that Bohlale might be thinking about what she will paint after school!</p>
<p>When the bell rang, Ms Mahao let the class out for break.</p> <p>'Bohlale, come and see me please!' she called.</p> <p>'I see that you like the painting,' she said. 'Maybe you will like this!'</p> <p>Ms Mahao gave Bohlale a book.</p>	<p>I can infer that Ms Mahao is a very kind teacher, because when she sees that Bohlale likes the painting on the wall, she gives her a whole book of paintings!</p>
<p>Siya was waiting for Bohlale outside.</p> <p>'Look!' said Bohlale.</p> <p>Bohlale opened the book. Every page showed a new, more beautiful painting. Bohlale was amazed.</p> <p>Koki called Bohlale to come and skip.</p> <p>'Not today!' she called back.</p>	<p>I can infer that Bohlale is so interested in all the different kinds of paintings she sees in the book!</p>
<p>When Bohlale got home, she found her old paint box. But, when she opened it, there was no paintbrush! She looked in her desk. She looked in her toy basket. But she couldn't find the paintbrush anywhere.</p>	<p>I can infer that Bohlale hasn't used her paint box for a long time, because she doesn't even know where the paintbrush is! I can infer that she wants to paint because of the paintings she saw in her classroom and in the book.</p>
<p>Bohlale went to play outside. She found a red leaf. She found a shiny bottle cap.</p> <p>Bohlale's dad came outside.</p> <p>'Look what I found!' she said.</p> <p>'Wow!' said Dad. 'Come inside for supper.'</p>	<p>I can infer that Bohlale thought she couldn't paint when she couldn't find her paintbrush.</p>

Text	Second Read (Think Aloud)
<p>After supper, Bohlale stared at the paint. She stared at the paper. Then Bohlale had an idea. She dipped her finger into the paint. She began to paint with her finger. Then she painted with the red leaf. Everything became a paintbrush!</p>	<p>I can infer that Bohlale is creative, because she realised she could use many other things to paint with – she didn't need a paintbrush after all!</p>
<p>Bohlale painted and painted, until her father came into her room.</p> <p>'It's time for bed,' he said.</p> <p>'Look!' she said.</p> <p>'Wow! You're a real artist,' he said, looking at her paintings.</p>	<p>I can infer that Bohlale must be feeling proud of all her creative paintings, especially after her dad says she is a real artist!</p>
<p>The next morning, Bohlale chose her favourite painting and put it in her schoolbag.</p> <p>'I'm leaving early,' she told her mother.</p> <p>Bohlale opened the classroom door. Ms Mahao was getting ready for the day.</p> <p>Bohlale took the painting out of her bag.</p> <p>'This is for you,' she said.</p> <p>'Wow!' said Ms Mahao. 'Maybe one day your paintings will be in a book.'</p>	<p>I infer that Bohlale is excited to show Ms Mahao her paintings because she goes to school early! When I am excited to go somewhere, I always get there early, just like Bohlale!</p>
<p>When the bell rang, Bohlale walked into the classroom. The other children were staring at something on the wall. Bohlale looked closer – it was her painting!</p> <p>'I want to paint like that!' she heard one of the children say.</p> <p>Bohlale couldn't wait to go outside and find new things to paint with.</p>	<p>I infer that Bohlale is feeling proud of her painting. I infer that Bohlale will keep painting with new, interesting objects!</p>

Follow up questions	Possible responses
What objects did Bohlale use to paint with?	She used her finger, a red leaf, and a shiny bottle cap.
Why didn't Bohlale paint with a paintbrush?	Because she couldn't find a paintbrush to paint with.
Why question	Possible responses
Why was Bohlale excited to go outside and find new things to paint with?	<ul style="list-style-type: none"> • Because she wants to find new things to paint with. • Because she feels proud of her paintings. She is excited to make new paintings. • Because it is so much fun to paint with different objects. • She wants to try painting with new and different objects. • She had so much fun painting. She wants to paint more. • She likes being creative and painting with new and different things. • Maybe she wants to make Ms Mahao a new painting to hang on the wall



Group Guided Reading

30 minutes

GROUPS: _____

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

Friday



Oral Activities

15 minutes

WEEK 1

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - inspire
 - paint
 - create

Rhyme or song	Actions
Every problem has a solution.	<i>Put your index finger in the air</i>
Big or small, there's a resolution!	<i>Stretch your hands out wide, bring your hands together again</i>
We solve problems in many ways!	<i>Count on your fingers</i>
What problem have you solved today?	<i>Turn and ask your neighbour</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
Bohlale was inspired to paint because...
I liked when...
This story connects to our theme '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.

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

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **pl, ur**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **plot, plan, plug, plum, fur, turn, burn, hurt, mat, bat, fat, hot, got, not, goat, boat, moan, bath**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **make an inference and draw** about what might happen next if the story continued.
- 3 **Model** how you **make an inference** about what could happen next, like: I think that at break, Bohlale would be finding objects to paint with, together with many other learners from her class.
- 4 Draw your own picture on the chalkboard of Bohlale and other learners outside with leaves, bottles caps, stones, etc.
- 5 Next, tell learners that they are going to make an inference about what could happen next.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes, and draw their ideas about what could happen next.
- 8 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

GROUPS: _____

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



End of week language learning review

15 minutes

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

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

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

Grade 1

TERM 4

Week

2

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: bring a bowl of maize or pictures of maize
- 5 Do some research on the internet to prepare for the theme. For example: research creative ways to solve 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.



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 55, Let's do

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

Activity 3: DBE Workbook 2: Page 57 – 58, Let's write

Activity 4: Draw a picture of a time you were creative.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of the Aztec priests on top of the temple in the Big Book story: The legend of maize
- 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 are some good ways to solve problems?
 - b What are some issues that make problem-solving hard?
 - c How does it feel to have a problem?
 - d How does it feel to solve a problem?

THEME VOCABULARY

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

Rhyme or song	Actions
Every problem has a solution.	<i>Put your index finger in the air</i>
Big or small, there's a resolution!	<i>Stretch your hands out wide, bring your hands together again</i>
We solve problems in many ways!	<i>Count on your fingers</i>
What problem have you solved today?	<i>Turn and ask your neighbour</i>



Handwriting

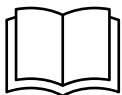
15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a plot
 - b plan
 - c plug
 - d plum
 - e fur
 - f turn
 - g burn
 - h hurt
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: The legend of maize.
- 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 your own legend about getting the maize.

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

WRITING FRAME:

If I were an ancient Aztec god / goddess, I would...

Then I could...

MODELLING

- 1 Explain that today, learners will write about another way to get maize from behind the mountain.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your writing, like: I think if I were an ancient Aztec goddess, I would fly over the mountains to get the maize. I think this would work, because some of the ancient gods and goddesses look like they can fly.
- 4 Use **modelling** to draw a picture of yourself as an ancient Aztec god / goddess, flying over the mountains.
- 5 Explain which words you will write. **Draw a line for each word**, like: **If I were an ancient Aztec god / goddess, I would fly. Then I could fly over the mountains.**
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some different strategies with learners.
- 2 Write the words on the chalkboard, like: walk, run, fly, transform, etc.
- 3 Ask learners: How would you get the maize from behind the mountains?
- 4 Instruct learners to **think before they write**.
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 6 Call on 2–3 learners to tell you about how they would get the maize.
- 7 They must say: If I were an ancient Aztec god / goddess, I would...
- 8 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

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



If I were an ancient Aztec god, I would be strong.

Then I could break through the mountain.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

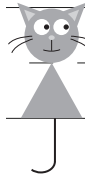


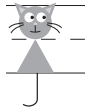
Handwriting:

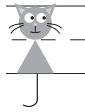
15 minutes

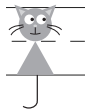
Write new letter(s) / words / sentences

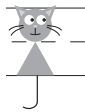
- 1 Teach learners to correctly form the lower case letter(s) in print: **sp**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

 s p s p s p s p

 spot spot

 spit spit

 spin spin

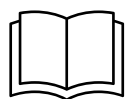
 spun spun

 The man spun on a spot.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER; MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>The legend of maize</u></p> <p><i>Did you know that maize does not exist naturally in the wild? Maize must be planted and protected by humans. Maize was first grown in Mexico between 7,000 and 10,000 years ago and is still an important part of Mexico's food culture today. The Aztec are indigenous people of Mexico. This story is based on an ancient Aztec story about the origins of Maize.</i></p> <p>In this story we will encounter the following Aztec gods:</p> <p>Tlaloc the rain god (pronounced Tláh-lock)</p> <p>Tonatiuh the sun god (pronounced Toh-nah-tee-uh)</p> <p>Tlaltechutli the goddess of earth (pronounced Tlal-teh-koo-tee)</p> <p>Quetzalcoatl the god of learning (pronounced Keh-tzal-coh-atl)</p>	<p>I can infer that we will read a story about Aztec gods and goddesses today because of the information we learn here!</p>
<p>Far away and long ago the Aztec people of Mexico lived surrounded by massive mountains. They gathered root vegetables and they hunted game to eat. Their bellies were full, but they were not satisfied. They yearned for maize – but it was hidden behind the mountains, far beyond the reach of any human.</p>	<p>The Aztecs were the first people on earth to grow maize. I infer this is a legend about how they first began to grow maize.</p>
<p>The Aztec priests heard the cries of their people, who wanted delicious maize. So, early one morning, the three most powerful priests went atop their biggest and most beautiful temple. There, they begged the gods for help.</p>	<p>I infer that the ancient Aztecs believed in more than one god, because it says that the priests begged the gods for help.</p>
<p>First, the priests asked Tlaloc, the rain god.</p> <p>'Please, mighty Tlaloc, our people yearn for maize. We are full but never satisfied! Please help us!' the priests pleaded.</p> <p>'I will help you!' Tlaloc answered in his thundering voice. 'I will part these mountains. Then, you will have maize!'</p> <p>Tlaloc tried and tried to to part the massive mountains, but he wasn't strong enough.</p>	<p>--</p>

Text	First Read (Think Aloud)
<p>Next, the priests asked Tonatiuh, the god of the sun.</p> <p>‘Please, powerful Tonatiuh, our people yearn for maize. We are full but never satisfied! Please help us!’ the priests pleaded.</p> <p>‘I can help you get the maize you desire!’ Tonatiuh said, beaming brightly. ‘Only I am strong enough for such a task,’ he said.</p> <p>Tonatiuh tried and tried to use his strength to part the massive mountains, but he wasn’t strong enough.</p>	<p>I see this character watching the other gods. I infer that this character is another god or goddess.</p>
<p>Then, the priests turned to Tlaltechutli, the goddess of the earth .</p> <p>‘Please, great Tlaltechutli, our people yearn for maize. We are full but never satisfied! Please help us!’ the priests pleaded.</p> <p>‘I can help you get the maize you yearn for!’ Tlaltechutli said, in her booming voice. ‘I am much stronger than Tlaloc or Tonatiuh. I drink the rain and devour the sun each day. It must be me who parts these mountains and helps you get your maize!’ she said.</p> <p>Tlaltechutli tried and tried to part the massive mountains, but even she wasn’t strong enough.</p>	<p>I wonder why this character is watching the other gods and goddesses? I wonder if this character will help next?</p>
<p>The priests began to leave the temple when they heard feathers rustling. They looked up to see Quetzalcoatl, the god of learning.</p> <p>‘Why do you not plead with me?’ asked Quetzalcoatl, in a quiet voice.</p> <p>‘How will you part the mountains if our strongest gods and goddesses cannot do so?’ the priests asked, shaking their heads. ‘We will never have maize!’</p> <p>‘I might not be mighty and strong, but I have something more powerful than strength. I have creativity and intelligence,’ Quetzalcoatl said.</p>	<p>Oh! I have seen Quetzalcoatl before in the story! He was watching the others try to part the mountains. I infer that he learned from what they did. I think he has a different idea of how to get the maize!</p>
<p>The priests watched as Quetzalcoatl transformed himself into a tiny black ant, and set off towards the massive mountains.</p>	<p>Oh, I infer that Quetzalcoatl learned from what the other gods and goddesses tried. I see that he has decided to try something different!</p>

Text	First Read (Think Aloud)
<p>The path presented many difficulties, but Quetzacoatl was determined to help the Aztec's get their precious maize. After many days, he finally reached the other side of the mountains – which were covered in fields of beautiful, golden maize. He took one kernel in between his tiny ant teeth and began the journey back to the Aztecs.</p>	<p>I infer that there were many dangers in crossing the mountains. Maybe, because ants are tiny, they go unnoticed. I have also observed that ants can climb up and over anything!</p>
<p>When Quetzacoatl returned, he placed the tiny kernel of maize into one of the priest's hands.</p> <p>'Now you see – not every problem can be solved with strength and might. Creativity and intelligence can be even more powerful!' he said.</p> <p>The priests couldn't believe their eyes. They were speechless. They would finally be full and satisfied!</p>	<p>I remember that the priests thought Quetzacoatl wouldn't be able to help because he wasn't as strong as the other gods and goddesses. But he has shown them that strength isn't the only way to solve a problem!</p>
<p>From that day on the Aztecs were devoted to planting and harvesting maize – making many delicious creations from its' kernels.</p>	<p>--</p>

Follow up questions	Possible responses
<p>What did the Aztec people want?</p>	<p>They wanted the maize from behind the mountains.</p>
<p>What did Quetzacoatl watch the other gods and goddesses do to try to get the maize?</p>	<p>He watched them all try to use their strength to part the mountains.</p>
Why question	Possible responses
<p>Why didn't Quetzacoatl try to part the mountains?</p>	<ul style="list-style-type: none"> • Because he watched the other gods and goddesses try and he saw that it didn't work. • Because he had a better idea. • Because he learnt from the mistakes of the gods and goddesses before him and he decided to try something different. • Because he used his creativity and intelligence to come up with a better idea.



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.
 - intelligence
 - strength
 - creativity

Rhyme or song	Actions
Every problem has a solution.	<i>Put your index finger in the air</i>
Big or small, there's a resolution!	<i>Stretch your hands out wide, bring your hands together again</i>
We solve problems in many ways!	<i>Count on your fingers</i>
What problem have you solved today?	<i>Turn and ask your neighbour</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

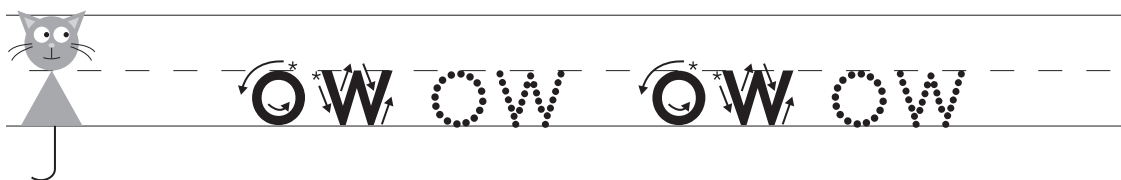


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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





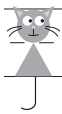
cow cow



how how



now now



brown brown



How now brown cow.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan And Draft

TOPIC: Write your own legend about getting the maize.

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

WRITING FRAME:

If I were an ancient Aztec god / goddess, I would...

Then I could...

I would get...

MODELLING

- 1 Explain that today, learners will add sentences to their writing from Monday.
- 2 Explain that today, learners will write about getting the maize and bringing it back to the Aztec people.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: I would get a whole stalk of maize so that lots of people could have a kernel to plant. Then, all the Aztecs could have their own maize.
- 6 Use **modelling** to add details to your drawing, like: coming back to the Aztecs with maize
- 7 Explain which words you will write. **Draw a line for each word**, like: I would get a stalk of maize and give one kernel to everyone.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some maize words with learners.
- 2 Write the words on the chalkboard, like: stalk, field, kernel, roots, husk, etc.
- 3 Ask learners: How much maize would you get? What would you do with it?
- 4 Instruct learners to **think before they write**.
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 6 Call on 2–3 learners to tell you about what they would do with their maize.
- 7 They must say: I would get...
- 8 Explain that learners will now draw and write their own ideas!

WRITING

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

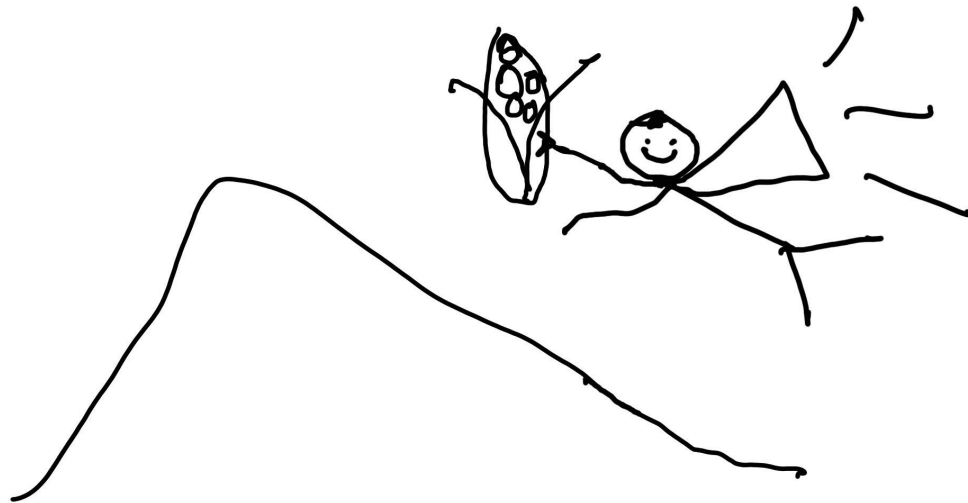
TURN AND TALK

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

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



If I were an ancient Aztec god, I would be strong.
Then I could break through the mountain.



I would get the maize and share it with everyone.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Segmenting And Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER; MAKE INFERENCES

WEEK 2

Text	Second Read (Think Aloud)
<p><u>The legend of maize</u></p> <p><i>Did you know that maize does not exist naturally in the wild? Maize must be planted and protected by humans. Maize was first grown in Mexico between 7,000 and 10,000 years ago and is still an important part of Mexico's food culture today. The Aztec are indigenous people of Mexico. This story is based on an ancient Aztec story about the origins of Maize.</i></p> <p>In this story we will encounter the following Aztec gods:</p> <p>Tlaloc the rain god (pronounced <i>tlá-h-lock</i>)</p> <p>Tonatiuh the sun god (pronounced <i>Toh-nah-tee-uh</i>)</p> <p>Tlaltechutli the goddess of earth (pronounced <i>Tlal-teh-koo-tee</i>)</p> <p>Quetzalcoatl the god of learning (pronounced <i>Keh-tzal-coh-atl</i>)</p>	<p>It makes sense to me that Quetzalcoatl is the god of learning, because I remember that in this story he uses his intelligence and creativity to help solve a problem.</p>
<p>Far away and long ago the Aztec people of Mexico lived surrounded by massive mountains. They gathered root vegetables and they hunted game to eat. Their bellies were full, but they were not satisfied. They yearned for maize – but it was hidden behind the mountains, far beyond the reach of any human.</p>	<p>I visualise the maize hidden behind the mountains.</p>
<p>The Aztec priests heard the cries of their people, who wanted delicious maize. So, early one morning, the three most powerful priests went atop their biggest and most beautiful temple. There, they begged the gods for help.</p>	<p>--</p>
<p>First, the priests asked Tlaloc, the rain god.</p> <p>‘Please, mighty Tlaloc, our people yearn for maize. We are full but never satisfied! Please help us!’ the priests pleaded.</p> <p>‘I will help you!’ Tlaloc answered in his thundering voice. ‘I will part these mountains. Then, you will have maize!’</p> <p>Tlaloc tried and tried to part the massive mountains, but he wasn’t strong enough.</p>	<p>I remember that strength doesn’t work to part the mountains. I visualise Quetzalcoatl watching Tlaloc try to part the mountains. I imagine him thinking about how he might be able to help the Aztecs get the maize.</p>

Text	Second Read (Think Aloud)
<p>Next, the priests asked Tonatiuh, the god of the sun.</p> <p>'Please, powerful Tonatiuh, our people yearn for maize. We are full but never satisfied! Please help us!' the priests pleaded.</p> <p>'I can help you get the maize you desire!' Tonatiuh said, beaming brightly. 'Only I am strong enough for such a task,' he said.</p> <p>Tonatiuh tried and tried to use his strength to part the massive mountains, but he wasn't strong enough.</p>	<p>I visualise Quetzalcoatl shaking his head, thinking how silly it is that Tonatiuh tried exactly the same thing as Tlaloc.</p>
<p>Then, the priests turned to Tlaltechutli, the goddess of the earth .</p> <p>'Please, great Tlaltechutli, our people yearn for maize. We are full but never satisfied! Please help us!' the priests pleaded.</p> <p>'I can help you get the maize you yearn for!' Tlaltechutli said, in her booming voice. 'I am much stronger than Tlaloc or Tonatiuh. I drink the rain and devour the sun each day. It must be me who parts these mountains and helps you get your maize!' she said.</p> <p>Tlaltechutli tried and tried to part the massive mountains, but even she wasn't strong enough.</p>	<p>I visualise Quetzalcoatl laughing as he watches Tlaltechutli try the same exact thing as the other two. I infer that he is thinking about how he can solve the problem in a different way.</p>
<p>The priests began to leave the temple when they heard feathers rustling. They looked up to see Quetzalcoatl, the god of learning.</p> <p>'Why do you not plead with me?' asked Quetzalcoatl, in a quiet voice.</p> <p>'How will you part the mountains if our strongest gods and goddesses cannot do so?' the priests asked, shaking their heads. 'We will never have maize!'</p> <p>'I might not be mighty and strong, but I have something more powerful than strength. I have creativity and intelligence,' Quetzalcoatl said.</p>	<p>Quetzalcoatl is the god of learning. I can infer that he will help the Aztecs while also showing them the importance of learning and trying new things.</p>
<p>The priests watched as Quetzalcoatl transformed himself into a tiny black ant, and set off towards the massive mountains.</p>	<p>I infer that Quetzalcoatl decided that he needed to turn himself into a tiny creature that can climb over anything, and walk far distances.</p>

Text	Second Read (Think Aloud)
<p>The path presented many difficulties, but Quetzacoatl was determined to help the Aztec's get their precious maize. After many days, he finally reached the other side of the mountains – which were covered in fields of beautiful, golden maize. He took one kernel in between his tiny ant teeth and began the journey back to the Aztecs.</p>	<p>I wonder what the Aztecs will think about Quetzalcoatl when he returns to them with the maize? I think they will realise the importance of using intelligence and creativity to solve problems!</p>
<p>When Quetzalcoatl returned, he placed the tiny kernel of maize into one of the priest's hands.</p> <p>'Now you see – not every problem can be solved with strength and might. Creativity and intelligence can be even more powerful!' he said.</p> <p>The priests couldn't believe their eyes. They were speechless. They would finally be full and satisfied!</p>	<p>I infer that the Aztecs learned something important from the god of learning that day! They learnt that it can take creativity and intelligence to solve problems!</p>
<p>From that day on the Aztecs were devoted to planting and harvesting maize – making many delicious creations from its' kernels.</p>	<p>I think that after Quetzalcoatl helped the Aztecs get maize, he must have been a very important god for them!</p>
Follow up questions	Possible responses
<p>What animal did Quetzalcoatl transform himself into?</p>	<p>Quetzalcoatl transformed himself into an ant.</p>
<p>How can we infer that Quetzalcoatl learnt from the other gods and goddesses?</p>	<ul style="list-style-type: none"> • Because he was watching on as they all tried to part the mountains. • Because he didn't try the same thing as they did. • Because he transformed himself into an ant – which is very different from trying to part mountains!
Why question	Possible responses
<p>Why did Quetzacoatl transform himself into an ant?</p>	<ul style="list-style-type: none"> • Because he saw that the other gods and goddesses were not successful trying to part the mountains. • Because he had a better way to solve the problem. • Because he used his creativity and intelligence to solve the problem of the maize. • Because an ant can walk for days – it has a different kind of strength. • Because an ant can go unnoticed and avoid dangers. • Because an ant can climb up and over anything.



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.
 - transform
 - successful
 - mistake

Rhyme or song	Actions
Every problem has a solution.	<i>Put your index finger in the air</i>
Big or small, there's a resolution!	<i>Stretch your hands out wide, bring your hands together again</i>
We solve problems in many ways!	<i>Count on your fingers</i>
What problem have you solved today?	<i>Turn and ask your neighbour</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 One thing I learned from this story was that...
 This story connects to our theme '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.

sp	ow	t
n	i	o
u	h	a
b	r	e

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **sp, ow**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **spot, spit, spin, spun, cow, how, now, brown, run, bun, ran, hat, bat, boat, thin, hot**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: The legend of maize
- 2 They will also talk about why they liked the part of the story they have chosen.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like**, like: I liked when Quetzacoatl was watching the other gods and goddesses. I liked this part because he was learning from the other gods and goddesses.
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they like** about the story *The legend of maize*.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners own ideas!*)



Group Guided Reading

30 minutes

GROUPS: _____

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




End of week language learning review

15 minutes

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

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

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

Grade 1

TERM 4

Week

3

THEME:
We grow
and change



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: items of clothing that are too big or too small.
- 5 Do some research on the internet to prepare for the theme. For example: research how we grow over time.
- 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 59, Let's write

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

Activity 3: DBE Workbook 2: Page 61 – 62, Let's write

Activity 4: Draw a picture of how you've changed over time.

Monday



Oral Activities

15 minutes

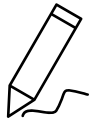
INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE (FIRST WEEK OF THE THEME)

- 1 Show learners the front cover of the Big Book story: The jacket is mine!
- 2 Tell learners that we are starting a new theme called: We grow and change
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are some ways we grow?
 - b What are some ways we change?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - season
 - Winter
 - Spring
 - Summer
 - Autumn

Rhyme or song	Actions
We all grow!	<i>Stand on your tiptoes and stretch your arms out in the air</i>
That's life, you know!	--
Clothes I wore when I was small, Just don't fit me anymore!	<i>Pretend to put clothes on</i> <i>Wave your index finger</i>
We grow and change in many ways, How are you growing and changing today?	-- <i>Shrug your shoulders, like you're asking a question</i>



Handwriting

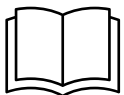
15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a spot
 - b spit
 - c spin
 - d spun
 - e cow
 - f how
 - g now
 - h brown
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan And Draft

TOPIC: Write about a time you outgrew an item of clothing.

TASK: Draw a picture and add sentences.

WRITING FRAME:

I used to have...

I liked it because...

MODELLING

- 1 Explain that today, learners will think about piece of clothing they have outgrown.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your writing, like: When I was little, I had a soft, fluffy jersey that I loved.
- 4 Use **modelling** to draw a picture of yourself wearing a soft, fluffy jersey.
- 5 Explain which words you will write. **Draw a line for each word**, like: **I used to have a soft, fluffy jersey. I liked it because** it was so soft and warm.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

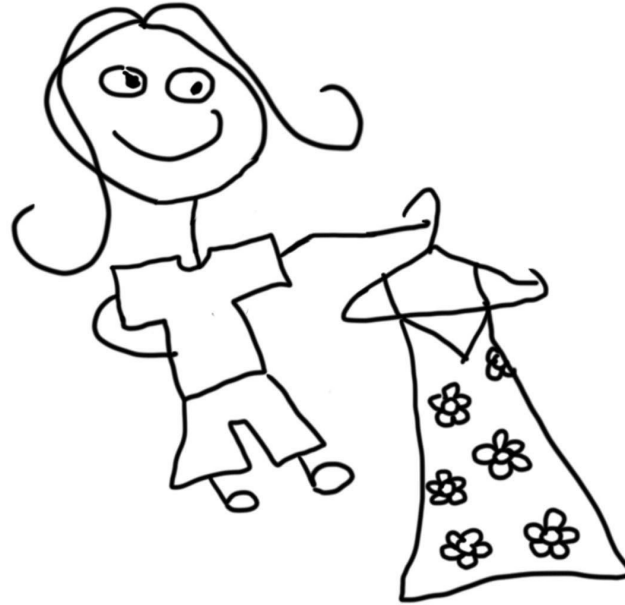
- 1 Brainstorm some common clothing words with learners.
- 2 Write the words on the chalkboard, like: warm, soft, bright, colourful, comfortable, jersey, T-shirt.
- 3 Ask learners: What is an item of clothing you have outgrown? What did you like about it?
- 4 Instruct learners to **think before they write**.
- 5 **Instruct learners to turn and talk to discuss their idea with a partner**.
- 6 Call on 2–3 learners to tell you about their item of clothing.
- 7 They must say: I used to have... / I liked it because...
- 8 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

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



I used to have a pink dress
I liked it because it had flowers and it was pretty.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /nk/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /nk/?
- 4 Brainstorm words with learners, like: **drink, blink, plank**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

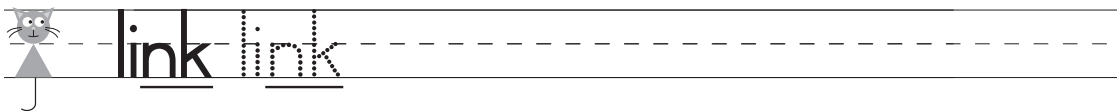
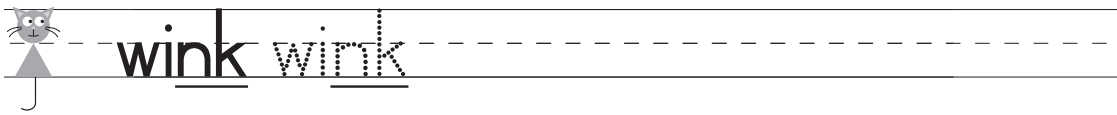
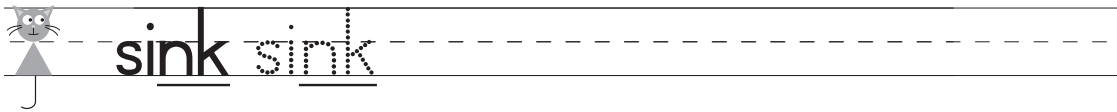
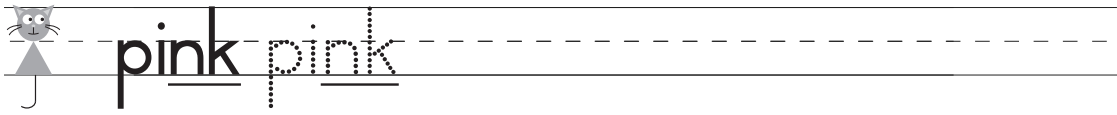
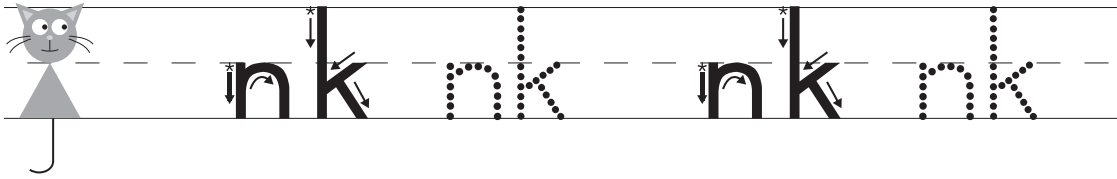


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: VISUALISE

Text	First Read (Think Aloud)
<p><u>The jacket is mine!</u></p> <p>Matshepo woke up on Saturday morning shivering. 'Eish! It is winter now!' she thought 'At least I get to wear my favourite jacket!' Matshepo smiled as she thought about her beautiful jacket. It was yellow with pink and red flowers all over. It had big purple buttons. It was warm and fluffy on the inside.</p>	<p>I visualise Matshepo lying in bed, smiling as she thinks about her beautiful jacket!</p>
<p>Matshepo got out of bed. She put on her jeans. She put on a shirt and a jersey. She put on socks and shoes. She put on a fluffy hat.</p>	--
<p>Then, she went to the cupboard where her mother kept the winter jackets. Her favourite jacket was not there!</p> <p>'Mama!' Matshepo called. 'Where is my jacket?' But there was no answer.</p>	<p>I can visualise Matshepo looking through all the things in the cupboard, searching for her jacket!</p>
<p>Matshepo went outside. The frosty grass crunched under her feet. 'Mama!' Matshepo called. 'Where is my jacket?' But there was no answer.</p>	<p>I can visualise Matshepo walking around outside, shivering more and more, because she doesn't have a jacket!</p>
<p>Matshepo opened the door to the kitchen. 'Mama!' Matshepo whispered 'where is my jacket?' But there was no answer.</p>	--
<p>'Maybe Mama is with Mme Tsiki,' Matshepo thought. But before she could get to Mme Tsiki's house, she saw her little sister Felleng running outside. Felleng was wearing a beautiful yellow jacket with pink and red flowers, and big purple buttons. 'Hey! That is my jacket!' Matshepo thought.</p>	<p>I visualise Matshepo's look of surprise, and then anger when she sees Felleng in her beautiful jacket!</p>
<p>Matshepo was freezing. She did not want to fight with her sister outside in the cold. She ran home. 'Felleng is a thief! I wonder what else she has stolen from me,' Matshepo thought, angrily.</p>	--

Text	First Read (Think Aloud)
<p>She went to the bedroom and opened Felleng's top drawer. Matshepo found her old green and red striped dress. 'Hey!' thought Matshepo, 'that is my dress!' She took it from the drawer and put it on. It felt very tight!</p> <p>Matshepo opened the second drawer. She found her pink jersey. 'Hey!' thought Matshepo, 'that is my jersey!' She took it from the drawer and put it on. It was very short!</p>	<p>I can visualise Matshepo snatching each of her items of clothing out of the drawer!</p>
<p>She opened the third drawer. She found her bright blue pants. 'Hey!' thought Matshepo, 'those are my pants!' She took them from the drawer and put them on. They felt very tight! She couldn't button them.</p>	<p>I visualise Matshepo getting more and more angry as she finds each piece of clothing!</p>
<p>Matshepo tried to open the bottom drawer but she couldn't bend over in all of her tight clothes. And at that moment, her mother walked into the bedroom. Her mother began to laugh. 'Matshepo, what are you doing in all of those old clothes?' her mother asked. 'Those don't fit you anymore!'</p>	<p>I can visualise the small, tight clothes looking so silly on Matshepo!</p>
<p>'Felleng has stolen all of my clothes!' Matshepo said, 'and even my favourite jacket!'</p> <p>'Oh Matshepo,' her mother replied, 'I gave them to her! You are growing!' Matshepo's mother opened the closet and pulled out a plastic bag. She handed it to Matshepo.</p>	<p>I can visualise Matshepo looking down at all the clothes and realizing that Felleng isn't a thief – she only has Matshepo's old clothing because it doesn't fit her anymore!</p>
<p>Matshepo opened the bag and took out a brand new jacket. It was green with yellow and purple stars. It had big red buttons. It was warm and fluffy inside. It was the most beautiful jacket Matshepo had ever seen! She put it on. It fit her perfectly.</p>	<p>I can visualise Matshepo admiring her new jacket. It fits perfectly over all of those silly clothes that are way too small for her!</p>
<p>The next morning, Matshepo got dressed for church. She put on her brand new jacket and walked outside. Felleng looked at her. 'I want that jacket!' Felleng said, 'that is the most beautiful jacket I have ever seen!'</p> <p>Matshepo put her arm around her sister. 'Don't worry, Felleng. Someday it will be your jacket!'</p>	<p>--</p>

Follow up questions	Possible responses
What was Matshepo looking for?	She was looking for her jacket.
Where did she find her jacket?	She found her sister Felleng wearing her jacket.
Why question	Possible responses
Why did Matshepo call her sister a 'thief'?	<ul style="list-style-type: none"> • Because her sister was wearing her old jacket. • Because she didn't realise that her mother had given the jacket to Felleng. • Because she thought Felleng stole her favourite jacket. • Because she didn't realise the jacket was too small for her now! • Because she didn't know her mother had bought her a new jacket



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

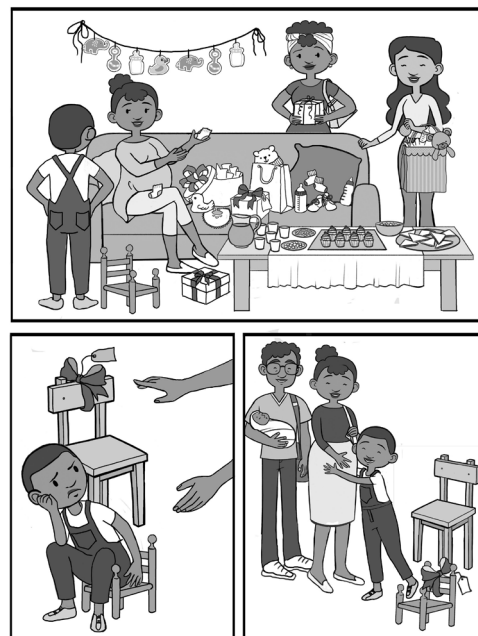
THEME VOCABULARY

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

Rhyme or song	Actions
We all grow!	Stand on your tiptoes and stretch your arms out in the air
That's life, you know!	--
Clothes I wore when I was small,	Pretend to put clothes on
Just don't fit me anymore!	Wave your index finger
We grow and change in many ways,	--
How are you growing and changing today?	Shrug your shoulders, like you're asking a question

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

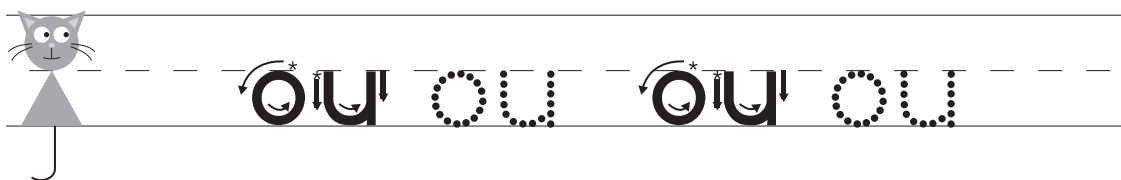


Handwriting:

15 minutes

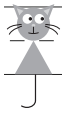
Write new letter(s) / words / sentences

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





out out



shout shout



loud loud



spout spout



I shout out loud.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan And Draft

TOPIC: Write about a time you outgrew an item of clothing.

TASK: Draw a picture and add sentences.

WRITING FRAME:

I used to have...

I liked it because...

When I outgrew...

MODELLING

- 1 Explain that today, learners will add a sentence to their writing from Monday.
- 2 Explain that today, learners will write about what happened when they outgrew their item of clothing.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: When I outgrew my jersey, my mother gave it to my cousin. I felt sad that it didn't fit me anymore.
- 6 Use **modelling** to add details to your drawing, like: your mother giving your jersey to your cousin.
- 7 Explain which words you will write. **Draw a line for each word**, like: When I outgrew it I felt sad.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm words about outgrowing with learners.
- 2 Write the names on the chalkboard, like: small, tight, fit, give away, etc.
- 3 Ask learners: What happened when you outgrew your item of clothing?
- 4 Instruct learners to **think before they write**.
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 6 Call on 2–3 learners to tell you what happened when they outgrew their clothing.
- 7 They must say: When I outgrew...
- 8 Explain that learners will now draw and write their own ideas!

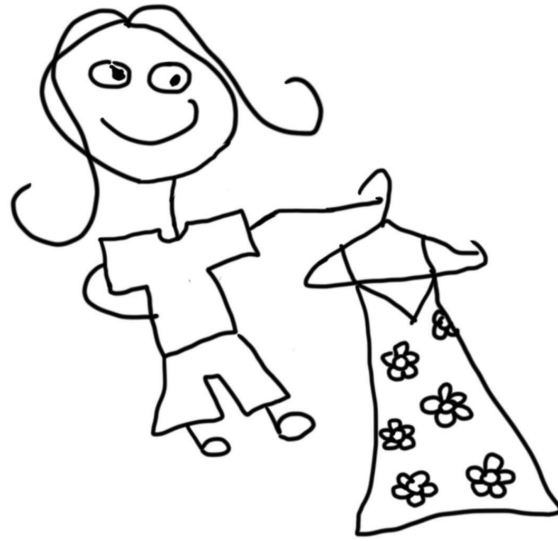
WRITING

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

TURN AND TALK

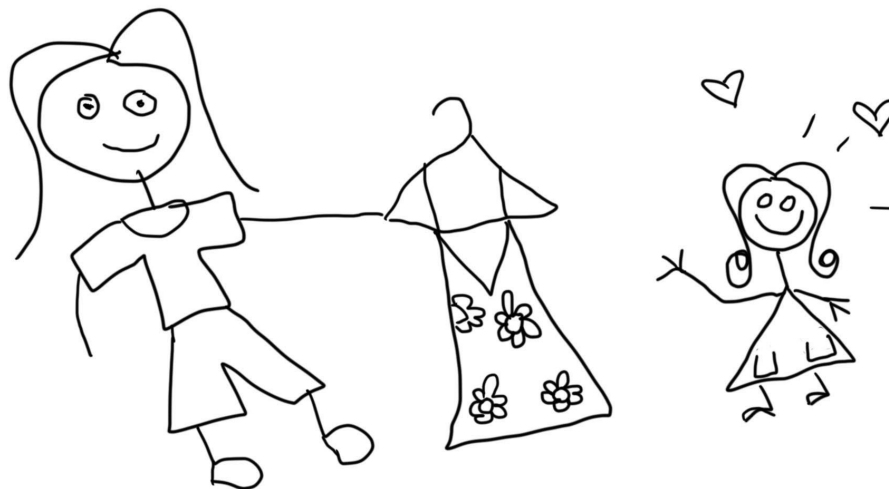
- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.

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



I used to have a pink dress

I liked it because it had flowers and it was pretty.



When I outgrew my dress I gave it to my little
sister. She also loved it!



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Segmenting And Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: VISUALISE

Text	Second Read (Think Aloud)
<p><u>The jacket is mine!</u></p> <p>Matshepo woke up on Saturday morning shivering. 'Eish! It is winter now!' she thought 'At least I get to wear my favourite jacket!' Matshepo smiled as she thought about her beautiful jacket. It was yellow with pink and red flowers all over. It had big purple buttons. It was warm and fluffy on the inside.</p>	--
<p>Matshepo got out of bed. She put on her jeans. She put on a shirt and a jersey. She put on socks and shoes. She put on a fluffy hat.</p>	I visualise Matshepo trying to get dressed quickly because she feels so cold!
<p>Then, she went to the cupboard where her mother kept the winter jackets. Her favourite jacket was not there!</p> <p>'Mama!' Matshepo called. 'Where is my jacket?' But there was no answer.</p>	I visualise Matshepo feeling worried as she looks through the cupboard and can't find her favourite jacket!
<p>Matshepo went outside. The frosty grass crunched under her feet. 'Mama!' Matshepo called. 'Where is my jacket?' But there was no answer.</p>	I visualise Matshepo getting more and more worried as she thinks about her missing jacket!
<p>Matshepo opened the door to the kitchen. 'Mama!' Matshepo whispered 'where is my jacket?' But there was no answer.</p>	--
<p>'Maybe Mama is with Mme Tsiki,' Matshepo thought. But before she could get to Mme Tsiki's house, she saw her little sister Felling running outside. Felling was wearing a beautiful yellow jacket with pink and red flowers, and big purple buttons. 'Hey! That is my jacket!' Matshepo thought.</p>	--
<p>Matshepo was freezing. She did not want to fight with her sister outside in the cold. She ran home. 'Felling is a thief! I wonder what else she has stolen from me,' Matshepo thought, angrily.</p>	Matshepo must be really angry to call her sister a thief! I think Matshepo must be visualising ripping the jacket off of her sister, but then deciding not to.

Text	Second Read (Think Aloud)
<p>She went to the bedroom and opened Felling's top drawer. Matshepo found her old green and red striped dress. 'Hey!' thought Matshepo, 'that is my dress!' She took it from the drawer and put it on. It felt very tight!</p> <p>Matshepo opened the second drawer. She found her pink jersey. 'Hey!' thought Matshepo, 'that is my jersey!' She took it from the drawer and put it on. It was very short!</p>	<p>I can visualise Matshepo's look of anger as she opens the drawers!</p>
<p>She opened the third drawer. She found her bright blue pants. 'Hey!' thought Matshepo, 'those are my pants!' She took them from the drawer and put them on. They felt very tight! She couldn't button them.</p>	<p>I can visualise Matshepo putting on each item of clothing. It must be difficult for her to put them on, because they are so tight and small!</p>
<p>Matshepo tried to open the bottom drawer but she couldn't bend over in all of her tight clothes. And at that moment, her mother walked into the bedroom. Her mother began to laugh. 'Matshepo, what are you doing in all of those old clothes?' her mother asked. 'Those don't fit you anymore!'</p>	<p>I can visualise Matshepo's mother laughing loudly when she sees Matshepo in all those small clothes! She is laughing because Matshepo can barely move!</p>
<p>'Felling has stolen all of my clothes!' Matshepo said, 'and even my favourite jacket!'</p> <p>'Oh Matshepo,' her mother replied, 'I gave them to her! You are growing!' Matshepo's mother opened the closet and pulled out a plastic bag. She handed it to Matshepo.</p>	<p>I visualise Matshepo looking embarrassed when she realizes the mistake she has made.</p>
<p>Matshepo opened the bag and took out a brand new jacket. It was green with yellow and purple stars. It had big red buttons. It was warm and fluffy inside. It was the most beautiful jacket Matshepo had ever seen! She put it on. It fit her perfectly.</p>	<p>I visualise Matshepo laughing at herself as she tries to pull off the clothing that she has outgrown!</p>
<p>The next morning, Matshepo got dressed for church. She put on her brand new jacket and walked outside. Felling looked at her. 'I want that jacket!' Felling said, 'that is the most beautiful jacket I have ever seen!'</p> <p>Matshepo put her arm around her sister. 'Don't worry, Felling. Someday it will be your jacket!'</p>	<p>Matshepo realises that all of her clothes will become too small and will someday belong to Felling. I think she can visualise herself getting big, and outgrowing her new jacket! That must be why she tells Felling that someday the jacket will belong to her!</p>

Follow up questions	Possible responses
What did Matshepo find when she opened Felling's drawers?	She found her old clothes.
Have you ever outgrown a piece of clothing? What happened to it?	<i>When I outgrew...</i>
Why question	Possible responses
Why did Matshepo tell her sister that someday the new jacket would belong to her?	<ul style="list-style-type: none"> • Because she realises that Felling has all her clothes that are too small. • Because she realises that her mother gives Felling her old clothes. • Because she realises that she is growing, and all of her clothes will someday be too small! • Because she knows someday even her new jacket will be too small. • Because she knows she will outgrow the new jacket, just like she outgrew the old jacket.



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

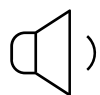
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - outgrow
 - snatch
 - confused

Rhyme or song	Actions
We all grow!	<i>Stand on your tiptoes and stretch your arms out in the air</i>
That's life, you know!	--
Clothes I wore when I was small, Just don't fit me anymore!	<i>Pretend to put clothes on</i> <i>Wave your index finger</i>
We grow and change in many ways, How are you growing and changing today?	-- <i>Shrug your shoulders, like you're asking a question</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
We can **infer** that Matshepo has grown because...
This story connects to our theme 'We grow and change' because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.

**Phonemic Awareness And Phonics:**

15 minutes

Word Find

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

nk	ou	i
t	s	h
p	l	d
w	a	e

WEEK 3

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **nk, ou**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **pink, sink, wink, link, out, shout, loud, spout, hit, sit, pit, pat, hat, lap, wet, pet, slap, slip**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **visualise and illustrate** a detail you remember from the text, like: I remember that Matshepo was so angry. She even called her sister a thief for wearing her old jacket!
- 3 Draw your own picture on the chalkboard of Matshepo searching for her jacket, looking angry.
- 4 Next, tell learners that they are going to visualise something from the text.
- 5 Ask learners to close their eyes and relax. Read the text to them once more.
- 6 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 7 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

GROUPS: _____

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




End of week language learning review

15 minutes

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

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

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

Grade 1

TERM 4

Week

4

THEME:

We grow

and change



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: a picture of you when you were really young, or ask learners to bring pictures of themselves as babies.
- 5 Do some research on the internet to prepare for the theme. For example: research how we grow and change over time.
- 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 68, Let's read and page 69, Let's do

Activity 2: DBE Workbook 2: Page 70 – 71, Let's write

Activity 3: DBE Workbook 2: Page 72 – 73, Let's write

Activity 4: Draw a picture of something that has changed about you.

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of Wayde helping his mother in the Big Book story: Wayde makes curry
- 2 Tell learners that we are continuing our theme: We grow and change
- 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 did Matshepo grow or change?
 - b What are some things that have changed about you?
 - c What are some things that have changed about your school or community?
 - d How do you feel when something changes?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - curry
 - ingredients
 - spice

Rhyme or song	Actions
We all grow!	<i>Stand on your tiptoes and stretch your arms out in the air</i>
That's life, you know!	--
Clothes I wore when I was small, Just don't fit me anymore!	<i>Pretend to put clothes on</i> <i>Wave your index finger</i>
We grow and change in many ways, How are you growing and changing today?	-- <i>Shrug your shoulders, like you're asking a question</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a pink
 - b sink
 - c wink
 - d link
 - e out
 - f shout
 - g loud
 - h spout
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan And Draft

TOPIC: Write about a time you changed your opinion about something.

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

WRITING FRAME:

I used to think that...

But then...

MODELLING

- 1 Explain that today, learners will write about a time they changed what they thought about something (their opinion!).
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your writing, like: I used to dislike running. But then I went running with my sister and I actually liked it. I changed my opinion about running.
- 4 Use **modelling** to draw a picture of yourself running.
- 5 Explain which words you will write. **Draw a line for each word**, like: **I used to think that I didn't like running. But then I tried it and I changed my mind.**
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some different ideas with learners.
- 2 Write the words on the chalkboard, like: spinach, playing soccer, cooking, brushing my teeth, etc.
- 3 Ask learners: What is something you have changed your opinion about?
- 4 Instruct learners to **think before they write**.
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 6 Call on 2–3 learners to tell you about what they have changed their opinion about.
- 7 They must say: I used to think that... / But then...
- 8 Explain that learners will now draw and write their own ideas!

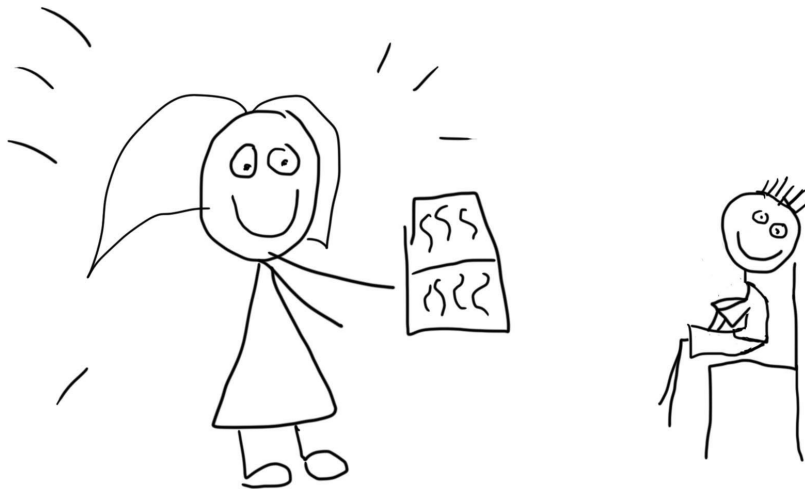
WRITING

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

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

TURN AND TALK

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



I used to think that reading was boring.
But then my teacher read an exciting book to us
in class.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**th**/ (**hard sound**)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the hard sound /**th**/?
- 4 Brainstorm words with learners, like: **them, father, feather**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

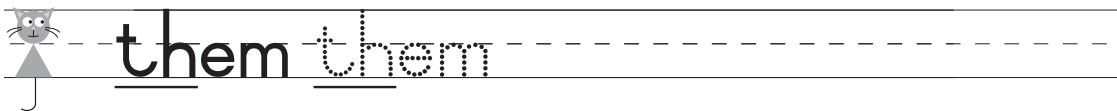
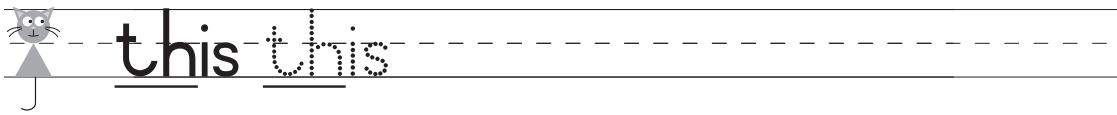
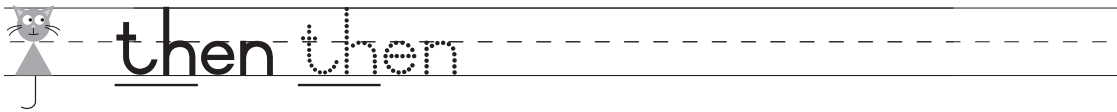
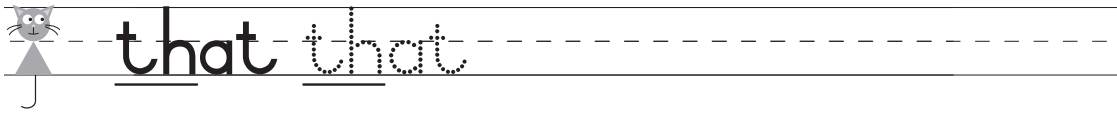
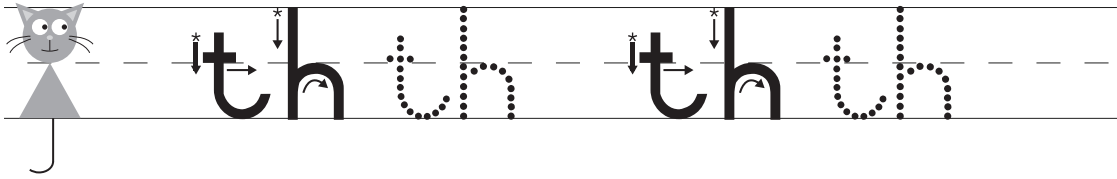


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER; MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p><u>Wayde makes curry</u></p> <p>Wayde had always hated eating tomatoes. 'I will never eat tomatoes!' he proclaimed as his mother took a tin of tomatoes from the shelf and put it into the shopping cart.</p>	<p>I wonder if tomatoes will be important in this story?</p>
<p>'Would you like to help me make curry?' Wayde's mother asked as she unpacked her groceries. 'Oh yes! I love curry!' Wayde answered. It was his first time to help his mother make curry.</p>	<p>I wonder what ingredients are in curry? Wayde will get to find out all the ingredients as he helps his mother!</p>
<p>'First, we have to toast all the dry seeds together in a pan,' Wayde's mother explained. 'Spices are what make our curry taste delicious! Count out five of these cardamom pods,' she instructed Wayde.</p> <p>Wayde took five cardamom pods out of the container and put them on the counter. His mother crushed them and placed them in the hot pan, together with coriander and cumin seeds. Delicious smells wafted through the kitchen.</p>	<p>Wayde looks so happy! I can make a connection! When I was young, I loved to help my father cook.</p>
<p>Wayde's mother put the toasted seeds into the mortar and let Wayde use the pestle to crush the spices into a powder.</p>	<p>--</p>
<p>Next, Wayde's mother put oil into the frying pan. When the oil began to bubble and boil, she put pieces of chicken into the oil.</p> <p>'Will you grate the ginger for me?' she asked, handing Wayde a grater and a piece of fresh ginger. Wayde grated while his mother chopped the garlic and onions.</p> <p>Soon, the chicken was finished cooking. The skin looked crispy and brown. Wayde's stomach began to rumble. Wayde's mother put the chicken pieces on a plate. 'We will put these back into the curry at the end,' she explained.</p>	<p>My stomach rumbles when I feel hungry and smell something delicious – just like Wayde!</p>

Text	First Read (Think Aloud)
<p>Next, Wayde’s mother put the onion and garlic into the hot pan. She let Wayde use a long wooden spoon to stir the onion and garlic together. After a few minutes, she added the spices, ginger and a splash of water to the pan. The room smelled even more delicious than before. Wayde’s mouth began to water.</p>	<p>I can connect to this too! My mouth waters when I feel hungry and know I will eat soon – just like Wayde!</p>
<p>Wayde’s mother lifted the pan off the stove and scraped the spice mixture into the blender. Then she let Wayde press the button on the blender until there was a thick paste inside.</p> <p>Wayde’s mother added the chicken back into the pan. Then she added the paste from the blender. ‘I’m so hungry!’ Wayde said, licking his lips. ‘I can’t wait to eat our delicious curry!’</p>	<p>--</p>
<p>Next Wayde’s mother opened the tin of tomatoes.</p> <p>‘What is that for?’ Wayde asked. ‘I hate tomatoes! We can’t put tomatoes in the curry!’ Wayde gasped.</p> <p>Wayde’s mother began to laugh. ‘Wayde, you have always loved curry – and curry has always had tomatoes in it,’ she said. Wayde watched in shock as she put the tomatoes into the pan.</p>	<p>I remember the story started with tomatoes! I wondered if tomatoes would be important in the story, and now I see that they are!</p>
<p>Finally, Wayde’s mother opened the tin of coconut milk. ‘Do you want to pour this in?’ she asked. Wayde carefully poured the coconut milk in. He watched as the milky white liquid covered the tomatoes.</p> <p>‘No wonder I didn’t know – they don’t look like tomatoes when they’re in curry!’ he thought.</p> <p>Wayde’s mother placed the lid on the pan and turned the heat down. ‘It has to simmer for a bit. I will call you when it’s ready,’ she said.</p>	<p>I wonder if Wayde will eat the curry now that he knows there are tomatoes in it?</p>
<p>As Wayde did his homework, his stomach rumbled and his mouth watered. ‘But curry has tomatoes in it! How will I be able to eat it? I hate tomatoes!’ Wayde thought, conflicted.</p>	<p>Wayde is conflicted because he hates tomatoes but loves curry. I wonder what he will do?</p>
<p>‘Wayde, come taste the curry!’ his mother finally called, holding out a bowl for him. Wayde tried it reluctantly. But as soon as the curry hit his tongue, his eyes lit up. It was so delicious. ‘Maybe I don’t hate tomatoes after all,’ Wayde said, as he dug in for another bite.</p>	<p>I wonder if Wayde will change his mind about eating tomatoes now that he knows they are an ingredient in curry – a food he loves!</p>

Follow up questions	Possible responses
What food did Wayde say he hated at the beginning of the story?	Wayde said he hated tomatoes.
What ingredient did Wayde pour into the pan after the tomatoes?	He poured coconut milk into the pan.
Why question	Possible responses
How did Wayde change during the story?	<ul style="list-style-type: none"> • He thought he hated tomatoes but in the end he realised they weren't so bad. • He said he would never eat tomatoes, but then he ate the curry with tomatoes in it. • He wasn't going to eat the curry, but then he decided to eat it. • He changed his mind about tomatoes.



Group Guided Reading

30 minutes

WEEK 4

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.
 - rumble
 - pour
 - grate
 - chop

Rhyme or song	Actions
We all grow!	<i>Stand on your tiptoes and stretch your arms out in the air</i>
That's life, you know!	--
Clothes I wore when I was small,	<i>Pretend to put clothes on</i>
Just don't fit me anymore!	<i>Wave your index finger</i>
We grow and change in many ways,	--
How are you growing and changing today?	<i>Shrug your shoulders, like you're asking a question</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

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

INTRODUCE NEW WORDS

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

WEEK 4

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

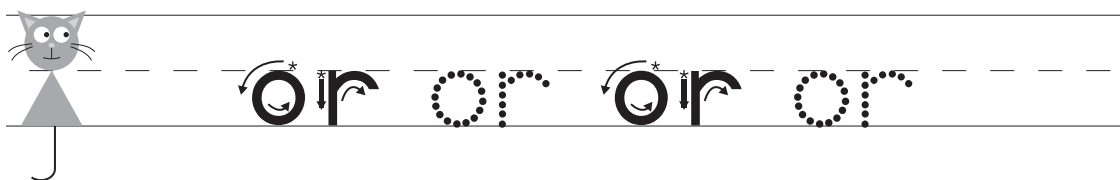


Handwriting:

15 minutes

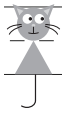
Write new letter(s) / words / sentences

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





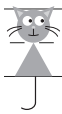
worm worm



word word



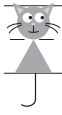
work work



worst worst



The worm will work on



the word.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan And Draft

TOPIC: Write about a time you changed your opinion about something.

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

WRITING FRAME:

I used to think that...

But then...

It is important to change our opinions so...

MODELLING

- 1 Explain that today, learners will add sentences to their writing from Monday.
- 2 Explain that today, learners will write about why it is important to be able to change our thoughts and opinions.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for your writing, like: I think it is important to be able to change our opinions because as people, we change a lot over time. If we can't change our opinions, we might not find new things we like!
- 6 Use **modelling** to add details to your drawing, like: a smile on your face while running.
- 7 Explain which words you will write. **Draw a line for each word**, like: **It is important to change our opinions so we can learn to like new things**.
- 8 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Ask learners: Why do you think it is important to be able to change your opinion?
- 2 Instruct learners to **think before they write**.
- 3 **Instruct learners to turn and talk and share their ideas with a partner.**
- 4 Call on 2–3 learners to tell you why they think it is important.
- 5 They must say: I think it is important change our opinions so...
- 6 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

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

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



I used to think that reading was boring.
But then my teacher read an exciting book to us
in class.



It is important to change our opinions so we can
learn new things



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Segmenting And Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER; MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p><u>Wayde makes curry</u></p> <p>Wayde had always hated eating tomatoes. 'I will never eat tomatoes!' he proclaimed as his mother took a tin of tomatoes from the shelf and put it into the shopping cart.</p>	<p>I remember that tomatoes are an important part of this story! The story is really all about Wayde changing his mind about tomatoes.</p>
<p>'Would you like to help me make curry?' Wayde's mother asked as she unpacked her groceries. 'Oh yes! I love curry!' Wayde answered. It was his first time to help his mother make curry.</p>	<p>I wonder if Wayde's mother asked him to help her so that he would see the ingredients in the curry? He would see that tomatoes are also an ingredient of the curry he loves!</p>
<p>'First, we have to toast all the dry seeds together in a pan,' Wayde's mother explained. 'Spices are what make our curry taste delicious! Count out five of these cardamom pods,' she instructed Wayde.</p> <p>Wayde took five cardamom pods out of the container and put them on the counter. His mother crushed them and placed them in the hot pan, together with coriander and cumin seeds. Delicious smells wafted through the kitchen.</p>	<p>--</p>
<p>Wayde's mother put the toasted seeds into the mortar and let Wayde use the pestle to crush the spices into a powder.</p>	
<p>Next, Wayde's mother put oil into the frying pan. When the oil began to bubble and boil, she put pieces of chicken into the oil.</p> <p>'Will you grate the ginger for me?' she asked, handing Wayde a grater and a piece of fresh ginger. Wayde grated while his mother chopped the garlic and onions.</p> <p>Soon, the chicken was finished cooking. The skin looked crispy and brown. Wayde's stomach began to rumble. Wayde's mother put the chicken pieces on a plate. 'We will put these back into the curry at the end,' she explained.</p>	<p>I remember that Wayde helps with all the ingredients for the curry, and he is looking forward to eating it! He still didn't know that in the end tomatoes will go in the pan!</p>

Text	Second Read (Think Aloud)
<p>Next, Wayde's mother put the onion and garlic into the hot pan. She let Wayde use a long wooden spoon to stir the onion and garlic together. After a few minutes, she added the spices, ginger and a splash of water to the pan. The room smelled even more delicious than before. Wayde's mouth began to water.</p>	<p>--</p>
<p>Wayde's mother lifted the pan off the stove and scraped the spice mixture into the blender. Then she let Wayde press the button on the blender until there was a thick paste inside.</p> <p>Wayde's mother added the chicken back into the pan. Then she added the paste from the blender. 'I'm so hungry!' Wayde said, licking his lips. 'I can't wait to eat our delicious curry!'</p>	<p>I wonder if tomatoes are always one of the last ingredients to go into the curry, or if Wayde's mother waited to add them until the end?</p>
<p>Next Wayde's mother opened the tin of tomatoes.</p> <p>'What is that for?' Wayde asked. 'I hate tomatoes! We can't put tomatoes in the curry!' Wayde gasped.</p> <p>Wayde's mother began to laugh. 'Wayde, you have always loved curry – and curry has always had tomatoes in it,' she said. Wayde watched in shock as she put the tomatoes into the pan.</p>	<p>I wonder why Wayde's mother laughs at Wayde's reaction to the tomatoes? Maybe it is because she knows that there have always been tomatoes in the curry, but Wayde is only now finding out!</p>
<p>Finally, Wayde's mother opened the tin of coconut milk. 'Do you want to pour this in?' she asked. Wayde carefully poured the coconut milk in. He watched as the milky white liquid covered the tomatoes.</p> <p>'No wonder I didn't know – they don't look like tomatoes when they're in curry!' he thought.</p> <p>Wayde's mother placed the lid on the pan and turned the heat down. 'It has to simmer for a bit. I will call you when it's ready,' she said.</p>	<p>Oh! Wayde realises that the coconut milk disguises the tomatoes – because it turns them into a totally different colour! I wonder if there are tomatoes in other foods Wayde loves?</p>
<p>As Wayde did his homework, his stomach rumbled and his mouth watered. 'But curry has tomatoes in it! How will I be able to eat it? I hate tomatoes!' Wayde thought, conflicted.</p>	<p>I connect to this! When I was young, I thought I hated onions. Then, I found out that my mom put friend onions in my favourite stew. I was conflicted about whether or not to keep eating the stew – because I was convinced that I hated onions!</p>
<p>'Wayde, come taste the curry!' his mother finally called, holding out a bowl for him. Wayde tried it reluctantly. But as soon as the curry hit his tongue, his eyes lit up. It was so delicious. 'Maybe I don't hate tomatoes after all,' Wayde said, as he dug in for another bite.</p>	<p>I connect to this! I decided to keep eating the stew because it tasted so good. I realised that maybe my opinion about onions had changed. I realised it was okay to change my mind about onions.</p>

Follow up questions	Possible responses
What did Wayde change his mind about?	He changed his mind about eating tomatoes.
Can you make a connection ? When was a time you changed your mind about something – just like Wayde?	<i>I changed my mind like Wayde when I...</i>
Why question	Possible responses
Why do you think Wayde's mother asked him to help her cook curry?	<ul style="list-style-type: none"> • Maybe because she wanted help cooking. • Maybe she wanted Wayde to know the ingredients inside curry. • Maybe because Wayde loves to eat curry, so she wanted him to know how to make curry. • Maybe because she thought Wayde would change his mind about tomatoes if he knew they were in the curry that he loves. • Maybe she thought it would be funny when Wayde realised tomatoes were an ingredient in one of his favourite foods – even though he hates to eat them!



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.
 - boil
 - change your mind
 - opinion

Rhyme or song	Actions
We all grow!	<i>Stand on your tiptoes and stretch your arms out in the air</i>
That's life, you know!	--
Clothes I wore when I was small, Just don't fit me anymore!	<i>Pretend to put clothes on</i> <i>Wave your index finger</i>
We grow and change in many ways, How are you growing and changing today?	-- <i>Shrug your shoulders, like you're asking a question</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
I connect to Wayde when...
This story connects to our theme 'We grow and change' because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.

**Phonemic Awareness And Phonics:**

15 minutes

Word Find

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

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

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **th, or**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **that, then, this, them, worm, word, work, worst, mat, sat, met, set, skin, man, tan**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE CONNECTIONS

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: Wayde makes curry
- 2 They will also talk about a **connection** they can make to *Wayde makes curry*.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and a **connection**, like: I liked when Wayde liked the curry at the end. I can connect to this story, because I have changed my mind about foods I like too!
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they like** and a **connection to** the story *Wayde makes curry*.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners own ideas!*)



Group Guided Reading

30 minutes

GROUPS: _____

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



End of week language learning review

15 minutes

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

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

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

Grade 1

TERM 4

Week

5

THEME:

Our living

history



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: a timeline of interesting events in history, images of what the world looked like a long time ago, etc.
- 5 Do some research on the internet to prepare for the theme. For example: research interesting facts about history.
- 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 74 – 75, Let's write

Activity 2: DBE Workbook 2: Page 76, Let's read

Activity 3: DBE Workbook 2: Page 77 – 78, Let's do

Activity 4: Draw a picture of your family.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the front cover of the Big Book story: My grandfather's story
- 2 Tell learners that we are starting a new theme called: Our living history
- 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 history?
 - b What do you know about your family history?
 - c What do you know about South African history?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - history
 - past
 - present

Rhyme or song	Actions
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history	-
Then things won't be such a mystery	-
If you know your family history clap your hands	<i>Clap twice</i>



Handwriting

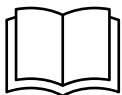
15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a that
 - b then
 - c this
 - d them
 - e worm
 - f word
 - g work
 - h worst
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan And Draft

TOPIC: Write about your family history.

TASK: Draw a picture and write a list with headings.

WRITING FRAME:

Things I know about my family history:

- 1 ...
- 2 ...

MODELLING

- 1 Explain that today, learners will write about **some thing they know about their family history.**
- 2 Read the writing frame to learners.
- 3 Point out the **heading** (*Things I know about my family history*). Explain that a heading tells us what the list will be about.
- 4 Explain that today we will make a **list**. This means we will choose two things we know about our family history and write them down.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Tell learners some ideas you have for filling in the writing frame, like: I know that my family moved from East London to Johannesburg. I know that my grandfather was from Botswana.
- 7 Use **modelling** to draw a picture of yourself, thinking about each of the things you know using **thought bubbles**.
- 8 Explain which words you will write. **Draw a line for each word.**
- 9 Use **modelling** to complete the first item on the list: **My family moved from East London.**
- 10 Use **modelling** to complete the second item on the list: **My grandfather was from Botswana.**
- 11 **Say words slowly like a tortoise and write the sounds you know.**
- 12 Use **resources**, like sight words and theme vocabulary words.
- 13 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm words about family history with learners.
- 2 Write the words on the chalkboard, like: move, live, speak, cook, eat, believe etc.
- 3 Ask learners: What do you know about your family history?
- 4 Instruct learners to **think before they write**.
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**

- 6 Call on 2–3 learners to tell you something they know about their family history.
- 7 They must say: I know that ...
- 8 Explain that learners will now draw and write a their own lists!

WRITING

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

TURN AND TALK

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



Things I know about my family history:

1. My grandparents come from Hebron

2. My family come from the Bastwand tribe.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /sl/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the hard sound /sl/?
- 4 Brainstorm words with learners, like: **slime, sleep, slap**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____




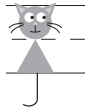
Handwriting:

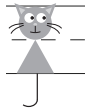
15 minutes

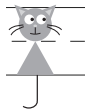
Write new letter(s) / words / sentences

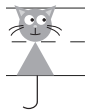
- 1 Teach learners to correctly form the lower case letter(s) in print: **sl**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

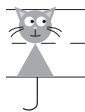
 s | s | s | s |

 slap slap

 slam slam

 slim slim

 slip slip

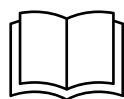
 sleep sleep

 I will slip in my bed.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: SEARCH THE TEXT

Text	First Read (Think Aloud)
<p><u>My grandfather's story</u></p> <p>My name is Aziz. I live in the Cape Flats, a community on the outskirts of Cape Town. But my family didn't always live here. My grandfather once told me the story of how our family ended up here.</p>	<p>Where does Aziz live? Oh! I learn here that his family lives in the Cape Flats.</p>
<p>When my grandfather was small, he lived in a place called District Six, right in the middle of Cape Town. District Six was once a place where people of different races, religions and cultures lived together.</p> <p>But, the Apartheid government didn't like different kinds of people living together. They wanted to separate people by race. Also, because District Six was right in the middle of the city, they thought it should be for white people only. In 1966, the government made District Six a 'Whites-only' area, and everyone else was forced to leave. District Six was almost totally destroyed.</p>	<p>Where did Aziz's grandfather live before the Cape Flats? I learn that his grandfather once lived in a place called District Six.</p>
<p>My grandfather once took me for a walk in what is left of District Six. 'I want you to remember what happened here, so that you can teach your children someday. We must never forget our history,' he told me.</p> <p>First, my grandfather showed me De Villiers Street, where his family lived. 'My grandfather was the best tailor in town! His tailor shop was attached to our house, so he could work anytime – day or night!' he told me.</p>	<p>What did Aziz's grandfather show him first on their walk? I learn that first, he showed him where his family once lived.</p>
<p>We walked a few blocks. 'Look! This is where the school I went to when I was a small child was – just two minutes from home! We used to learn reading, maths, and all about our Islamic traditions here. I loved this school! When we were forced to move to the Cape Flats, there was no Islamic school – only a Christian school. I missed the Islamic rituals every day,' he said, looking sad.</p>	<p>What was different about Aziz's grandfather's school in District Six and in the Cape Flats? Oh, I learn that at his new school, he didn't learn Islamic rituals like he did at his school in District Six.</p>

Text	First Read (Think Aloud)
<p>Then, he showed me the corner where there was once a barbershop called 'Star Hair Dressing'.</p> <p>'This is where my mother took me for haircuts! The barber always gave me a sweet for sitting still,' he said smiling.</p>	<p>--</p>
<p>We walked up the street. 'This street used to be called Hanover Street,' he said. 'It was a long narrow street with all sorts of shops! And there was a tram that ran down the middle, to take people where they needed to go!'</p>	<p>Where are Aziz and his grandfather now? I learn that they are walking on a street that used to be called Hanover Street, before District Six was destroyed!</p>
<p>We kept walking. 'This is where my family used to come to pray,' he said, pointing to a beautiful old mosque. It was the first mosque in District Six!</p>	<p>Where did Aziz's grandfather pray? I learn that he prayed at the first mosque built in District Six!</p>
<p>Then, he showed me where there was once a small synagogue. 'This used to be called Constitution Street. I had a Jewish friend who used to pray there with his family,' he explained.</p>	<p>Where did Aziz's grandfather's friend pray? Oh! I learn that his friend prayed in a synagogue. I learn that he had friends who were different religions from him.</p>
<p>Finally, my grandfather showed me the Old Methodist Church, which is now the District Six Museum. 'There once were churches, mosques, and synagogues here! But most of them were destroyed when we were forced to leave,' he said, looking sad.</p>	<p>What was destroyed? Oh! I learn that mosques, synagogues and churches were destroyed!</p>
<p>At the end of our walk, we sat together at the edge of a big, empty field. 'This used to be home to so many people. I remember all the children playing in the street together. I remember the musicians practicing on street corners. I remember the big painted murals. And I remember the day the bulldozers came to destroy it all,' he said, with tears in his eyes.</p>	<p>Why did Aziz and his grandfather sit at a big, empty field? Oh! I think it is because so many things in District Six were destroyed.</p>
<p>The government has not offered my family a piece of land in District Six. They have offered us money instead. But nothing will bring back the community that my grandfather lost in 1966.</p> <p>My grandfather says that we must work to keep these sad memories alive. I hope these memories mean that no one in South Africa is ever forced from their homes again.</p>	<p>--</p>

WEEK 5

Follow up questions	Possible responses
Where did Aziz's family once live?	They lived in District Six in Cape Town.
What did Aziz's grandfather miss about his community in District Six?	<ul style="list-style-type: none"> • He missed his old house on De Villiers street. • He missed his grandfather's tailor shop. • He missed his old school, that taught him Islamic rituals. • He missed Hanover Street. • He missed the tram on Hanover Street. • He missed all the mosques, synagogues and churches. • He missed his old community.
Why question	Possible responses
Why does Aziz's family live in the Cape Flats now?	<ul style="list-style-type: none"> • Because they are not white and their family was forced to leave District Six. • Because District Six was almost totally destroyed. • Because the government did not give their land back.



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

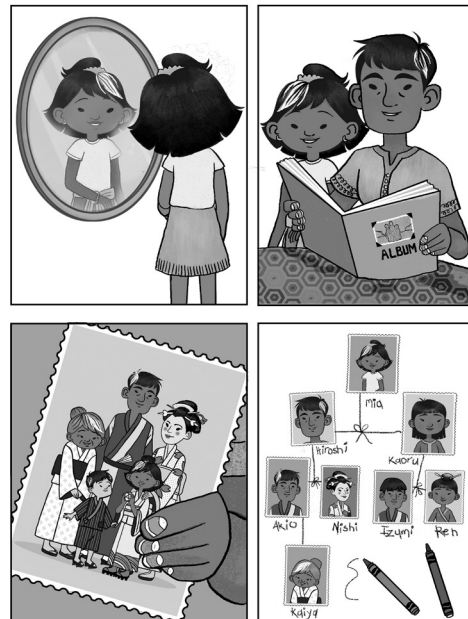
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - barbershop
 - tram
 - mosque
 - synagogue

Rhyme or song	Actions
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history	-
Then things won't be such a mystery	-
If you know your family history clap your hands	<i>Clap twice</i>

WEEK 5

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

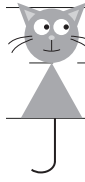


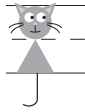
Handwriting:

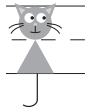
15 minutes

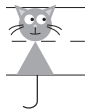
Write new letter(s) / words / sentences

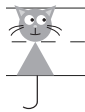
- 1 Teach learners to correctly form the lower case letter(s) in print: **ay**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

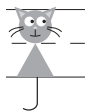
 a y ay a y ay

 slay slay

 stay stay

 play play

 way way

 pay pay

 crayon crayon

 I will not pay to stay.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan And Draft

TOPIC: Write about your family history.

TASK: Draw a picture and write a list with headings.

WRITING FRAME:

Things I know about my family history:

- 1 ...
- 2 ...

Questions I have about my family history:

- 1 ...
- 2 ...

MODELLING

- 1 Explain that today, learners will add to their writing from Monday.
- 2 Explain that today, learners write about some questions they have about their family history.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Explain some ideas you have for filling in the new parts of writing frame, like: I wonder why my grandfather came to South Africa?
- 6 Use **modelling** to add to your drawing, like: yourself, thinking about this question.
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use **modelling** to complete the first item on the second part of the list: **Why did my grandfather come from Botswana?**
- 9 Use **modelling** to complete the second item on the second part of the list: **I wonder why my family moved from East London?**
- 10 **Say words slowly like a tortoise and write the sounds you know.**
- 11 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

ORAL INSTRUCTIONS

- 1 Ask learners: What questions do you have about your family history?
- 2 Instruct learners to **think before they write**.
- 3 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 4 Call on 2–3 learners to tell you their questions.
- 5 They must say: I want to know...
- 6 Explain that learners will now draw and write their own ideas!

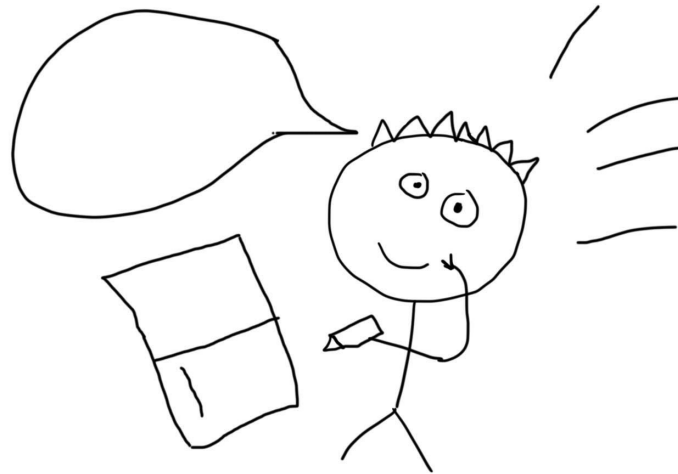
WRITING

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

TURN AND TALK

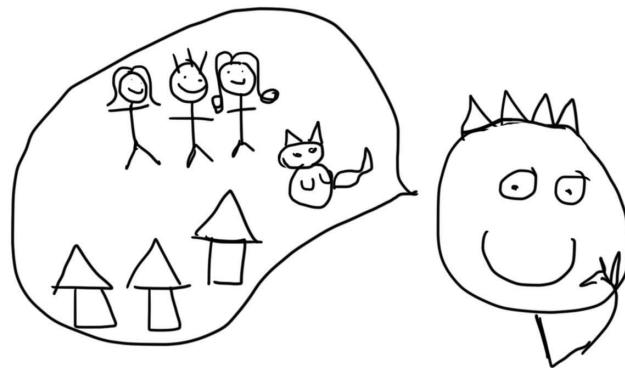
- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.

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



Things I know about my family history:

1. My grandparents come from Hebron
2. My family come from the Bdstwand tribe.



Questions I have about my family history:

1. How many brothers and sisters did my grandparents have?
2. Where did my grandmother come from?



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Segmenting And Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p><u>My grandfather's story</u></p> <p>My name is Aziz. I live in the Cape Flats, a community on the outskirts of Cape Town. But my family didn't always live here. My grandfather once told me the story of how our family ended up here.</p>	--
<p>When my grandfather was small, he lived in a place called District Six, right in the middle of Cape Town. District Six was once a place where people of different races, religions and cultures lived together.</p> <p>But, the Apartheid government didn't like different kinds of people living together. They wanted to separate people by race. Also, because District Six was right in the middle of the city, they thought it should be for white people only. In 1966, the government made District Six a 'Whites-only' area, and everyone else was forced to leave. District Six was almost totally destroyed.</p>	<p>Why did Aziz's grandfather's family move to the Cape Flats? Oh! I learn that they didn't have a choice – they were forced to leave District Six.</p>
<p>My grandfather once took me for a walk in what is left of District Six. 'I want you to remember what happened here, so that you can teach your children someday. We must never forget our history,' he told me.</p> <p>First, my grandfather showed me De Villiers Street, where his family lived. 'My grandfather was the best tailor in town! His tailor shop was attached to our house, so he could work anytime – day or night!' he told me.</p>	<p>Why did Aziz's grandfather take him for a walk in District Six? I learn that it is because he wants Aziz to learn about their family history!</p>
<p>We walked a few blocks. 'Look! This is where the school I went to when I was a small child was – just two minutes from home! We used to learn reading, maths, and all about our Islamic traditions here. I loved this school! When we were forced to move to the Cape Flats, there was no Islamic school – only a Christian school. I missed the Islamic rituals every day,' he said, looking sad.</p>	<p>Why did Aziz's grandfather look sad? Oh, he is sad when he thinks about how his new school didn't teach him the Islamic rituals that he loved!</p>

Text	Second Read (Think Aloud)
<p>Then, he showed me the corner where there was once a barbershop called 'Star Hair Dressing'.</p> <p>'This is where my mother took me for haircuts! The barber always gave me a sweet for sitting still,' he said smiling.</p>	<p>--</p>
<p>We walked up the street. 'This street used to be called Hanover Street,' he said. 'It was a long narrow street with all sorts of shops! And there was a tram that ran down the middle, to take people where they needed to go!'</p>	<p>Why did Aziz's grandfather want to show him so many things that no longer exist? I infer that he wants Aziz to know all the things he loved about his community in District Six.</p>
<p>We kept walking. 'This is where my family used to come to pray,' he said, pointing to a beautiful old mosque. It was the first mosque in District Six!</p>	<p>How do I know that Aziz's family is Muslim? Oh! I remember that he loved learning his Islamic rituals, and now I learn that his family prayed at a mosque.</p>
<p>Then, he showed me where there was once a small synagogue. 'This used to be called Constitution Street. I had a Jewish friend who used to pray there with his family,' he explained.</p>	<p>--</p>
<p>Finally, my grandfather showed me the Old Methodist Church, which is now the District Six museum. 'There once were churches, mosques, and synagogues here! But most of them were destroyed when we were forced to leave,' he said, looking sad.</p>	<p>Why did Aziz's grandfather feel sad? I learn that many buildings were destroyed. I think he feels sad about his community being destroyed.</p>
<p>At the end of our walk, we sat together at the edge of a big, empty field. 'This used to be home to so many people. I remember all the children playing in the street together. I remember the musicians practicing on street corners. I remember the big painted murals. And I remember the day the bulldozers came to destroy it all,' he said, with tears in his eyes.</p>	<p>How did Aziz's grandfather feel at the end of their walk? He has tears in his eyes, so I infer he feels very sad when he thinks about all the things that were destroyed.</p>
<p>The government has not offered my family a piece of land in District Six. They have offered us money instead. But nothing will bring back the community that my grandfather lost in 1966.</p> <p>My grandfather says that we must work to keep these sad memories alive. I hope these memories mean that no one in South Africa is ever forced from their homes again.</p>	<p>Why did Aziz's grandfather want to share so many sad memories with him? Oh, I learn that he wants Aziz to remember, so that the same thing cannot happen again!</p>

Follow up questions	Possible responses
What happened to District Six?	<ul style="list-style-type: none"> • It became an area where only white people were allowed to live. • Everyone who wasn't white was forced to leave District Six. • District Six was almost totally destroyed.
Why did Aziz's grandfather feel sad in the story?	<ul style="list-style-type: none"> • Because his community was destroyed. • Because he misses his community.
Why question	Possible responses
Why did Aziz's grandfather take him for a walk in District Six?	<ul style="list-style-type: none"> • Because he wanted to tell Aziz about all the things he remembered. • Because he wanted to tell Aziz about his family history. • Because he wanted Aziz to keep their history alive. • Because he missed his old community. • Because he doesn't ever want the same thing to happen again!



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.
 - destroy
 - bulldozer
 - memory

Rhyme or song	Actions
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history	-
Then things won't be such a mystery	-
If you know your family history clap your hands	<i>Clap twice</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
This story tells us about South African history because...
This story made me feel...because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.

**Phonemic Awareness And Phonics:**

15 minutes

Word Find

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

sl	ay	p
m	a	i
e	s	t
l	w	o

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **sl, ay**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **slap, slam, slim, slip, sleep, slay, stay, play, way, pay, pot, pet, pit, pat, wet, met, letv**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about one thing they learned in the story: My grandfather's story
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of **something you learned from the story**, like: I learned that there was once a neighbourhood in Cape Town called District Six.
- 3 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 4 Instruct learners to think about what **they learned** from the story *My grandfather's story*.
- 5 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 6 Explain and correct any common problems to learners.
- 7 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners own ideas!*)



Group Guided Reading

30 minutes

GROUPS: _____

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




End of week language learning review

15 minutes

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

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

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

Grade 1

TERM 4

Week

6

THEME:

**Our living
history**



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: an image of a praying mantis, pictures of your family, ask learners to bring pictures of their families, etc.
- 5 Do some research on the internet to prepare for the theme. For example: research facts about South African history
- 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 79, Let's do

Activity 2: DBE Workbook 2: Page 80, Let's read

Activity 3: DBE Workbook 2: Page 81 – 83, Let's write

Activity 4: Draw a picture of something you know about your ancestors.

Monday



Oral Activities

15 minutes

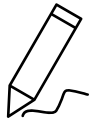
RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE (SECOND WEEK OF THE THEME)

- 1 Show learners a picture of Dantago holding the praying mantis in the Big Book story: The divine messenger
- 2 Tell learners that we are continuing our theme: Our living history
- 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 new things have you learned about South African history?
 - b What would you like to know about South African history?
 - c What would you like to know about your family history?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - ancestors
 - messenger
 - message
 - interpet

Rhyme or song	Actions
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history	-
Then things won't be such a mystery	-
If you know your family history clap your hands	<i>Clap twice</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a slap
 - b slam
 - c slim
 - d slip
 - e sleep
 - f slay
 - g stay
 - h play
 - i way
 - j pay
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: The divine messenger.
- 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 thank you card to someone who has taught you about your history.

TASK: Write a thank you card.

WRITING FRAME:

Dear...

Thank you for...

I learned...

MODELLING

- 1 Explain that today, learners will write a thank you card to someone who has taught them about their history.
- 2 Explain that learners will make their own card. Take a blank paper and show learners how to fold the paper in half.
- 3 Explain that on the front of the card, learners will draw a beautiful picture and write the words: **Thank you**
- 4 **Draw two boxes on the chalkboard to show the front and the inside of the card.**
- 5 Use **modelling** to draw on the front of the card.
- 6 Use **modelling** to show learners that you **think before you write.**
- 7 Tell learners your idea for your writing, like: I want to thank my grandmother for telling me about what life was like for her as a little girl. I learned that when she was little, there was no school bus. She had to walk to school
- 8 Explain which words you will write. **Draw a line for each word**, like: Dear Grandma, Thank you for telling me about when you were little. I learned that you walked to school instead of taking the bus.
- 9 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some different people learners could write to with learners.
- 2 Write the words on the chalkboard, like: grandmother, grandfather, auntie, uncle.
- 3 Ask learners: What did you learn?
- 4 Instruct learners to **think before they write.**
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 6 Call on 2–3 learners to tell you What they learned.
- 7 They must say: Thank you for... / I learned...
- 8 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

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





Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**bl**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the hard sound /**bl**/?
- 4 Brainstorm words with learners, like: **black, blue, blanket**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

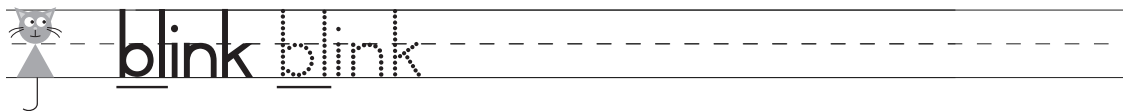
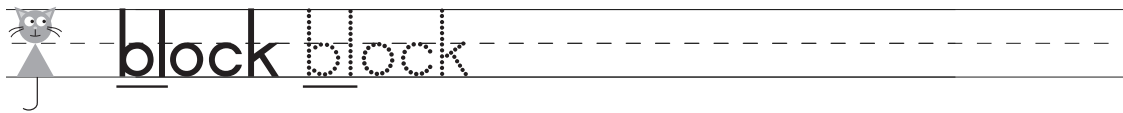
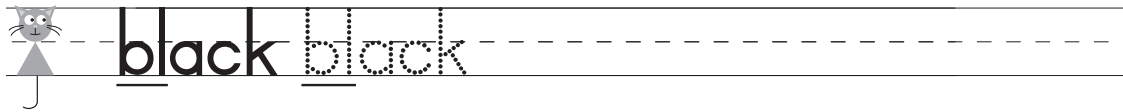
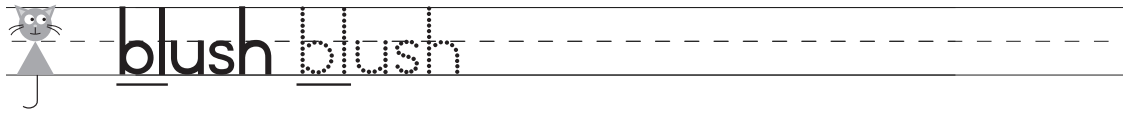
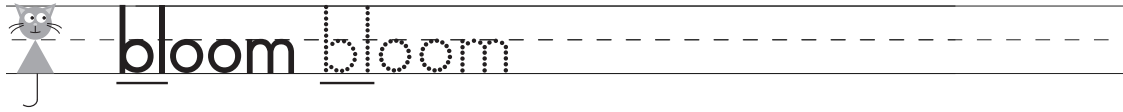
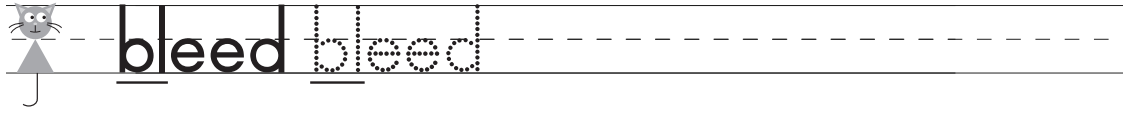
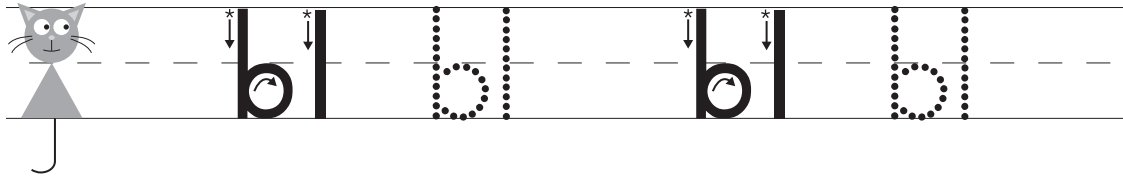


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p><u>The divine messenger</u></p> <p>'Look!' I called to my grandmother one afternoon, holding out a praying mantis in the palm of my hand.</p>	<p>--</p>
<p>My grandmother smiled. 'Dantago, I want to tell you about our Nama ancestors,' she said, as she took the praying mantis into her own hand. 'They were part of a bigger group of people called the Khoisan, the original people to live on this land – the land that is now called South Africa,' she said.</p> <p>'Our ancestors believed that the praying mantis is a divine messenger. When our ancestors saw a praying mantis like this one, they believed it must be carrying an important message from the gods,' she explained.</p>	<p>I can make a connection to the story we read last week. In both of these stories, the narrators' grandparents are telling them stories of the past.</p>
<p>I looked closely at the praying mantis resting on my grandmother's hand.</p> <p>'If our ancestors were in a difficult situation and they saw a praying mantis sitting on a rock or on the ground, they would bend down and ask the praying mantis their question from their hearts,' she said, as she released the praying mantis onto the window sill.</p> <p>I imagined our ancestors bending down, interpreting the messages carried by this little insect.</p>	<p>Both Dantago and Aziz are learning about their family histories from their grandparents. I think grandparents can teach us a lot about where our families have come from.</p>
<p>'What kind of messages could a praying mantis carry?' I asked my grandmother.</p> <p>'A praying mantis carried many different messages – but they especially held messages about the rain,' she explained. 'Our ancestors could see whether rain could be expected soon or not just by looking at the praying mantis.'</p>	<p>It seems like both Dantago and Aziz have a lot to learn about their family stories.</p>
<p>'Do we believe that praying mantises carry messages too?' I asked. I bent down and asked from my heart if rain would come soon. I stared at the praying mantis, trying to see whether rain would come.</p> <p>'I don't think I can read the messages,' I confessed.</p>	<p>--</p>

Text	First Read (Think Aloud)
<p>'Well, said my grandmother, 'as you know, our people have different ways of speaking to God and to our ancestors. As you get older, you will make choices about what feels right to you. Whatever you believe, you have to listen carefully for messages – and sometimes they might come through a praying mantis,' she explained.</p>	<p>I can make a connection – in both stories we see that there are different ways that people pray and practice their beliefs.</p>
<p>'What happened to our Nama ancestors?' I asked my grandmother, trying to imagine where they could've gone.</p> <p>She was quiet for a few minutes. I could see that she was deep in her thoughts.</p>	<p>Life has changed over time for both Dantago and Aziz's families. We learn about some of the ways that life has changed over time in both of these stories.</p>
<p>'Our Nama ancestors were hunter-gatherers. That means they hunted for their meat and collected their food from plants in the bush. But today, there aren't animals roaming free to hunt. Their land was taken from them, so they could no longer gather food. Our ancestors were treated unfairly in many different ways,' she said.</p>	<p>I can make a connection. Both Aziz and Dantago's ancestors had land taken away from them. They were treated unfairly.</p>
<p>I thought about our ancestors with bows and arrows, carefully following the tracks of a Kudu. I thought about them digging up roots and collecting berries to eat. I thought about people coming to steal their land away.</p>	<p>Both Aziz and Dantago have to imagine certain parts of their ancestors' lives – because their land was stolen away.</p>
<p>'Dantago, I want you to always remember what is important to us as Nama people. You know how much we value nature and our community,' she went on. 'That is why I am teaching you everything I know about our culture. It is up to us to keep those values alive to honour our ancestors.'</p>	<p>Both of their grandparents want them to remember their ancestors – and to never forget their families' histories.</p>
<p>I thought about the way my grandmother knew the name and use of every plant in the bush. I wondered if that knowledge came from our ancestors – from the special value they placed on nature.</p>	<p>--</p>
<p>As the praying mantis crawled away, I thought more about my ancestors, and the many important lessons that I could still learn from them.</p>	<p>I can see that even though some of Dantago's ancestors' knowledge and traditions have been lost, there is still so much for her to learn and keep alive.</p>

WEEK 6

Follow up questions	Possible responses
What did Dantago show her grandmother?	She showed her grandmother a praying mantis.
Who were Dantago's ancestors?	Dantago's ancestors were Nama people, a part of the Khoisan people.
Why question	Possible responses
Why do you think Dantago's grandmother tells her about her ancestors?	<ul style="list-style-type: none"> • Because she wants Dantago to learn about her ancestors' traditions. • Because it is important for Dantago to know about her family history. • Because she wants Dantago to learn important lessons from her ancestors. • Because she wants Dantago to help keep their values alive – to honour them.



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

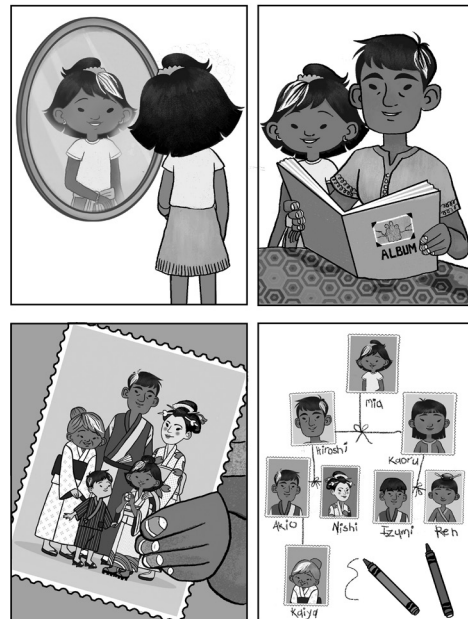
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - roam
 - nature
 - value
 - culture

Rhyme or song	Actions
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history	-
Then things won't be such a mystery	-
If you know your family history clap your hands	<i>Clap twice</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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



WEEK 6



Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

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

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

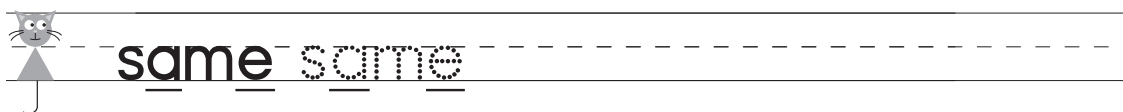
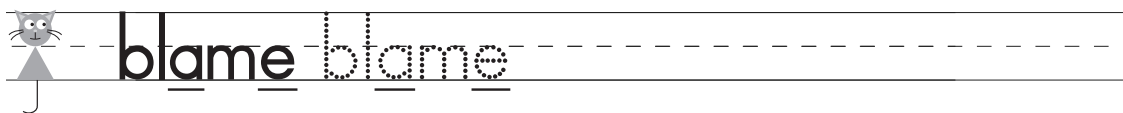
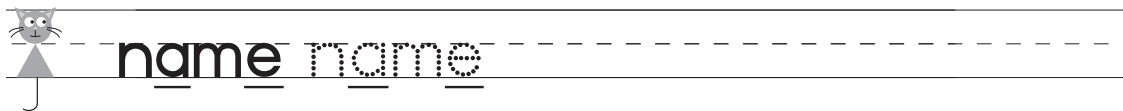
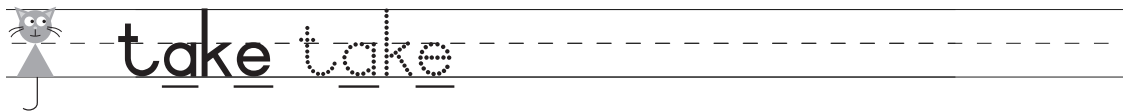
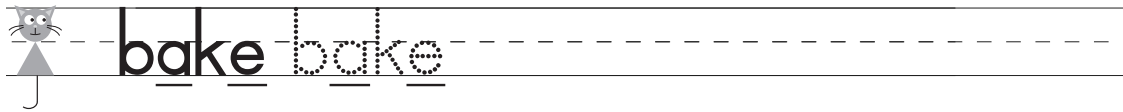
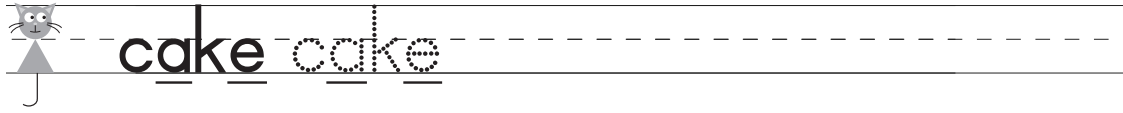
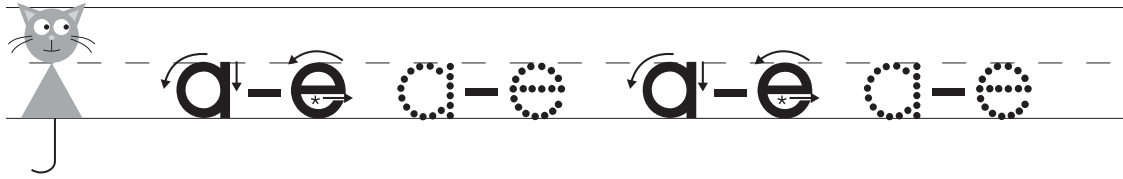


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan And Draft

TOPIC: Write a thank you card to someone who has taught you about your history.

TASK: Write a thank you card.

WRITING FRAME:

Dear...

Thank you for...

I learned...

I feel...

Love,...

MODELLING

- 1 Explain that today, learners will add a sentence to the inside of their card from Monday.
- 2 Read the new writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Tell learners your idea for your writing, like: I feel so grateful to my grandma. I felt excited to know more about her life.
- 5 Explain which words you will write. **Draw a line for each word**, like: I feel so happy that you told me about your life.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some feeling words with learners.
- 2 Write the words on the chalkboard, like: happy, grateful, comfortable, etc.
- 3 Ask learners: How do you feel?
- 4 Instruct learners to **think before they write**.
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 6 Call on 2–3 learners to tell you how they feel.
- 7 They must say: I feel...
- 8 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

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

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



WEEK 6



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Segmenting And Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER; I INFER

Text	Second Read (Think Aloud)
<p><u>The divine messenger</u></p> <p>'Look!' I called to my grandmother one afternoon, holding out a praying mantis in the palm of my hand.</p>	<p>I remember in this story that Dantago's grandmother teaches her about their Nama ancestors. I wonder who taught Dantago's grandmother about their ancestors?</p>
<p>My grandmother smiled. 'Dantago, I want to tell you about our Nama ancestors,' she said, as she took the praying mantis into her own hand. 'They were part of a bigger group of people called the Khoisan, the original people to live on this land – the land that is now called South Africa,' she said.</p> <p>'Our ancestors believed that the praying mantis is a divine messenger. When our ancestors saw a praying mantis like this one, they believed it must be carrying an important message from the gods,' she explained.</p>	<p>I wonder if Dantago's grandmother believes that the praying mantis is a divine messenger too?</p>
<p>I looked closely at the praying mantis resting on my grandmother's hand.</p> <p>'If our ancestors were in a difficult situation and they saw a praying mantis sitting on a rock or on the ground, they would bend down and ask the praying mantis their question from their hearts,' she said, as she released the praying mantis onto the window sill.</p> <p>I imagined our ancestors bending down, interpreting the messages carried by this little insect.</p>	<p>I wonder if Dantago's grandmother has ever asked a praying mantis a question from her heart? And even if her great grandmother asked questions? I wonder how old this belief is?</p>
<p>'What kind of messages could a praying mantis carry?' I asked my grandmother.</p> <p>'A praying mantis carried many different messages – but they especially held messages about the rain,' she explained. 'Our ancestors could see whether rain could be expected soon or not just by looking at the praying mantis.'</p>	<p>I wonder if Dantago's grandmother knows how to 'read' the messages of the praying mantis?</p>
<p>'Do we believe that praying mantises carry messages too?' I asked. I bent down and asked from my heart if rain would come soon. I stared at the praying mantis, trying to see whether rain would come.</p> <p>'I don't think I can read the messages,' I confessed.</p>	<p>I wonder if Dantago will learn how to read the messages of praying mantises, like her ancestors?</p>

Text	Second Read (Think Aloud)
<p>'Well, said my grandmother, 'as you know, our people have different ways of speaking to God and to our ancestors. As you get older, you will make choices about what feels right to you. Whatever you believe, you have to listen carefully for messages – and sometimes they might come through a praying mantis,' she explained.</p>	<p>I infer that Dantago's grandmother wants her to learn about her ancestors' beliefs – even if she hold different beliefs from them.</p>
<p>'What happened to our Nama ancestors?' I asked my grandmother, trying to imagine where they could've gone.</p> <p>She was quiet for a few minutes. I could see that she was deep in her thoughts.</p>	<p>--</p>
<p>'Our Nama ancestors were hunter-gatherers. That means they hunted for their meat and collected their food from plants in the bush. But today, there aren't animals roaming free to hunt. Their land was taken from them, so they could no longer gather food. Our ancestors were treated unfairly in many different ways,' she said.</p>	<p>I infer that some of their ancestors' ways of life have changed now – because of the unfair treatment they received.</p>
<p>I thought about our ancestors with bows and arrows, carefully following the tracks of a Kudu. I thought about them digging up roots and collecting berries to eat. I thought about people coming to steal their land away.</p>	<p>I wonder if Dantago's family would still live like this if her ancestors' land had not been stolen?</p>
<p>'Dantago, I want you to always remember what is important to us as Nama people. You know how much we value nature and our community,' she went on. 'That is why I am teaching you everything I know about our culture. It is up to us to keep those values alive to honour our ancestors.'</p>	<p>I can infer that Dantago's grandmother wants her to know about her ancestors' traditions – so that these traditions will stay alive through story-telling.</p>
<p>I thought about the way my grandmother knew the name and use of every plant in the bush. I wondered if that knowledge came from our ancestors – from the special value they placed on nature.</p>	<p>I infer that Dantago's grandmother has special knowledge because of lesson she learnt from her ancestors.</p>
<p>As the praying mantis crawled away, I thought more about my ancestors, and the many important lessons that I could still learn from them.</p>	<p>I infer that Dantago will have special knowledge because of her ancestors, too.</p>

Follow up questions	Possible responses
What is one thing Dantago learned about her ancestors?	<ul style="list-style-type: none"> • She learned that her ancestors believed the praying mantis was a divine messenger. • She learned that her ancestors were hunter-gatherers. • She learned that her ancestors valued nature and community. • Etc.
What is one thing you know about your ancestors?	<i>I know...</i>
Why question	Possible responses
Why is it important to learn about our own family history?	<ul style="list-style-type: none"> • Because we can learn lessons from our ancestors. • Because it is important to keep some traditions from the past alive. • Because it can teach us more about ourselves and our own identities.



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.
 - divine
 - praying mantis
 - learn a lesson

Rhyme or song	Actions
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history clap your hands	<i>Clap twice</i>
If you know your family history	-
Then things won't be such a mystery	-
If you know your family history clap your hands	<i>Clap twice</i>

DISCUSSION OF SHARED READING TEXT

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

bl	a-e	e
o	d	m
u	sh	c
a	i	nk
k	t	b

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **bl, a-e**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **bleed, bloom, blush, black, block, blink, cake, bake, take, blame, mat, cat, bat, dish, mash, shock**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE CONNECTIONS

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they learned from the story: The divine messenger
- 2 They will also talk about a **connection** to the story from last week, *My grandfather's story*.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they learned** and a **connection to *My grandfather's story***, like: **I learned that praying mantis were believed to be divine messengers.** I can **connect** this story to the story from last week because both Aziz and Dantago are learning new things from their grandparents.
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they learned** and a **connection to the story *My grandfather's story***.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners own ideas!*)



Group Guided Reading

30 minutes

GROUPS: _____

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



End of week language learning review

15 minutes

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

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

The background 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, atoms), mathematics (rulers, protractors, calculators, plus signs), arts (pencils, paint palettes, books), and general education (books, lightbulbs, speech bubbles, gears).

Grade 1

TERM 4

Week

7

THEME:

Science is fun



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: an image of a child getting their first vaccine.
- 5 Do some research on the internet to prepare for the theme. For example: research what science is, different things that scientists do, 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 2: Page 84, Let's read

Activity 2: DBE Workbook 2: Page 85 – 86, Let's write

Activity 3: DBE Workbook 2: Page 88 – 89, Let's do

Activity 4: Draw a picture about a time you went to the clinic.

Monday



Oral Activities

15 minutes

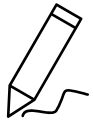
INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE (FIRST WEEK OF THE THEME)

- 1 Show learners the front cover of the Big Book story: The first vaccine
- 2 Tell learners that we are starting a new theme called: Science is fun
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What is science?
 - b What do scientists study?
 - c How do we use science every day?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - science
 - vaccine
 - experiment

Rhyme or song	Actions
There's something special about science	<i>Point to your head</i>
Doing research and experiments too	<i>Pretend to do something with your hands</i>
There's something exciting about science	<i>Put your hands in the air!</i>
And discovering something new!	<i>Point to your head</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a bleed
 - b bloom
 - c blush
 - d black
 - e block
 - f cake
 - g bake
 - h take
 - i name
 - j blame
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan And Draft

TOPIC: Write about things in nature that you would like to know more about.

TASK: Draw a picture and write a list with headings.

WRITING FRAME:

I am curious about:

- 1 ...
- 2 ...

MODELLING

- 1 Explain that today, learners will brainstorm **things in nature that they feel curious about.**
- 2 Read the writing frame to learners.
- 3 Point out the **heading** (*I am curious about*). Explain that a heading tells us what the list will be about.
- 4 Explain that today we will make a **list**. This means we will choose two things we feel curious about and write them down.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Tell learners some ideas you have for filling in the writing frame, like: I feel curious about the ocean. There is so much about the ocean I don't know. I feel especially curious about whales that live in the ocean.
- 7 Use **modelling** to draw a picture of yourself, thinking about each of the things you know using **thought bubbles**.
- 8 Explain which words you will write. **Draw a line for each word.**
- 9 Use **modelling** to complete the first item on the list: **I am curious about the ocean.**
- 10 Use **modelling** to complete the second item on the list: **I am curious about whales.**
- 11 **Say words slowly like a tortoise and write the sounds you know.**
- 12 **Use resources**, like sight words and theme vocabulary words.
- 13 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm **things that learners feel curious about** with learners.
- 2 Write the words on the chalkboard, like: **plants, nature, space, Mars, animals, climate change, etc.**
- 3 Ask learners: What do you feel curious about?
- 4 Instruct learners to **think before they write**.

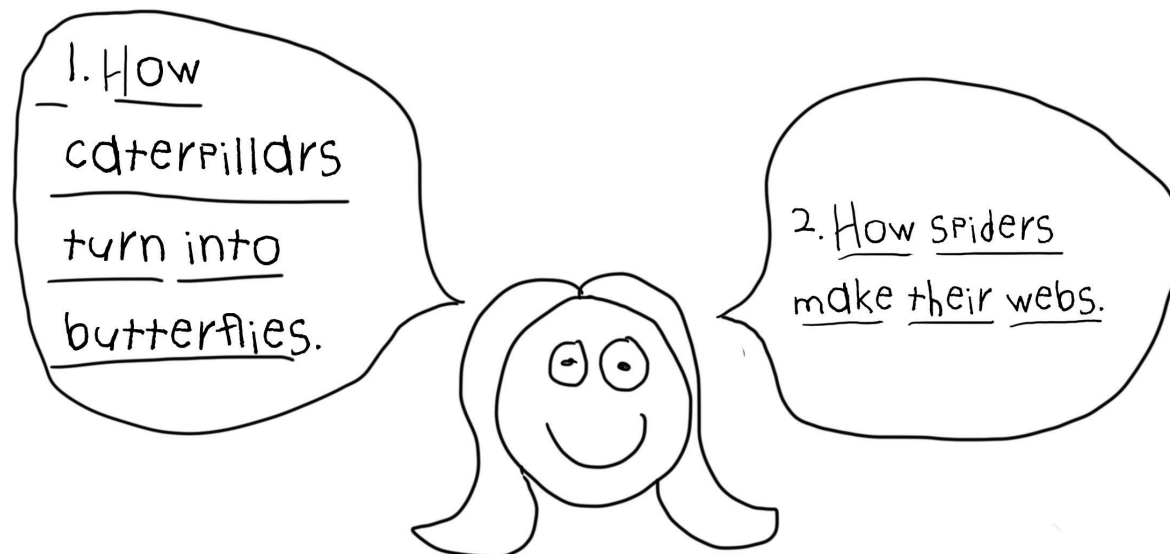
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 6 Call on 2–3 learners to tell you something they feel curious about.
- 7 They must say: I am curious about ...
- 8 Explain that learners will now draw and write a their own lists!

WRITING

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

TURN AND TALK

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



I am curious about:



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**wh**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the hard sound /**wh**/?
- 4 Brainstorm words with learners, like: **when, whale, which**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____




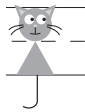
Handwriting:

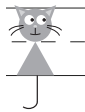
15 minutes

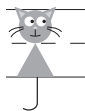
Write new letter(s) / words / sentences

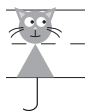
- 1 Teach learners to correctly form the lower case letter(s) in print: **wh**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

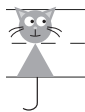
 wh wh wh wh

 when when

 which which

 wheel wheel

 whale whale

 whip whip

 Which way did the whale go?

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p><u>The first vaccine</u></p> <p>You have probably been vaccinated before, but have you ever thought about how a vaccine works? Do you know what happens when the needle goes into your arm?</p> <p>When you get a vaccine, a tiny bit of a disease is injected into your body. This helps your body build up the tools it needs to fight this disease. This means you won't get this disease in the future.</p>	<p>--</p>
<p>Smallpox was a disease that once killed millions of people around the world. However, this disease doesn't exist anymore thanks to a man named Edward Jenner. He invented the first vaccine to fight this deadly disease!</p>	<p>I can make the evaluation that Smallpox was a terrible disease!</p>
<p>Edward Jenner lived in England more than two hundred years ago. Edward noticed that many people in his community became sick and died from Smallpox. This disease could attack anyone – young or old, rich or poor. However, everyone knew that milkmaids – the women who milked the cows – almost never got Smallpox. Edward wondered why.</p>	<p>Let's evaluate the problem in this story: when Edward Jenner was alive, Smallpox was a terrible disease that killed many people!</p>
<p>Edward decided to watch these milkmaids. He saw that cows had a similar disease, called Cowpox. The milkmaids became sick with Cowpox, but they always got better. After that, they could be in the same room as someone with Smallpox, but they would not catch the deadly disease!</p> <p>Edward realised that the Cowpox protected the milkmaids. He thought that having Cowpox helped their bodies build the tools to fight Smallpox. But he needed to test his idea.</p>	<p>William thought that Cowpox could be the solution to Smallpox!</p>
<p>Edward found a milkmaid who was sick with Cowpox. He then took some of the pus from one of her blisters. Edward injected this pus into an eight-year-old boy's arm. The boy's name was James. Edward wanted to see if this little injection could help James' body build the tools to fight Smallpox.</p>	<p>Let's evaluate the solution in the story: Edward thought that injecting James with Cowpox was a good idea because it might protect him from the deadly disease of Smallpox!</p>

Text	First Read (Think Aloud)
Then, Edward put poor little James into a room with people who had Smallpox. He waited to see if James would get sick. But, Edward's idea was correct – the little bit of Cowpox helped James' body to build the tools it needed to fight Smallpox. James never got sick!	Edward's idea worked! The Cowpox protected James from Smallpox, just like Edward thought it would.
Edward then knew that his idea was correct – having a tiny little bit of a disease can help your body get ready to fight and protect you! Thanks to the work of Edward Jenner, we now have vaccines that protect us from many deadly diseases!	We now have vaccines that do the same thing as Edward did. I make the evaluation that many people thought his idea was brilliant!

Follow up questions	Possible responses
What did Edward Jenner invent?	<ul style="list-style-type: none"> • He invented the first vaccine. • He invented the vaccine for Smallpox.
What did Edward Jenner think was protecting the milkmaids from Smallpox?	He thought that Cowpox was protecting the milkmaids from Smallpox.
Why question	Possible responses
Why did Edward Jenner inject James with Cowpox?	<ul style="list-style-type: none"> • Because he saw that the milkmaids didn't get Smallpox after having Cowpox. • Because he wanted to see if Cowpox could protect James from Smallpox. • Because he wanted to test out his idea.



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.
 - disease
 - inject
 - needle

Rhyme or song	Actions
There's something special about science	<i>Point to your head</i>
Doing research and experiments too	<i>Pretend to do something with your hands</i>
There's something exciting about science	<i>Put your hands in the air!</i>
And discovering something new!	<i>Point to your head</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness And Phonics:

15 minutes

Introduce New Sound And Words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /y/ (**long I sound**)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that have the sound /y/?
- 5 Brainstorm words with learners, like: **my, cry, fly**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

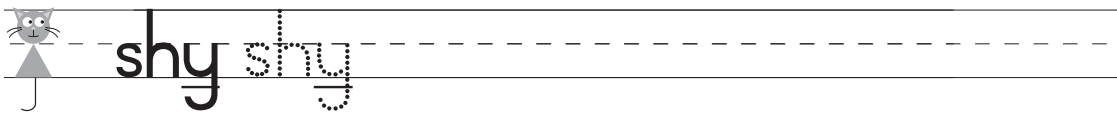
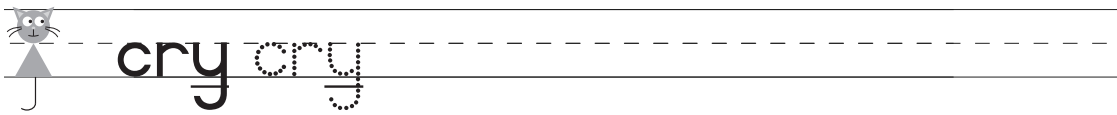
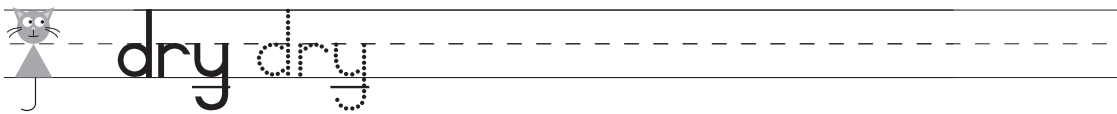
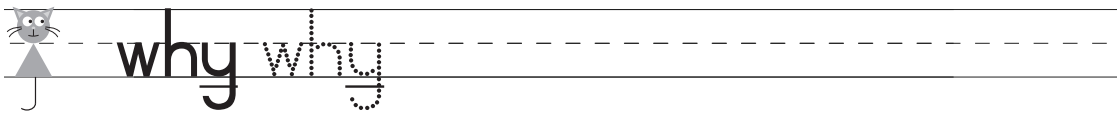
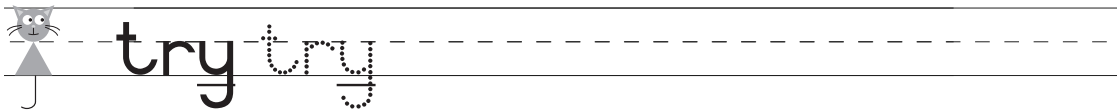
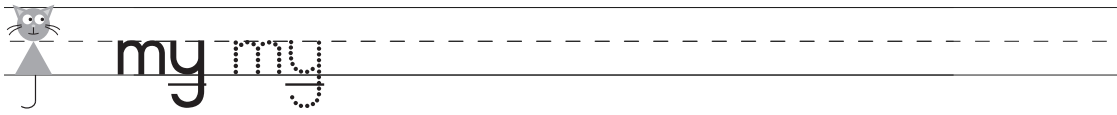
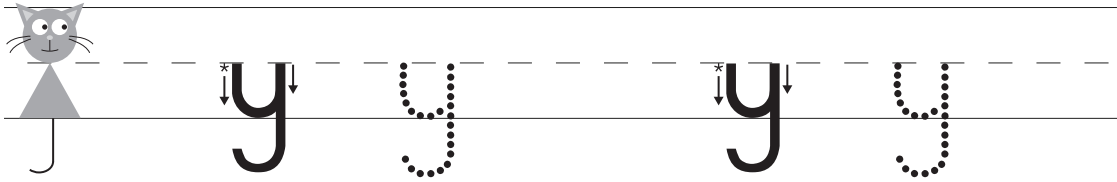


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan And Draft

TOPIC: Write about things in nature that you would like to know more about.

TASK: Draw a picture and write a list with headings.

WRITING FRAME:

I am curious about:

1 ...

2 ...

Questions I have:

1 ...

2 ...

MODELLING

- 1 Explain that today, learners will add to their writing from Monday.
- 2 Explain that today, learners will think of questions they have about the things from the first part of their list. For example, I wrote that I felt curious about the ocean and whales, so I will think of a question I have about each of these!
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Explain some ideas you have for filling in the new parts of writing frame, like: I always see big waves in the ocean, but I don't know where waves come from. I wonder why there are waves in the ocean?
- 6 Use **modelling** to add to your drawing, like: yourself, thinking about this question.
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Explain that today we will write questions, so they must end with a question mark!
- 9 Use **modelling** to complete the first item on the second part of the list: **Why are there waves in the ocean?**
- 10 Use **modelling** to complete the second item on the second part of the list: **What do whales eat?**
- 11 **Say words slowly like a tortoise and write the sounds you know.**
- 12 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

ORAL INSTRUCTIONS

- 1 Ask learners: What questions do you have about the things you felt curious about?
- 2 Instruct learners to **think before they write**.
- 3 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 4 Call on 2–3 learners to tell you their questions.
- 5 They must ask their question.
- 6 Explain that learners will now draw and write their own ideas!

WRITING

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

TURN AND TALK

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

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



I am curious about:



Questions I have:



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Segmenting And Blending

I DO...

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

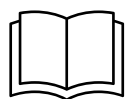
WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>The first vaccine</u></p> <p>You have probably been vaccinated before, but have you ever thought about how a vaccine works? Do you know what happens when the needle goes into your arm?</p> <p>When you get a vaccine, a tiny bit of a disease is injected into your body. This helps your body build up the tools it needs to fight this disease. This means you won't get this disease in the future.</p>	<p>--</p>
<p>Smallpox was a disease that once killed millions of people around the world. However, this disease doesn't exist anymore thanks to a man named Edward Jenner. He invented the first vaccine to fight this deadly disease!</p>	<p>Edward Jenner figured out how to make a vaccine before anyone else. I make the evaluation that he must have been a clever person!</p>
<p>Edward Jenner lived in England more than two hundred years ago. Edward noticed that many people in his community became sick and died from Smallpox. This disease could attack anyone – young or old, rich or poor. However, everyone knew that milkmaids – the women who milked the cows – almost never got Smallpox. Edward wondered why.</p>	<p>I make the evaluation that Edward was a curious person. He was curious about why the milkmaids never got Smallpox!</p>
<p>Edward decided to watch these milkmaids. He saw that cows had a similar disease, called Cowpox. The milkmaids became sick with Cowpox, but they always got better. After that, they could be in the same room as someone with Smallpox, but they would not catch the deadly disease!</p> <p>Edward realised that the Cowpox protected the milkmaids. He thought that having Cowpox helped their bodies build the tools to fight Smallpox. But he needed to test his idea.</p>	<p>Edward was curious about how he could use Cowpox to protect people from Smallpox.</p>
<p>Edward found a milkmaid who was sick with Cowpox. He then took some of the pus from one of her blisters. Edward injected this pus into an eight-year-old boy's arm. The boy's name was James. Edward wanted to see if this little injection could help James' body build the tools to fight Smallpox.</p>	<p>Edward was so curious he injected a little boy with Cowpox! I think that this is a risky idea! He could have infected James with Cowpox!</p>

Text	Second Read (Think Aloud)
Then, Edward put poor little James into a room with people who had Smallpox. He waited to see if James would get sick. But, Edward's idea was correct – the little bit of Cowpox helped James' body to build the tools it needed to fight Smallpox. James never got sick!	This is an even riskier idea! Imagine if he had been wrong and James had caught Smallpox! James might have died. I make the evaluation that Edward's curiosity made him take big risks!
Edward then knew that his idea was correct – having a tiny little bit of a disease can help your body get ready to fight and protect you! Thanks to the work of Edward Jenner, we now have vaccines that protect us from many deadly diseases!	Edward's experiment was very risky! But in the end, his curiosity helped protect millions and millions of people. I make the evaluation that his risks were worthwhile! I wonder what you think?

Follow up questions	Possible responses
What was the problem that Edward wanted to solve?	He wanted to stop people from getting sick with Smallpox.
What was the solution he tested out?	<ul style="list-style-type: none"> • He tested out injecting Cowpox into James. • He tested whether James would get Smallpox after being injected with Cowpox.
Why question	Possible responses
Can you make an evaluation ? What do you think about Edward's decision to put James in a room with people who had Smallpox?	<ul style="list-style-type: none"> • I think it was a good idea because... • I think it was a bad idea because...



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

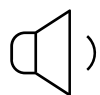
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - dangerous
 - risk
 - immune system
 - immunity

Rhyme or song	Actions
There's something special about science	<i>Point to your head</i>
Doing research and experiments too	<i>Pretend to do something with your hands</i>
There's something exciting about science	<i>Put your hands in the air!</i>
And discovering something new!	<i>Point to your head</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
I think Edward Jenner was...because...
This story is related to the theme 'Science is fun' 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.

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

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **wh, y**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **when, which, wheel, whale, whip, my, try, why, dry, cry, shy, pet, met, rat, sat, chat, chip, ship**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about one thing they learned in the story: The first vaccine
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of **something you learned from the story**, like: I learned that there used to be a deadly disease called Smallpox.
- 3 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 4 Instruct learners to think about what **they learned** from the story *The first vaccine*.
- 5 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 6 Explain and correct any common problems to learners.
- 7 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners own ideas!*)



Group Guided Reading

30 minutes

GROUPS: _____

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



End of week language learning review

15 minutes

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

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

The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational fields: science (flasks, microscopes, atoms, globes), mathematics (calculators, rulers, compasses, plus signs), arts (pencils, paint palettes, books), and general education (books, speech bubbles, lightbulbs, gears).

Grade 1

TERM 4

Week

8

THEME:

Science is fun



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different scientists.
- 5 Do some research on the internet to prepare for the theme. For example: research different careers in science.
- 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 90 – 91, Let's do

Activity 2: DBE Workbook 2: Page 92 – 93, Let's write

Activity 3: DBE Workbook 2: Page 94, Let's read

Activity 4: Draw a picture of yourself as a scientist. What kind of science would you like to do?

Monday



Oral Activities

15 minutes

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

- 1 Show learners a picture of Limani setting up her experiment in the Big Book story: Limani's experiment
- 2 Tell learners that we are continuing our theme: Science is fun
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What new things do you know about science?
 - b How can science help us?
 - c What kind of sciences do you think are most interesting?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - alive
 - dead
 - survive

Rhyme or song	Actions
There's something special about science	<i>Point to your head</i>
Doing research and experiments too	<i>Pretend to do something with your hands</i>
There's something exciting about science	<i>Put your hands in the air!</i>
And discovering something new!	<i>Point to your head</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a when
 - b shy
 - c same
 - d blink
 - e way
 - f slim
 - g work
 - h now
 - i turn
 - j spot
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

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



Writing:

30 minutes

Plan And Draft

TOPIC: Write about data you have collected.

TASK: Collect data and write about it.

WRITING FRAME: n/a

MODELLING

- 1 Explain that today, learners will think of a question they want to ask their classmates.
- 2 Explain that learners will conduct a survey. They will need to write a question with two or three answers that their friends can choose. Then, they will need to ask their question to classmates and record the data.
- 3 Use **modelling** to show learners that you **think before you write.**
- 4 Tell learners your idea for your writing, like: I want to know if my friends like reading or math better. I will ask their favourite subject and give reading and math as the options.
- 5 Use **modelling** to draw a survey with the question at the top and the answer choices at the bottom.

Which subject do you prefer?

Reading	Math

- 6 Explain the question you will ask. **Draw a line for each word**, like: Which subject do you prefer?
- 7 Explain the answers choices: reading or math
- 8 Model how to collect data using the survey. Ask 3–4 learners the question, and record their answers using tallies inside the survey.
- 9 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some different questions with learners.
- 2 Write the words on the chalkboard, like: Which kind of fruit do you like? How do you get to school? How many siblings do you have? Etc.
- 3 Ask learners: What question do you want to ask your friends?
- 4 Instruct learners to **think before they write.**
- 5 **Instruct learners to turn and talk to discuss their idea with a partner.**

- 6 Call on 2–3 learners to tell you their question.
- 7 They must ask their question and explain the answer choices.
- 8 Explain that learners will now draw and write their own ideas!

WRITING

- 1 Hand out blank pieces of paper.
- 2 Instruct learners to write their question on the top and the answers at the bottom like you have done.
- 3 As learners are writing, walk around the room and complete **mini conferences**.
- 4 Ask learners to tell you about their writing.
- 5 Help learners to add their question.
- 6 Encourage learners.

COLLECT DATA

- 1 Instruct learners to move around the room and ask at least 5 other learners their question.
- 2 Remind learners that they must use tallies to record the data on their paper.
- 3 **Explain that we will use the data in our writing on Wednesday.**

A hand-drawn survey form on a rectangular piece of paper. At the top, the question "Which SPORT do you prefer?" is written in a simple, slightly irregular font. The word "SPORT" is in all caps. Below the question, the paper is divided into two vertical columns by a single vertical line. At the bottom of each column, the words "Soccer" and "Netball" are written in a simple font, each underlined. The entire drawing is done with black lines on a white background.



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 and words

REVISE SOUNDS

- 1 Say the sound and hold up the flashcard for all sounds covered in the term: /pl/ /ur/ /sp/ /ow/ /nk/ /ou/ /th/ /or/ /sl/ /ay/ /bl/ /a-e/ /wh/ /y/
- 2 Hold up the flashcards in different orders and ask individual learners to read the sounds.
- 3 Stick up the sound flashcards on the chalkboard.
- 4 Ask a few different learners to come and build words on the chalkboard.
- 5 Then, ask learners to build and write down as many words as they can in their books.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Handwriting:

15 minutes

Revise letter(s) / words / sentences

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

 Which way did the whale go?

 It will hurt if I burn!

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER; MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Limani's experiment</u></p> <p>Limani's uncle gave her a beautiful orchid for her birthday. 'Take good care of this plant!' he told Limani. Limani put the orchid on her bedside table.</p>	<p>--</p>
<p>But after a few weeks, the plant had died.</p> <p>Limani brought the plant out and showed it to her parents. 'I don't understand – I thought I was being nice and kind to my plant,' she said. 'What happened to it?'</p>	<p>I wonder why Limani's plant died? I wonder if it had everything it needed to survive?</p>
<p>Limani's mama laughed. 'Oh Limani! I am sorry – I thought you knew how to care for plants. It's our fault – we should've taught you about what plants need to survive! Plants are living things like you and me. They need all the same things we need to survive!'</p> <p>'I didn't know that plants are living things!' Limani said, surprised. 'Does that mean plants breathe air, like we do?'</p> <p>'Yes, that's right,' Limani's mama said. 'Plants do breathe air – just like us.'</p> <p>'Well I think my orchid had air to breathe.' Limani said.</p> <p>'Yes, but plants also need water to survive – just like us. All living things need water. Did you water your orchid?' Limani's mom asked her.</p> <p>Limani shook her head. 'I didn't know plants needed water! My orchid must've been so thirsty!'</p> <p>'What about food? We need food to survive, right? What do plants eat?' Limani asked curiously.</p> <p>'Well, that is why plants need sunlight. They turn sunlight into their own food! Do you think your orchid got enough sunlight to make food for itself?' Limani's mama asked her.</p> <p>Limani shook her head. 'No, my bedroom is quite dark.'</p>	<p>I can infer that Limani didn't give her plant everything it needed, because she didn't have the information that she needed to take care of her plant properly!</p>

Text	First Read (Think Aloud)
<p>'And plants need vitamins and nutrients, which they get from soil. I think your orchid had soil, but not enough light – so it was probably quite hungry!' Limani's mom added.</p>	
<p>'I have an idea,' Limani's mama said, carrying a tray of seedlings and small pots inside. 'Let's see what happens when a plant doesn't have air, water, sunlight, or soil!' she said.</p> <p>Limani and her parents set up the science experiment on Limani's window sill.</p>	<p>Oh! I can make a connection to the story we read last week! Edward Jenner did an experiment too. People do experiments to test out an idea and to learn new information.</p>
<p>'Let's put one of the plants in a plastic bag. Then we can see what happens if the plant doesn't have air.' Limani's mama said.</p>	<p>I remember that Edward did an experiment to see if his vaccine would work. Now, Limani is doing an experiment to see what will happen when plants don't get different things that they need – like air!</p>
<p>Limani's mom shook the soil off of one of the seedlings and put it into an empty pot. 'This will show us what happens when a plant doesn't have soil!' she said.</p>	<p>I wonder what will happen if a plant doesn't have soil, but it has sunlight, water, and air? I have never seen a plant growing without soil before.</p>
<p>'We have to see what happens when a plant doesn't have sunlight!' Limani said. Then, she ran to the kitchen and came back with a small brown paper bag. 'Now it won't get any light from the sun – and it won't have food to eat,' she said, putting the paper bag over one of the seedlings.</p>	<p>I wonder if the plant will be able to live without sunlight if it is still getting water, air and nutrients from the soil?</p>
<p>'Then, this one will be the one without water,' Limani's mama said.</p> <p>'Finally, we need one plant that gets everything it needs – air, sunlight, soil, and water. That way, we can compare the plants that don't get everything they need to the plant that does!' Limani's mom said.</p> <p>Limani added labels to each of the plants.</p>	<p>I infer that the plant that gets everything should be healthy. Limani will be able to compare the plants that aren't everything to the healthy plant. She will be able to see how they are different!</p>
<p>'Part of being a scientist is observing and recording,' Limani's mom said, handing her a small exercise book. 'This is a special journal to observe and record what you see!'</p> <p>Limani's mom helped her set up the plant journal. 'Today, we must make predictions about what we think will happen to each of the plants. That means you have to use what you know about plants to make a good guess!' Limani's mom said.</p>	<p>--</p>
<p>Limani began to draw, thinking about what would happen to her little seedlings.</p>	<p>Limani has learned a lot about plants today. I wonder what her predictions will be?</p>

Follow up questions	Possible responses
What happened to Limani's orchid from her uncle?	The orchid from her uncle died.
What do plants need to grow?	Plants need air, sunlight, water, and soil to grow.
Why question	Possible responses
What do you think will happen in Limani's science experiment? Why?	<ul style="list-style-type: none"> <i>I think...because...</i>



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.
 - soil
 - nutrients
 - vitamins
 - data

Rhyme or song	Actions
There's something special about science	<i>Point to your head</i>
Doing research and experiments too	<i>Pretend to do something with your hands</i>
There's something exciting about science	<i>Put your hands in the air!</i>
And discovering something new!	<i>Point to your head</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





Phonemic Awareness And Phonics:

15 minutes

Revise words

REVISE WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Handwriting:

15 minutes

Revise letter(s) / words / sentences

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

 I shout out loud.

 Why do I cry when I try?

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan And Draft

TOPIC: Write about data you have collected.

TASK: Collect data and write about it.

WRITING FRAME:

My data showed that...

I learned that...

MODELLING

- 1 Explain that today, learners will add write about the data they collected on Monday.
- 2 Read the new writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write.**
- 4 Tell learners your idea for your writing, like: I learned that more learners in our class liked reading than maths. I like reading more than maths too, so I wasn't surprised.
- 5 Explain which words you will write. **Draw a line for each word**, like: My data showed that reading is more popular than maths. I learned that more learners in our class like reading.
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Instruct learners to think about the question they ask on Monday.
- 2 Ask learners: What did you learn from your survey?
- 3 Instruct learners to **think before they write.**
- 4 **Instruct learners to turn and talk to discuss their idea with a partner.**
- 5 Call on 2–3 learners to tell you what they learned.
- 6 They must say: I learned...
- 7 Explain that learners will now draw and write their own ideas!

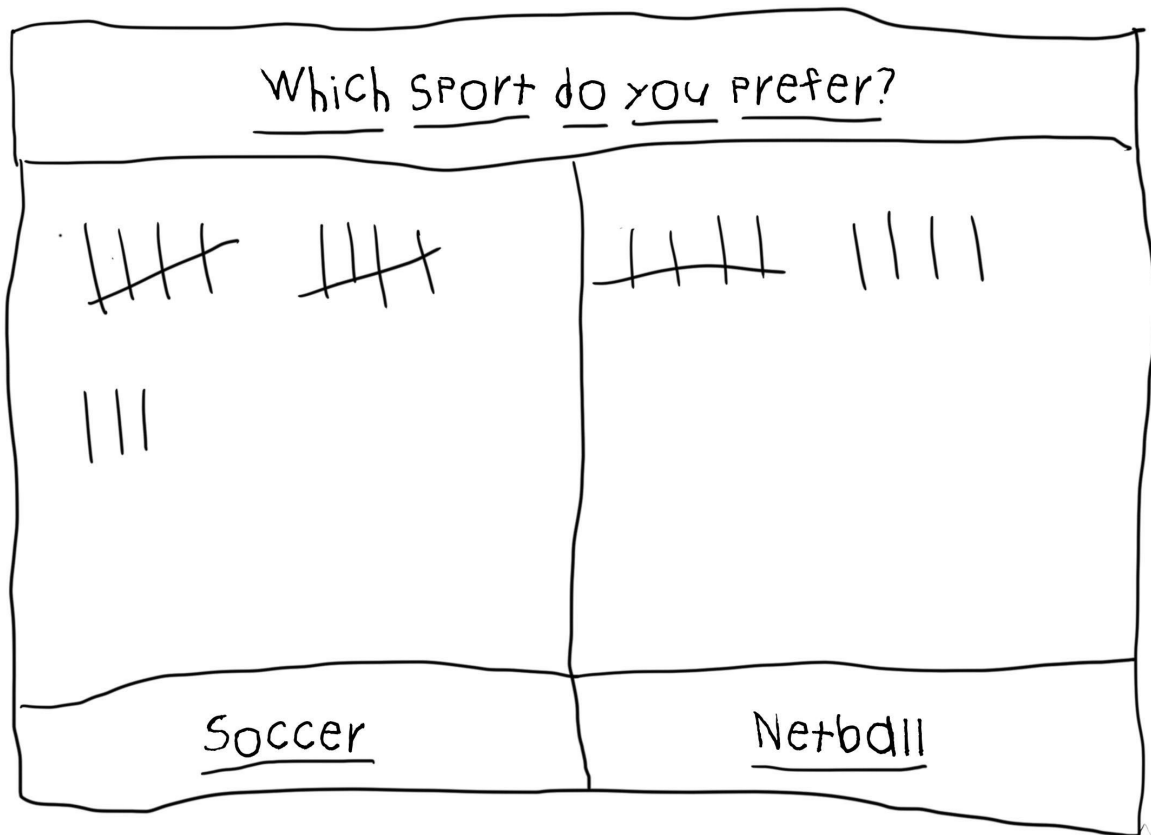
WRITING

- 1 **Instruct learners to look at their surveys from Monday and to write about their data!**
- 2 As learners are writing, walk around the room and complete **mini conferences.**
- 3 Ask learners to tell you about their writing.
- 4 Help learners to analyse their data.
- 5 Encourage learners.

TURN AND TALK

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

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



My data showed that soccer is more popular than netball.

I learned that more learners in our class like soccer



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness And Phonics:

15 minutes

Segmenting And Blending

I DO...

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

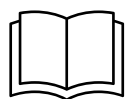
WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

COMPREHENSION STRATEGIES: I WONDER; MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Limani's experiment</u></p> <p>Limani's uncle gave her a beautiful orchid for her birthday. 'Take good care of this plant!' he told Limani. Limani put the orchid on her bedside table.</p>	<p>I remember that Limani didn't know what plants needed. I can infer that Limani put the beautiful orchid on her bedside table – but didn't give the plant all the things it needed to survive!</p>
<p>But after a few weeks, the plant had died.</p> <p>Limani brought the plant out and showed it to her parents. 'I don't understand – I thought I was being nice and kind to my plant,' she said. 'What happened to it?'</p>	<p>I infer that Limani has never taken care of a plant before, because she doesn't understand why her plant died.</p>
<p>Limani's mama laughed. 'Oh Limani! I am sorry – I thought you knew how to care for plants. It's our fault – we should've taught you about what plants need to survive! Plants are living things like you and me. They need all the same things we need to survive!'</p> <p>'I didn't know that plants are living things!' Limani said, surprised. 'Does that mean plants breathe air, like we do?'</p> <p>'Yes, that's right,' Limani's mama said. 'Plants do breathe air – just like us.'</p> <p>'Well I think my orchid had air to breathe.' Limani said.</p> <p>'Yes, but plants also need water to survive – just like us. All living things need water. Did you water your orchid?' Limani's mom asked her.</p> <p>Limani shook her head. 'I didn't know plants needed water! My orchid must've been so thirsty!'</p> <p>'What about food? We need food to survive, right? What do plants eat?' Limani asked curiously.</p> <p>'Well, that is why plants need sunlight. They turn sunlight into their own food! Do you think your orchid got enough sunlight to make food for itself?' Limani's mama asked her.</p> <p>Limani shook her head. 'No, my bedroom is quite dark.'</p>	<p>Oh! I infer that Limani might have taken care of her orchid differently if she had all this information when she received the plant!</p>

Text	Second Read (Think Aloud)
<p>'And plants need vitamins and nutrients, which they get from soil. I think your orchid had soil, but not enough light – so it was probably quite hungry!' Limani's mom added.</p>	
<p>'I have an idea,' Limani's mama said, carrying a tray of seedlings and small pots inside. 'Let's see what happens when a plant doesn't have air, water, sunlight, or soil!' she said.</p> <p>Limani and her parents set up the science experiment on Limani's window sill.</p>	<p>I infer that Limani's parents help her set up an experiment so that Limani can get a deeper understanding of what happens when plants don't get different things they need. If she has this information, I think in the future she will be able to take care of plants.</p>
<p>'Let's put one of the plants in a plastic bag. Then we can see what happens if the plant doesn't have air.' Limani's mama said.</p>	--
<p>Limani's mom shook the soil off of one of the seedlings and put it into an empty pot. 'This will show us what happens when a plant doesn't have soil!' she said.</p>	--
<p>'We have to see what happens when a plant doesn't have sunlight!' Limani said. Then, she ran to the kitchen and came back with a small brown paper bag. 'Now it won't get any light from the sun – and it won't have food to eat,' she said, putting the paper bag over one of the seedlings.</p>	--
<p>'Then, this one will be the one without water,' Limani's mama said.</p> <p>'Finally, we need one plant that gets everything it needs – air, sunlight, soil, and water. That way, we can compare the plants that don't get everything they need to the plant that does!' Limani's mom said.</p> <p>Limani added labels to each of the plants.</p>	<p>I wonder why they don't just have two plants – one that gets everything it needs and one that doesn't get what it needs?</p>
<p>'Part of being a scientist is observing and recording,' Limani's mom said, handing her a small exercise book. 'This is a special journal to observe and record what you see!'</p> <p>Limani's mom helped her set up the plant journal. 'Today, we must make predictions about what we think will happen to each of the plants. That means you have to use what you know about plants to make a good guess!' Limani's mom said.</p>	<p>They must have all of the different plants so that they can clearly see the impact of each need on the plant. The plant might be able to survive longer without sunlight than without air? I guess Limani will learn a lot in her experiment!</p>
<p>Limani began to draw, thinking about what would happen to her little seedlings.</p>	<p>I infer that Limani is excited to learn more about plants, because she is working so hard on her plant journal!</p>

Follow up questions	Possible responses
What is one thing you learned about plants from this story?	<i>I learned...</i>
How can we infer that the orchid was Limani's first plant?	<ul style="list-style-type: none"> • Because she thought being nice and kind to her plant was enough to keep it alive. • Because she didn't take care of it properly. She didn't water it or make sure it had sunlight.
Why question	Possible responses
What do you predict would happen if Limani's uncle gave her a plant now?	I think if Limani's uncle gave her a new plant... because...



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

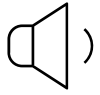
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - sunlight
 - seedling
 - observe

Rhyme or song	Actions
There's something special about science	<i>Point to your head</i>
Doing research and experiments too	<i>Pretend to do something with your hands</i>
There's something exciting about science	<i>Put your hands in the air!</i>
And discovering something new!	<i>Point to your head</i>

DISCUSSION OF SHARED READING TEXT

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



Phonemic Awareness And Phonics:

15 minutes

Word Find

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

pl	ur	sp
a	s	h
ow	nk	ou
t	e	c
th	or	sl
i	m	o
ay	bl	a-e
wh	u	y

MODEL

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

LEARNERS DO

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **make an inference and draw** about what might happen next if the story continued.
- 3 **Model** how you **make an inference** about what could happen next, like: I think that Limani will watch and record her plants every day. I think she will see that the plant without sunlight dies!
- 4 Draw your own picture on the chalkboard of Limani drawing in her journal, the plant with no sunlight is dead.
- 5 Next, tell learners that they are going to make an inference about what could happen next.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes, and draw their ideas about what could happen next.
- 8 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

GROUPS: _____

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



End of week language learning review

15 minutes

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

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