

**Grade 2**

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

# Contents

|  |            |
|--|------------|
| Management Notes                             | v          |
| Core Methodologies                           | xii        |
| <b>Week 1 Theme: Solving problems</b>        | <b>1</b>   |
| Monday                                       | 3          |
| Tuesday                                      | 7          |
| Wednesday                                    | 12         |
| Thursday                                     | 17         |
| Friday                                       | 21         |
| <b>Week 2 Theme: Solving problems</b>        | <b>25</b>  |
| Monday                                       | 27         |
| Tuesday                                      | 31         |
| Wednesday                                    | 36         |
| Thursday                                     | 42         |
| Friday                                       | 47         |
| <b>Week 3 Theme: History</b>                 | <b>51</b>  |
| Monday                                       | 53         |
| Tuesday                                      | 58         |
| Wednesday                                    | 63         |
| Thursday                                     | 68         |
| Friday                                       | 72         |
| <b>Week 4 Theme: History</b>                 | <b>77</b>  |
| Monday                                       | 79         |
| Tuesday                                      | 83         |
| Wednesday                                    | 89         |
| Thursday                                     | 95         |
| Friday                                       | 100        |
| <b>Week 5 Theme: Bullying and appearance</b> | <b>105</b> |
| Monday                                       | 107        |
| Tuesday                                      | 112        |
| Wednesday                                    | 117        |
| Thursday                                     | 123        |
| Friday                                       | 127        |

|  |            |
|--|------------|
| <b>Week 6 Theme: Bullying and appearance</b>   | <b>133</b> |
| Monday   | 135        |
| Tuesday  | 140        |
| Wednesday                                      | 145        |
| Thursday                                       | 151        |
| Friday   | 155        |
| <b>Week 7 Theme: Using technology for good</b> | <b>159</b> |
| Monday   | 161        |
| Tuesday  | 166        |
| Wednesday                                      | 171        |
| Thursday                                       | 177        |
| Friday   | 181        |
| <b>Week 8 Theme: Using technology for good</b> | <b>185</b> |
| Monday   | 187        |
| Tuesday  | 192        |
| Wednesday                                      | 196        |
| Thursday                                       | 201        |
| Friday   | 205        |



# 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                | fix           | ruin         | apologise      | choir          |
| terrible                  | furious              | disappointed  | proud        | solar          | community      |
| heater                    | fancy                | expensive     | afford       | invention      | steaming       |
| test (test something out) | history              | past          | statue       | warrior        | fierce         |
| market                    | trade                | trader        | Nigeria      | role model     | throne         |
| fact                      | opinion              | information   | equality     | inequality     | agree          |
| disagree                  | library              | leader        | realise      | bully          | bullying       |
| appearance                | mirror               | reflection    | stand up for | weight         | thin           |
| skinny                    | fat                  | judge         | judgemental  | self-conscious | comfortable    |
| uncomfortable             | appropriate          | inappropriate | Internet     | climate        | climate change |
| pollution                 | convince             | expert        | protest      | rally          | flyer          |
| social media              | Instagram            | Facebook      | Twitter      | Sweden         | motivate       |
| materialistic             | motivational speaker | video         | record       | mature         | confidence     |
| self-esteem               | encourage            |               |              |                |                |

**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

|    |    |   |    |    |   |
|----|----|---|----|----|---|
| f  | ff | l | ll | ss | j |
| qu | v  | w | x  | y  | z |
| ai | tr |   |    |    |   |

Learners should be able to break the following words into syllables

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

**READING**

Learners should be able to decode the following words

|       |       |       |      |      |      |
|-------|-------|-------|------|------|------|
| fat   | fin   | fed   | fun  | fog  | cuff |
| puff  | buff  | huff  | lip  | lot  | lick |
| leg   | luck  | ball  | call | fall | hall |
| mall  | mass  | mess  | less | kiss | miss |
| jug   | jam   | jet   | jab  | jog  | quit |
| quick | quack | quill | van  | vet  | vat  |
| wet   | win   | wig   | wall | will | box  |
| fox   | pox   | ox    | yes  | yet  | yell |
| zap   | zen   | zip   | pain | rail | jail |
| sail  | mail  | train | trip | trap | trot |
| truck |       |       |      |      |      |

Learners should be able to read the following words by sight

|           |          |           |         |          |           |
|-----------|----------|-----------|---------|----------|-----------|
| anymore   | someone  | ruined    | choir   | weekend  | heater    |
| expensive | invented | hose      | pull    | although | unsure    |
| popular   | became   | leader    | fought  | equality | Apartheid |
| prison    | years    | stood     | teacher | also     | tell      |
| himself   | weigh    | conscious | asked   | weight   | gained    |
| decided   | social   | media     | message | children | video     |
| viral     | talking  | respect   | making  |          |           |

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

I am going to take a ride on a train. I have paid for my train ticket and I am waiting. I am waiting by the track for the train to come. I am very excited because I have never been on a train before. Have you been on a train?

### **COMPREHENSION**

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

### **WRITING**

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

### **GROUP GUIDED READING**

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



## Materials and Resources Provided

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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 |
| <b>1.45</b>          |    | <b>1.15</b>          |    | <b>1.45</b>          |    | <b>1.00</b>          |    | <b>1.15</b>          |    |



## 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

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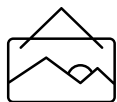
| WEEK NUMBER | THEME                     | SHARED READING TEXT                    | READING WORKSHEET |
|-------------|---------------------------|--|-------------------|
| 1           | Solving problems          | The ruined classroom                   | 1                 |
| 2           | Solving problems          | Xochitl's solar water heater           | 2                 |
| 3           | History                   | The warrior queen                      | 3                 |
| 4           | History                   | The greatest president                 | 4                 |
| 5           | Bullying and appearance   | Zweli speaks up                        | 5                 |
| 6           | Bullying and appearance   | Zama's bad day                         | 6                 |
| 7           | Using technology for good | Greta Thunberg, a climate change hero! | 7                 |
| 8           | Using technology for good | A motivating speaker                   | 8                 |



## Term 4 Programme of Assessment

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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

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### DISPLAY BOARDS

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

### THEME TABLE

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

# Core Methodologies



## Classroom Management

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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**

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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

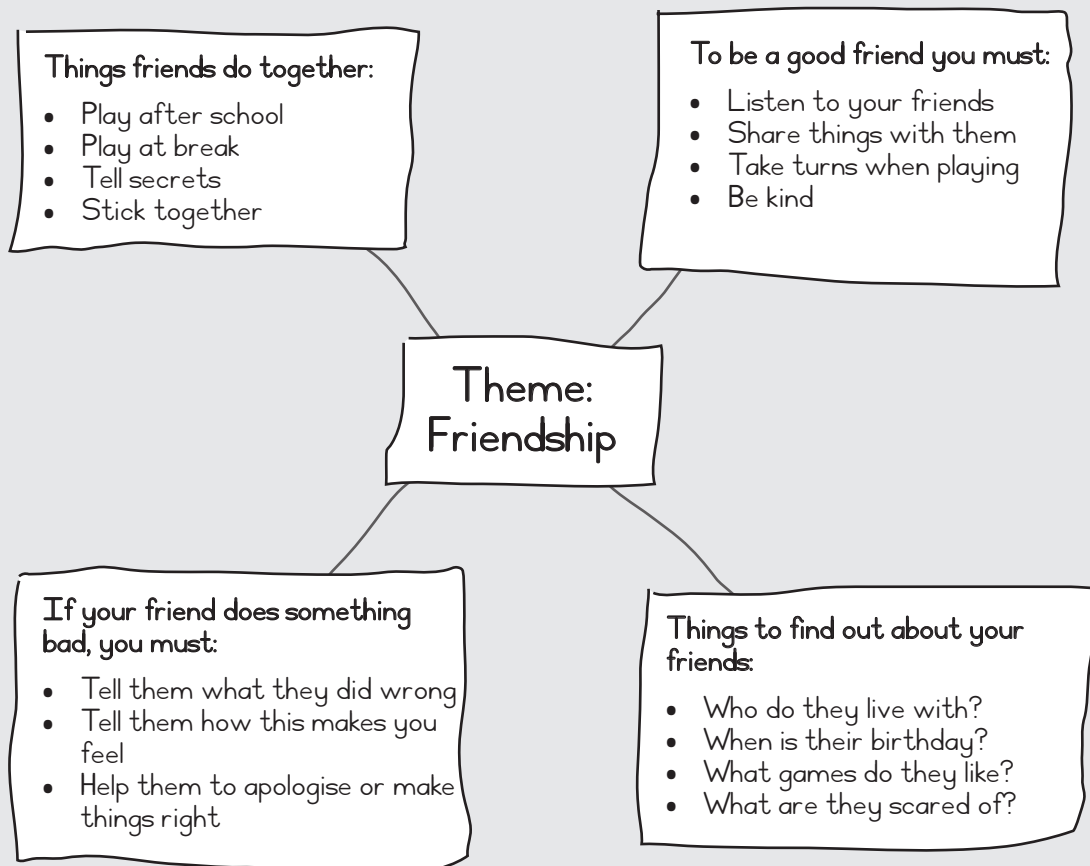
**Objective:** *To consolidate learners' knowledge of new vocabulary. To learn through play.*

- 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

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### Grade 1& 2 (until phonics programme is complete)

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

### Consolidation: Mondays

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

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

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

### **Learning New Sound and Words: Tuesdays and Wednesdays**

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

#### **Introduce the New Sound**

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

#### **Introduce the New Words**

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

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

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

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

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

### **Segmenting and Blending: Thursdays**

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

#### **I do...**

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

#### **We do...**

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



## Word Find: Fridays

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

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

|            |          |          |
|------------|----------|----------|
| <b>bl-</b> | <b>i</b> | <b>p</b> |
| <b>oo</b>  | <b>d</b> | <b>a</b> |
| <b>nk</b>  | <b>e</b> | <b>m</b> |

### Model

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

### Learners do

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



## Phonemic Awareness & Phonics/Handwriting

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

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

### GRADE 2 TERMS 3-4

#### HANDWRITING

#### Changing Words: Mondays

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

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

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

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

## GRADE 3 TERMS 1-2

### HANDWRITING

#### Singular to Plural Words: Mondays

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

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

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

**Singular to Plural Words**

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

### **Singular to Plural Words**

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

- 11 Tell learners to think about these patterns when they are reading or writing.
- 12 Instruct learners to take a coloured pencil and correct their own work.
- 13 Tell learners that if they struggled to remember a sound or to write a letter in cursive, they must work on this during the week.
- 14 Collect learners' books at the end of the day, and make a note of who needs additional help. Some learners may be struggling with phonics, while others may be struggling with writing cursive!

## **GRADE 3 TERMS 3–4**

### **HANDWRITING**

#### **Singular to Plural Sentences: Mondays**

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

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

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

**Singular to Plural Sentences**

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

**Singular to Plural Sentences**

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

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

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

**I do...**

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

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

**We do...**

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

**You do...**

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

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

**HANDWRITING**

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

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

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

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

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

## PHONICS

### Letter Swap: Thursdays

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

#### **I do...**

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

#### **We do...**

##### **Part 1**

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

**Part 2**

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

**You do...**

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

**PHONICS**

**Word Find: Fridays**

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

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

|             |          |           |            |
|-------------|----------|-----------|------------|
| <b>igh-</b> | <b>i</b> | <b>p</b>  | <b>-s</b>  |
| <b>d</b>    | <b>t</b> | <b>a</b>  | <b>-un</b> |
| <b>l</b>    | <b>e</b> | <b>ck</b> | <b>o</b>   |

**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.

| <b>Strategy 1: Predict</b>                        |   |
|---|---|
| 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<br><i>(For predicting with pictures)</i>    | <ol style="list-style-type: none"> <li><b>1</b> Look at the picture.</li> <li><b>2</b> Ask learners: What do you think is happening here?</li> <li><b>3</b> Let learners think about the question.</li> <li><b>4</b> If learners cannot answer, give an example answer to the question.</li> <li><b>5</b> Show how the pictures link to each other to build a story.</li> </ol> |
| Examples<br><i>(For predicting with pictures)</i> | <ol style="list-style-type: none"> <li><b>1</b> What do you think is happening here?</li> <li><b>2</b> How do you think this character feels? Why?</li> <li><b>3</b> What do you think you will see in the next picture?</li> </ol>   |
| Steps<br><i>(For predicting with text)</i>        | <ol style="list-style-type: none"> <li><b>1</b> Read a page of text.</li> <li><b>2</b> Ask learners: What do you think happens next?</li> <li><b>3</b> Let learners think about the question.</li> <li><b>4</b> If learners cannot answer, give an example answer to the question.</li> </ol>   |
| Examples<br><i>(For predicting with text)</i>     | <ol style="list-style-type: none"> <li><b>1</b> What do you think happens next?</li> <li><b>2</b> What do you think this character does next?</li> <li><b>3</b> How do you think this story ends?</li> </ol>  |

| <b>Strategy 2: Visualise</b>       |  |
|------------------------------------|--|
| 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"> <li>1 Read the text on the page.</li> <li>2 Say: Now we are going to visualise the story as if we were watching a movie.</li> <li>3 Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind.</li> <li>4 Read the text again.</li> <li>5 Tell learners what you visualised. (Model the skill.)</li> <li>6 Ask learners: What did you see? (What happened in your movie?)</li> <li>7 Listen to and discuss learners' answers. Make sure learners' answers are relevant to what is happening in the story.</li> </ol> |
| Examples                           | <ol style="list-style-type: none"> <li>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.</li> </ol>   |
| <b>Strategy 3: Search the text</b> |  |
| 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"> <li>1 Read the text on the page.</li> <li>2 Ask learners a question about the information in the text, like: Who did Joe want to beat in the race?</li> <li>3 Let learners answer the question.</li> <li>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.</li> </ol>  |
| Examples                           | <ol style="list-style-type: none"> <li>1 <b>Who</b> did Joe want to beat in the race?</li> <li>2 <b>What</b> did Joe do before the race?</li> <li>3 <b>When</b> did Joe train for the race?</li> <li>4 <b>Where</b> was the race being held?</li> </ol>  |
| <b>Strategy 4: Summarise</b>       |  |
| Explanation                        | When learners summarise, they think about what happened in the story. They can also think about other things, like: what they liked about the story; and what they learnt from the story.  |
| Objective                          | <i>Summarising shows that the learner has understood and thought about the story. Asking learners to summarise a story is the best way to check their understanding.</i>   |

## Core Methodologies

|  |   |
|--|---|
| Steps  | <ol style="list-style-type: none"> <li>1 Read the text.</li> <li>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.</li> <li>3 Give learners a minute to think about the story.</li> <li>4 Instruct learners to turn and talk and share their summary with a friend.</li> <li>5 Finally, you may ask learners to write down their summaries, using a frame to assist them.</li> </ol> |
| Examples   | <p>Story: Joe wins the race</p> <p><u>Learners could summarise the story as follows:</u></p> <p><b>This story is about</b> 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><b>I liked</b> the part where Joe broke the tape at the end of the race – it was so exciting.</p> <p><b>I learnt</b> that if you try hard and never give up you can be successful.</p>   |
| <b>Strategy 5: Think about the text (Wonder)</b> |   |
| Explanation                                      | When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text.   |
| Objective  | <p><i>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that good readers have about a text.</i></p> <p><i>By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</i></p>   |
| Steps  | <ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>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.)</li> <li>3 Say: I see / I notice...</li> <li>4 Say: I wonder...?</li> <li>5 Learners do <b>not</b> need to answer the question.</li> </ol>  |
| Example  | <b>I see</b> that Sizwe laughed at Joe when he entered the race. <b>I wonder</b> if this will upset Joe?  |
| <b>Strategy 6: Make connections</b>              |   |
| Explanation                                      | When learners <i>make connections</i> , they compare the story to their own lives (text to self), or to another text (text to text), or to something else in the world (text to world).   |
| Objective  | <i>Making connections helps learners understand the text more deeply by connecting it to other things that they already know, or have experienced. To show learners that they can make different kinds of connections: text to another text; text to self, their own lives; and text to the world – other information that they already know about the world.</i>   |

|          |   |
|----------|---|
| Steps    | <ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Ask learners a question, like: When was a time that you wanted to win something, like Joe?</li> <li>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.</li> </ol> |
| Examples | <ol style="list-style-type: none"> <li>1 How does this remind you of your own life?</li> <li>2 Tell me about a time when something similar happened to you.</li> <li>3 If you were Joe, what do you think you would have done when Sizwe laughed at you?</li> <li>4 How do you think Sizwe felt when Joe beat him?</li> <li>5 Which other character does this remind you of?</li> </ol>   |

### Strategy 7: Make inferences

|             |  |
|-------------|--|
| Explanation | <p>Making an inference involves using what you already know, together with what you have read to make a good guess about something in the story. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something in the story.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p>  |
| Objective   | <p><i>Learners need to work out parts of a story by making inferences – they need to learn to 'read between the lines'. To do this, they must use what is written, together with what they already know to try and work out what is not explicitly written down.</i></p>   |
| Steps       | <ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Ask learners: What do you know about this? What does the text say?</li> <li>3 Ask learners: What else can we guess about this? Is there something that the text does not say?</li> <li>4 Ask learners: What can we infer about Joe from the way he kept on practising?</li> <li>5 Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>6 If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...</li> </ol> |
| Example     | <p><b>Text:</b></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><b>Inference:</b></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"><li>1 Read the text on the page.</li><li>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?</li><li>3 Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li><li>4 If learners struggle, share your own evaluation as an example: <b>I think</b> x did the right thing <b>because</b> x</li></ol> |
| Example | <p><b>Some evaluation questions start with:</b></p> <ol style="list-style-type: none"><li>1 Do you think...</li><li>2 Do you agree with...</li><li>3 In your view...</li><li>4 Did you like...</li></ol>   |

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:

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### 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:

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### 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:

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### 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:

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### 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

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

**WHAT TO DO WITH EACH GROUP DURING GROUP GUIDED READING:**

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

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

#### CARE OF THE READING WORKSHEETS:

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

#### ALTERNATE TO GROUP GUIDED READING

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

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

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

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



## Process Writing

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

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

### **PLAN THE WRITING**

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

### **DRAFT THE WRITING**

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

### **EDIT THE WRITING**

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

### **PUBLISH AND PRESENT THE WRITING**

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



## Writing Strategies

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

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

### STRATEGY 1: TEACHER MODELS WRITING FIRST

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

### STRATEGY 2: WRITERS THINK BEFORE THEY WRITE

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

### STRATEGY 3: WRITERS DRAW A LINE FOR EACH WORD

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

**STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS**

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

**STRATEGY 5: WRITERS USE THEIR MEMORIES TO WRITE WORDS**

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

**STRATEGY 6: WRITERS SAY WORDS SLOWLY LIKE A TORTOISE**

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

**STRATEGY 7: WRITERS READ WHAT THEY WRITE**

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

**STRATEGY 8: WRITERS TURN AND TALK**

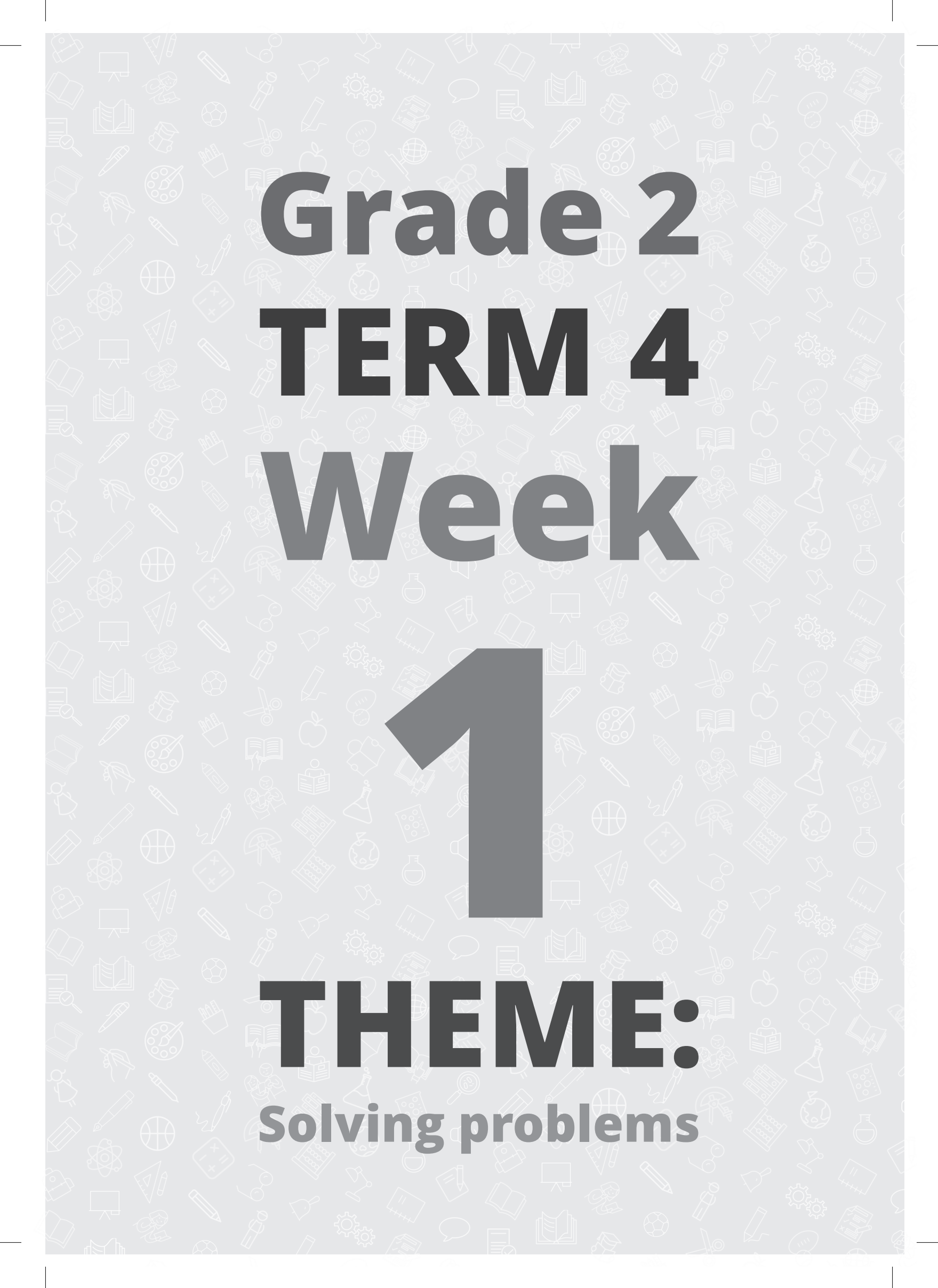
- a** At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
- b** This can be used to share ideas about what to write about, to read their writing to each other, to tell each other about their pictures, or to check that they understand what to do.
- c**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



**STRATEGY 9: HOLD MINI-CONFERENCES**

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



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

# **Grade 2**

# **TERM 4**

# **Week**

# **1**

## **THEME:**

**Solving problems**



## Classroom Preparation

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- 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: puzzles, riddles, articles about world problems (like climate change) and articles about people who have fixed problems in their own communities.
- 5 Do some research on the internet to prepare for the theme. For example: people who are solving problems in their own communities in South Africa or around the world.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



## Extension Activities

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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 60 – 61, Let's read

**Activity 2:** DBE Workbook 2: Page 62 – 63, Let's write

**Activity 3:** DBE Workbook 2: Page 64, Let's read

**Activity 4:** Draw and write about a problem you have solved.

# Monday



## Oral Activities

15 minutes

WEEK 1

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: The ruined classroom
- 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 common problems in our own lives?
  - c What are some ways to solve problems?

### THEME VOCABULARY

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

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



## Handwriting

15 minutes

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

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### 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 ruined classroom
- 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

WEEK 1

**TOPIC:** Write about a time you solved a problem.

**TASK:** Write at least two paragraphs (10 sentences) on personal experiences

**PLANNING STRATEGY:** Write a list

#### INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your paragraphs, like:  
Once I felt so angry when my sister took my jersey! I will write about that problem, and how I solved it. I yelled at her to solve the problem – but I think I could have used different strategies rather than shouting.

#### MODELLING THE PLANNING STRATEGY (I DO)

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

| <u>Planning Questions</u>   | <u>Plan</u>   |
|---|---|
| <p><b>Paragraph 1</b></p> <ol style="list-style-type: none"> <li>1 What was the problem?</li> <li>2 How did you feel about the problem?</li> </ol> <p><b>Paragraph 2</b></p> <ol style="list-style-type: none"> <li>1 How did you solve the problem?</li> <li>2 Did your solution work? Why or why not?</li> <li>3 What did you learn?</li> <li>4 Was there anything you would do differently next time?</li> </ol> | <p><b>Paragraph 1</b></p> <ol style="list-style-type: none"> <li>1 My sister took my jersey. She didn't ask.</li> <li>2 I felt so angry. I felt like she stole from me.</li> </ol> <p><b>Paragraph 2</b></p> <ol style="list-style-type: none"> <li>1 I yelled at my sister.</li> <li>2 It worked – she gave me my jersey back.</li> <li>3 That yelling made me feel bad. I felt bad afterwards.</li> <li>4 Next time I would try to ask nicely instead.</li> </ol> |

#### LEARNERS USE THE PLANNING STRATEGY (YOU DO)

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

## Paragraph 1

1. I lost my pencil.
2. I was so upset, it was my favourite pencil.

## Paragraph 2

1. I told my teacher what it looked like.
2. It worked my teacher asked all the learners to help me look and we found it!
3. That I need to look after my things.
4. Next time I will make sure that I don't lose any of my stuff again.



### Group Guided Reading

30 minutes

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**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: /f/
- 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 /f/?
- 4 Brainstorm words with learners, like: **fridge, funny, frog**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

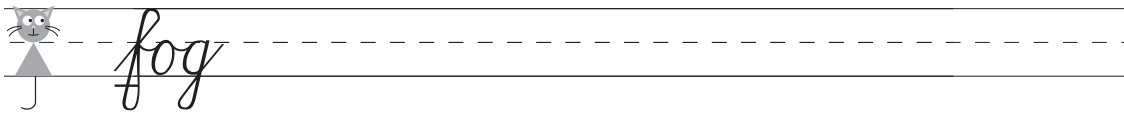
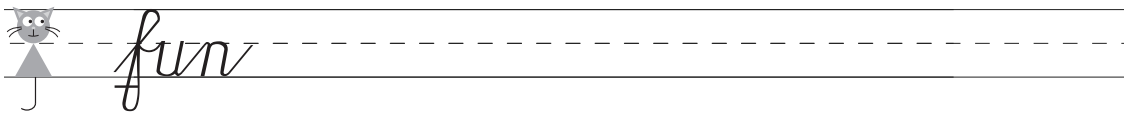
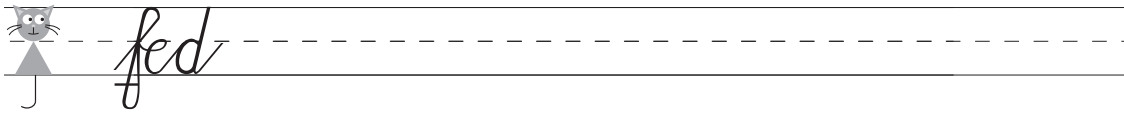
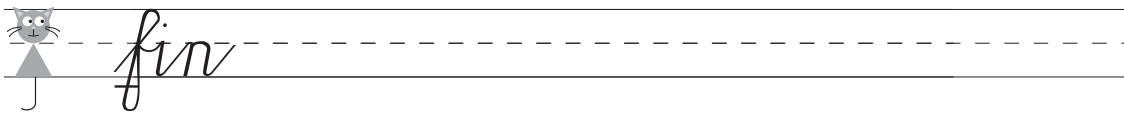
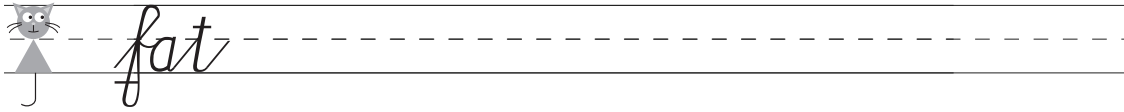
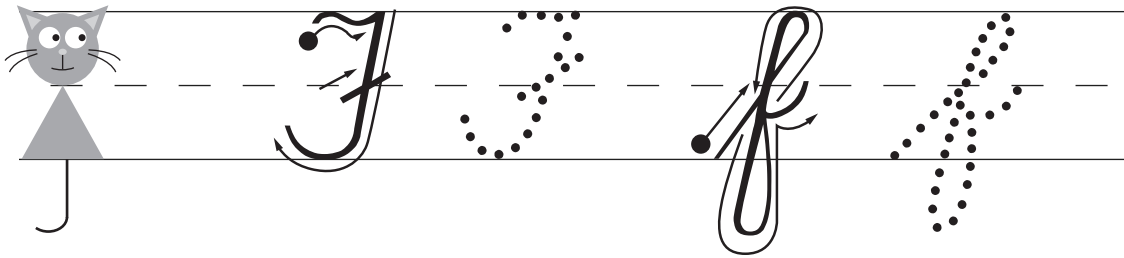


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

WEEK 1

#### COMPREHENSION STRATEGIES: I WONDER / MAKE INFERENCES

| Text  | First Read (Think Aloud)   |
|---|--|
| <p><u>The ruined classroom</u></p> <p>On Friday, it was Zweli's turn to show his story to the other children.</p> <p>'This is me, helping my mom in the garden,' Zweli said, pointing to his drawing. Then he read his sentences.</p> <p>'Nice work!' said Mr Maboya.</p>   | -  |
| <p>The bell rang. Mr Maboya asked, 'May I put your writing up on the wall?'</p> <p>'Yes!' said Zweli excitedly. Mr Maboya put Zweli's work in the middle of the wall, where everyone would be able to see it on Monday morning.</p>   | I <b>wonder</b> why Mr Maboya put Zweli's work up on the wall? I think it must be because he was impressed by Zweli's story. |
| <p>That evening, Zweli sat with his mom and his little sister.</p> <p>'How was school?' his mom asked.</p> <p>'It was good!' said Zweli. 'I read my story to the class, and then Mr Maboya put it up on the wall!'</p>  | -  |
| <p>Zweli thought about his story on the wall all weekend. He couldn't wait for Monday, when all the other children would see his story on the wall.</p>   | I <b>wonder</b> what they other children will say when they see Zweli's story on the wall?                                   |
| <p>But, when the children walked into their classroom on Monday morning, it looked terrible!</p> <p>Zweli looked on the wall for his story, but it was gone.</p> <p>Mr Maboya stood at the front of the classroom. He looked very serious.</p> <p>'Children,' Mr Maboya said, 'on Saturday, the choir used our classroom. It seems that someone pulled your work off the wall and ruined it. I feel sad about this, and I'm sure you do too. I'm very sorry.'</p> | Poor Zweli! His story is gone! I <b>wonder</b> what he will do to solve this problem?  |

| Text   | First Read (Think Aloud)   |
|--|--|
| <p>That evening, Zweli sat with his mom and his little sister.</p> <p>'How was school?' his mom asked.</p> <p>'It was bad!' answered Zweli. 'My story is not on the wall anymore. Mr Maboya said the choir was in our classroom on Saturday. Someone took all our beautiful work off the wall and ruined it.'</p> <p>'Auntie Helen runs the choir,' said Mom. 'I will phone her after supper.'</p> | <p>Look at the picture – Zweli's mother looks sad when she hears about Zweli's day! I <b>wonder</b> if there is anything she can do to help?</p>               |
| <p>After supper, Zweli's mom phoned Auntie Helen.</p> <p>'The choir was in Zweli's classroom on Saturday, and someone pulled everything off the walls,' Zweli heard Mom say. 'Zweli is very sad. He wrote a story that got ruined!'</p> <p>Mom listened to Auntie Helen for a few minutes. Then she said, 'Thank you, Auntie,' and ended the call.</p>   | <p>I <b>wonder</b> what Auntie Helen has said to Zweli's mother?</p>   |
| <p>Early the next morning, Zweli saw Auntie Helen. She waved to him.</p> <p>'Why is Auntie Helen at school?' he wondered.</p> <p>The bell rang, and Zweli walked to his classroom.</p>   | <p>I <b>wonder</b> why Auntie Helen is there at school? I <b>wonder</b> if she is there because Zweli's mom told her about what happened in the classroom?</p> |
| <p>Mr Maboya stood at the front of the classroom with Auntie Helen.</p> <p>'This is MaDlamini from the choir,' Mr Maboya said. 'She wants to speak to all of you.'</p> <p>'I am very sorry about your classroom,' Auntie Helen said to the learners. 'I know that some of your work got ruined. The next time we use your classroom, we will be much more careful!' she said.</p>                  | <p>I <b>wonder</b> why Auntie Helen came to their classroom? Oh! I think it must be because Zweli's mom called her and told her all about what happened.</p>   |
| <p>After Auntie Helen left, Mr Maboya handed each learner a piece of paper.</p> <p>'Now that we know our work will not be ruined, let's make our classroom look beautiful again!' he said.</p> <p>And they did.</p>  | <p>I <b>wonder</b> if their new artwork will be safe? I hope so!</p>   |

| Follow up questions  | Responses   |
|--|---|
| On which day did Zweli read his story out loud to his class? | On Friday.  |
| On which day was the choir in the classroom?                 | On Saturday.  |
| On which day did Zweli see that his story was gone?          | On Monday.  |
| Why question   | Possible response   |
| Why did Auntie Helen come to school?                         | <ul style="list-style-type: none"> <li>• She came to say sorry for the stories getting torn down</li> <li>• She came because Zweli's mom called her to tell her about what had happened in Zweli's classroom</li> <li>• She came because she runs the choir, and the choir used the classroom.</li> <li>• She came to tell Mr Maboya and his class that their classroom wouldn't be ruined again</li> </ul> |



## 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.
  - apologise
  - choir
  - terrible

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

### CREATIVE STORYTELLING

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





## Phonemic Awareness And Phonics:

15 minutes

### Introduce New Sound And Words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /ff/
- 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 /ff/?
- 4 Brainstorm words with learners, like: **fluff, puff, huff**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

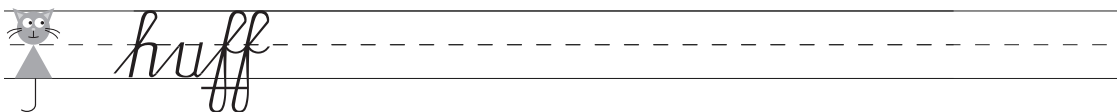
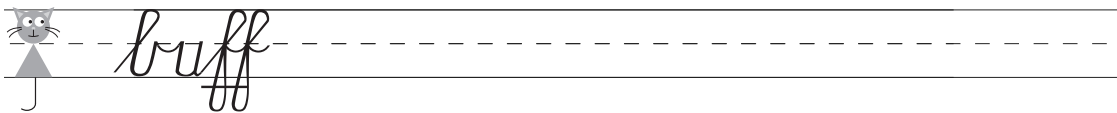
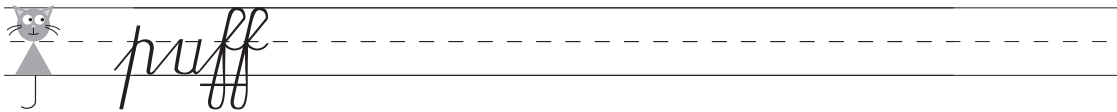
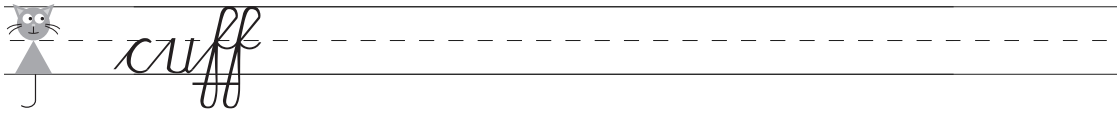
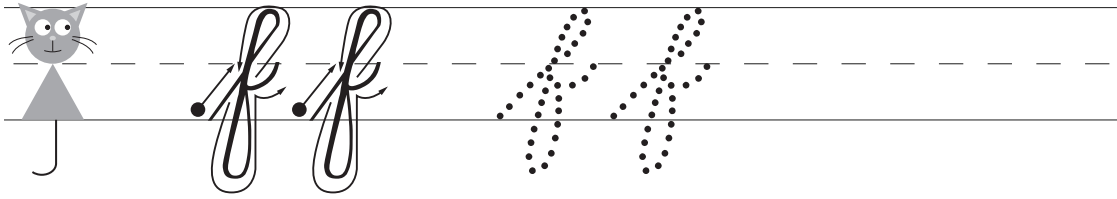


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_





## Writing:

30 minutes

### Draft

WEEK 1

**TOPIC:** Write about a time you solved a problem.

**TASK:** Write at least two paragraphs (10 sentences) on personal experiences

**WRITING FRAME:**

One time...(Describe the problem in detail! Use 3–4 sentences.)

I felt...

I solved the problem by...(Describe the solution in detail! Use 2–3 sentences.)

It worked / It didn't work because...

I think...

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

### MODELLING THE DRAFTING PROCESS (I DO)

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

**One time** I had a problem. I wanted to wear my new jersey but I couldn't find it anywhere! Then, I saw my sister wearing it! She was outside playing with her friends, wearing my jersey. She had never asked to borrow it. **I felt** angry when I saw her. **I solved the problem by** yelling at my sister. I yelled so loudly at her and stomped my foot. **It worked, because** she gave the jersey back. But, later I felt bad. **I think** I could have done a better job solving the problem. Maybe it would have been better to talk to her in a calm way.

### LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

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

## A time I solved a problem: Draft

One time I lost my favourite pencil. I was at school when I lost it. I feel so upset that I had lost it.

I solved the problem by telling my teacher that I had lost my pencil. I told her what it looked like and she asked all the learners to help me look for it.

It worked because we found my pencil! I think I should be more careful with my things and look after them better.



### Group Guided Reading

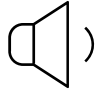
30 minutes

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**GROUPS:** \_\_\_\_\_

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

# Thursday



## Phonemic Awareness And Phonics:

15 minutes

### Segmenting And Blending

#### I DO...

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

#### WE DO...

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

#### 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 ruined classroom</u></p> <p>On Friday, it was Zweli's turn to show his story to the other children.</p> <p>'This is me, helping my mom in the garden,' Zweli said, pointing to his drawing. Then he read his sentences.</p> <p>'Nice work!' said Mr Maboya.</p>   | -   |
| <p>The bell rang. Mr Maboya asked, 'May I put your writing up on the wall?'</p> <p>'Yes!' said Zweli excitedly. Mr Maboya put Zweli's work in the middle of the wall, where everyone would be able to see it on Monday morning.</p>   | Look at Zweli admiring his work on the wall. I <b>infer</b> that he is feeling so proud that Mr Maboya wanted to put it up on the wall! |
| <p>That evening, Zweli sat with his mom and his little sister.</p> <p>'How was school?' his mom asked.</p> <p>'It was good!' said Zweli. 'I read my story to the class, and then Mr Maboya put it up on the wall!'</p>  | -   |
| <p>Zweli thought about his story on the wall all weekend. He couldn't wait for Monday, when all the other children would see his story on the wall.</p>   | I <b>infer</b> that Zweli is excited for school, because he wants to hear what all of his classmates will say about his story!          |
| <p>But, when the children walked into their classroom on Monday morning, it looked terrible!</p> <p>Zweli looked on the wall for his story, but it was gone.</p> <p>Mr Maboya stood at the front of the classroom. He looked very serious.</p> <p>'Children,' Mr Maboya said, 'on Saturday, the choir used our classroom. It seems that someone pulled your work off the wall and ruined it. I feel sad about this, and I'm sure you do too. I'm very sorry.'</p> | -   |

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p>That evening, Zweli sat with his mom and his little sister.</p> <p>'How was school?' his mom asked.</p> <p>'It was bad!' answered Zweli. 'My story is not on the wall anymore. Mr Maboya said the choir was in our classroom on Saturday. Someone took all our beautiful work off the wall and ruined it.'</p> <p>'Auntie Helen runs the choir,' said Mom. 'I will phone her after supper.'</p> | <p>Oh no! I <b>wonder</b> why Zweli is looking so sad? He must be so disappointed. He was waiting all weekend for his friends to see his story up on the wall. Now, his story is gone, and no one will see it!</p>  |
| <p>After supper, Zweli's mom phoned Auntie Helen.</p> <p>'The choir was in Zweli's classroom on Saturday, and someone pulled everything off the walls,' Zweli heard Mom say. 'Zweli is very sad. He wrote a story that got ruined!'</p> <p>Mom listened to Auntie Helen for a few minutes. Then she said, 'Thank you, Auntie,' and ended the call.</p>   | <p>I <b>wonder</b> how Zweli feels when Mom phones Auntie Helen? He must still be feeling upset about his story. But, Zweli must also be feeling glad that his mom is trying to help – he must be feeling good that his mom is taking his sadness so seriously.</p> |
| <p>Early the next morning, Zweli saw Auntie Helen. She waved to him.</p> <p>'Why is Auntie Helen at school?' he wondered.</p> <p>The bell rang, and Zweli walked to his classroom.</p>   | <p>–</p>  |
| <p>Mr Maboya stood at the front of the classroom with Auntie Helen.</p> <p>'This is MaDlamini from the choir,' Mr Maboya said. 'She wants to speak to all of you.'</p> <p>'I am very sorry about your classroom,' Auntie Helen said to the learners. 'I know that some of your work got ruined. The next time we use your classroom, we will be much more careful!' she said.</p>                  | <p>I <b>infer</b> that Auntie Helen must feel very bad about what happened to Zweli's classroom, because she came all the way to the school to say sorry to the children.</p>   |
| <p>After Auntie Helen left, Mr Maboya handed each learner a piece of paper.</p> <p>'Now that we know our work will not be ruined, let's make our classroom look beautiful again!' he said.</p> <p>And they did.</p>  | <p>I <b>wonder</b> how Zweli feels in the end? I think he must feel a little bit better, because it feels good when someone says sorry.</p>   |

| Follow up questions                                  | Possible responses   |
|--|--|
| Why was Zweli excited for school on Monday?          | Because he was excited for the other children to see his story on the wall.  |
| Who did Zweli's mother call on the phone?            | She called Auntie Helen.   |
| Why did Auntie Helen come to say sorry to the class? | Because she runs the choir. The classroom got ruined when the choir was using it.  |
| Why question   | Possible response  |
| Why did Zweli have a bad day at school?              | <ul style="list-style-type: none"> <li>• Because he thought his story would be on the wall, but it was torn down</li> <li>• Because he was excited all weekend for the other children to see his story on the wall, but then his story was torn down and no one saw it.</li> <li>• Because he was sad that his story was torn off the wall</li> <li>• Because he was sad that his classroom got ruined</li> <li>• Because he felt sad that Mr Maboya was so sad</li> </ul> |



## 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.
  - furious
  - disappointed
  - proud

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

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
 The problem in this story is...  
 The problem in this story is solved by...  
 If I were Zweli, I would feel...because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



## Phonemic Awareness And Phonics:

15 minutes

### Word Find

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

|          |           |          |
|----------|-----------|----------|
| <b>f</b> | <b>ff</b> | <b>a</b> |
| <b>u</b> | <b>t</b>  | <b>n</b> |
| <b>o</b> | <b>g</b>  | <b>i</b> |
| <b>e</b> | <b>d</b>  | <b>c</b> |
| <b>p</b> | <b>b</b>  | <b>h</b> |

#### MODEL

- 1 Remind learners of the sounds of the week: /f/ and /ff/
- 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: /f/-/a/-/t/ = **fat**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /f/ or /ff/
- 6 Show learners how to make another word, like: /c/-/a/-/p/ = **cap**

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **f, ff**
- 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): **fat, fin, fed, fun, fog, cuff, puff, buff, huff, cap, phone, high, chin, thin, bath, chain, etc.**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_





## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE

#### ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about the problem in the story and an idea they have for how to fix the problem.
- 3 **Model** how you **think about the problem from the story**, like: The problem in the story is that there is a ruined classroom.
- 4 Draw your own picture on the chalkboard of the ruined classroom.
- 5 Use **modelling** to add a sentence or two to your illustration, like: The problem in the story is the ruined classroom. I think it can be fixed by everyone working together to clean it up.
- 6 Next, tell learners that they are going to think about the problem in the story, and a solution to the problem.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes, and draw their ideas.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration with a partner.



## Group Guided Reading

30 minutes

#### GROUPS: \_\_\_\_\_

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



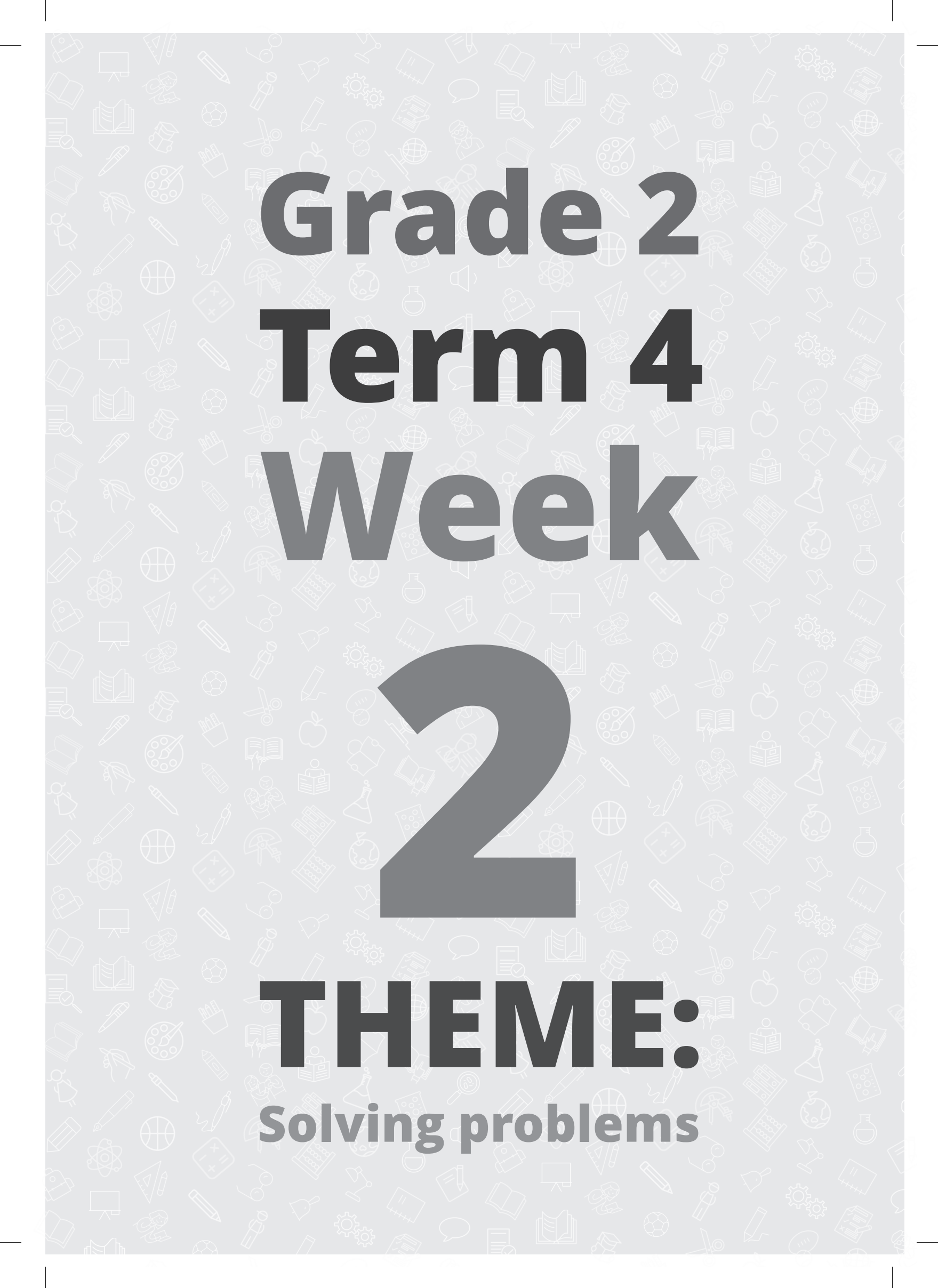
## End of week language learning review

15 minutes

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- 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 2 Term 4 Week**

# **2**

## **THEME:** **Solving problems**



## Classroom Preparation

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: Photographs from the internet of Xochitl's solar water heater, pictures of the community she comes from (Chiapas, Mexico), pictures of people solving problems – cleaning up beaches, building houses, helping others, etc.
- 5 Do some research on the internet to prepare for the theme. For example: good strategies for solving problems for young children.
- 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

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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 70, Let's read

**Activity 2:** DBE Workbook 2: 71–72, Let's write

**Activity 3:** DBE Workbook 2: Page 73 – 74, Let's read

**Activity 4:** Draw and write about a time you had an argument with a sibling or a friend. How did you solve the problem?

# Monday



## Oral Activities

15 minutes

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

- 1 Show learners a picture of Xochitl noticing the trees in her community are gone in the Big Book: Xochitl's solar water heater
- 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 is challenging about solving a problem?
  - 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.
  - solar
  - community
  - heater

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



## Handwriting

15 minutes

---

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
  - a fat
  - b fin
  - c fed
  - d fun
  - e fog
  - f cuff
  - g puff
  - h buff
  - i huff
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

---

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

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



## Writing:

30 minutes

### Edit

**TOPIC:** Write about a time you solved a problem.

**TASK:** Write at least two paragraphs (10 sentences) on personal experiences

**PREPARATION:**

Write the editing checklist on the chalkboard before the start of the writing lesson.

Write your draft on the chalkboard before the lesson. Include one or two mistakes.

**EDITING CHECKLIST:**

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

### MODEL THE EDITING PROCESS (I DO)

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

### LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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



## A time I solved a problem: Draft

One time I lost my favourite pencil. I was at school when I lost it. I feel so upset that I had lost it.

I solved the problem by telling my teacher that I had lost my pencil. I told her what it look like and she asked all the learners to help me look for it.

It worked because we found my pencil! I think I should be more careful with my things and look after them better.



### 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: /l/
- 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 /l/?
- 4 Brainstorm words with learners, like: **long, laugh, lipstick**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

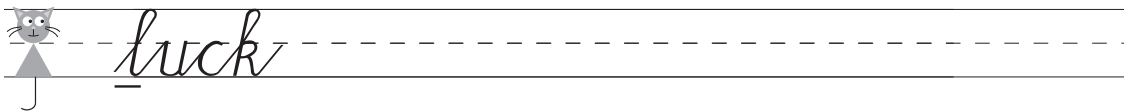
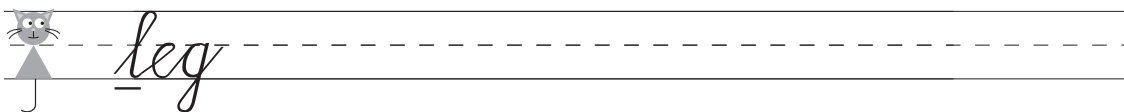
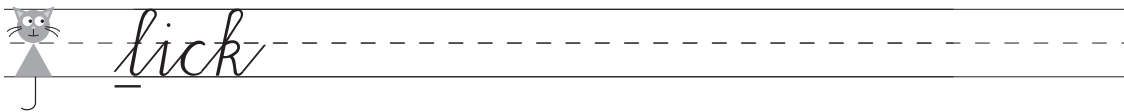
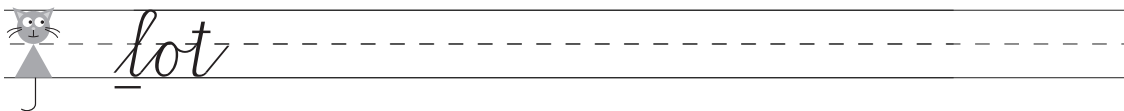
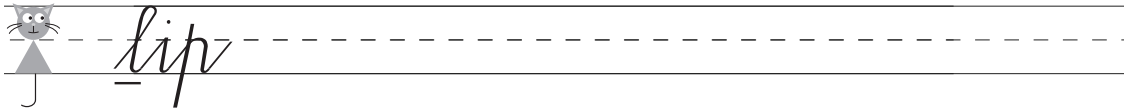
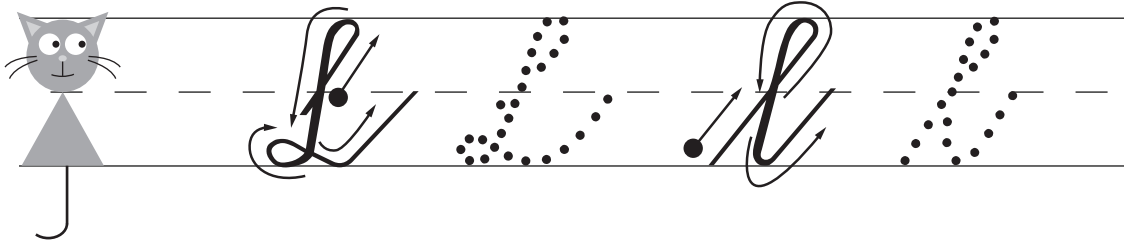


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: I WONDER / MAKE EVALUATIONS

| Text   | First Read (Think Aloud)   |
|--|--|
| <p><u>Xochitl's solar water heater</u></p> <p><i>Xochitl Cruz was just eight years old when she developed a solar-powered water heater from recycled materials. She did this to help people in her community access hot water without cutting down trees. Xochitl is from Chiapas, Mexico.</i></p> <p><i>Many South African homes use solar-powered watered heaters that are manufactured by companies and installed by plumbers. This story is remarkable because this eight-year old girl made the first solar-powered water heater in her community.</i></p> <p><i>Xochitl (pronounced Soh-cheel)</i></p> | <p>–</p>   |
| <p>One hot afternoon on her walk home from school, Xochitl noticed that the trees that usually provided her with shade were gone. All along the path, trees had been cut down. 'Where have all the trees gone?' she wondered.</p>  | <p>I <b>wonder</b> why the trees are gone? That seems like a problem!</p>  |
| <p>The next morning, Xochitl watched as her father put logs onto their fire to heat up water for their morning baths. 'Papa, we all cut down so many trees to heat up water for our baths!' Xochitl said. 'Isn't there another way for our community to get hot water?' she asked.</p> <p>'Xochitl, we don't have money to buy a fancy water heater – and neither do our neighbours!' her father answered.</p> <p>'Well, I have decided – I am going to make a heater that all the people in Chiapas can afford to have,' she said confidently.</p>  | <p>Oh! I <b>think</b> people in Xochitl's community are cutting down trees to make fires to cook and have hot water. I <b>wonder</b> if Xochitl will be able to solve the problem?</p> |
| <p>When Xochitl got home from school that day, she began her project. First, she worked on her design. Then, started collecting discarded plastic bottles, old glass, pieces of discarded hoses and scraps of wood.</p>  | <p>I <b>wonder</b> if Xochitl will be able to use rubbish to make a water heater?</p>  |

| Text  | First Read (Think Aloud)  |
|---|---|
| <p>After several weeks, Xochitl finally had enough materials to get to work. She used cable ties to connect the hose and the plastic bottles so that water could sit inside the bottles and warm up in the sun. Then, she painted everything black, because she knew that dark colours attract the sun.</p>   | <p>I <b>wonder</b> how Xochitl had the idea to paint everything black? I know that black attracts the sun, because the black tar roads get very hot on sunny days. I <b>wonder</b> if Xochitl thought about that too?</p> |
| <p>Finally, her father helped her to build a box for her invention. The box had a wooden frame and glass panels to trap the heat from the sun.</p> <p>'I think that the sun will make water inside the box hot enough to bath in!' Xochitl thought to herself.</p>  | <p>I <b>see</b> that her design has come together! I <b>wonder</b> if it will really work to heat up water?</p>   |
| <p>The next morning before Xochitl went to school, she put water inside her solar water heater. All day at school, she wondered whether her invention would work.</p>   | <p>–</p>  |
| <p>After school, she raced home to check what had happened! Nervously, she opened the heater, and held her hand at the end of the hose. Steaming hot water gushed out! It was so hot she had to pull her hand away. 'I did it!' she thought, calling for her father to come.</p>  | <p>Wow! Her design worked. She was able to use rubbish to make a very low-cost water heater. I <b>think</b> that Xochitl is such an excellent problem solver.</p>   |
| <p>'Look Papa! It works! I made a water heater that doesn't use fire and isn't expensive. And it runs on a free and readily available energy source: the sun,' Xochitl beamed. She took her father's hand and held it under the stream of steaming hot water.</p> <p>'Wow!' her father exclaimed. 'This is impressive!</p>  | <p>–</p>  |
| <p>Once Xochitl saw that her invention worked, she decided to make a bigger one – to give enough hot water for her whole family to bath.</p> <p>Where should we put it?' her father asked when the bigger version was finished.</p> <p>Xochitl thought of the sunniest possible place. 'I think we must put it onto the roof!' she said. 'That way the water can heat up, and then run down into our house!' From that day on, Xochitl's family had hot water for bathing, cleaning and washing the dishes.</p> | <p>Xochitl saw a problem and used her creativity to solve it. Now, her family can have hot water without cutting down trees!</p>  |
| <p>The neighbours saw the contraption on Xochitl's family's roof. 'What is that?' they asked curiously. 'That is a solar water heater!' Xochitl's mother announced. 'Xochitl made it from parts she found. And it heats water from a free and readily available source: the sun!'</p>   | <p>I <b>wonder</b> if Xochitl will be able to make a water heater for everyone in her community? That seems like a big task!</p>  |

| Text  | First Read (Think Aloud)   |
|---|--|
| <p>'I want one, too!' one neighbour said. 'I am tired of finding firewood!'</p> <p>'We also want one, please Xochitl,' asked another family, 'this will keep the air in our home clean.'</p>  |  |
| <p>In March 2018, Xochitl won an award called the 'Recognition of the Institute of Nuclear Science for Women'. This is an award usually given to adults. But, the University of Mexico, who presented her with the award, recognised that Xochitl had done something amazing. They wanted to inspire Xochitl to continue with her scientific inventions, and to continue to solve problems for the people in her community.</p> | <p>I <b>wonder</b> if everyone in Xochitl's community uses a heater like the one she made?</p> |

| Follow up questions  | Possible responses  |
|--|---|
| <p>What did Xochitl build?</p>                                       | <p>She built a solar water heater. First she built a small one and then a bigger one.</p>   |
| <p>What materials did Xochitl use to build a solar water heater?</p> | <p>She used plastic bottles, old glass, pieces of discarded hoses, scraps of wood, and black paint.</p>   |
| Why question   | Possible responses  |
| <p>Why did Xochitl decide to build a solar water heater?</p>         | <ul style="list-style-type: none"> <li>• Because she saw that people in her community were cutting down trees to heat the water.</li> <li>• Because she didn't want people to cut down trees, but she knew they needed another way to heat their water.</li> <li>• Because she wanted to make a low-cost water heater for her family and others in her community to use.</li> </ul> |



## 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.
  - fancy
  - expensive
  - afford

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

### CREATIVE STORYTELLING (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: /ll/
- 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 /ll/?
- 4 Brainstorm words with learners, like: **call, will, still**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

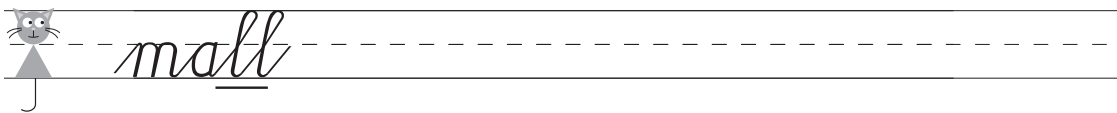
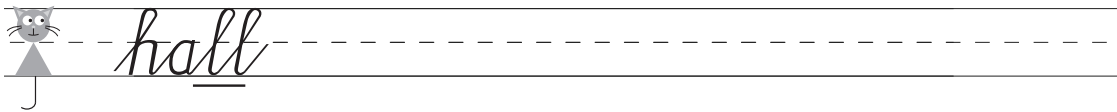
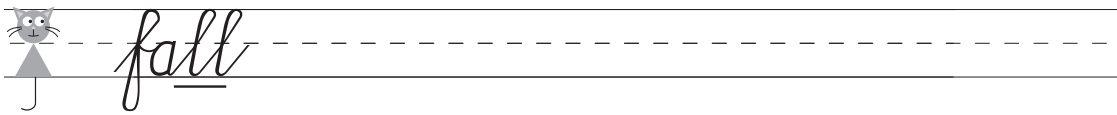
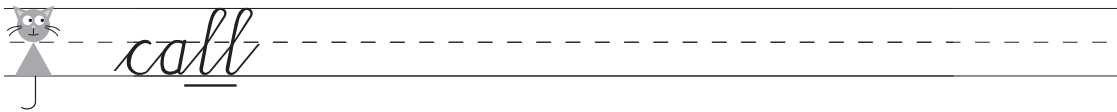
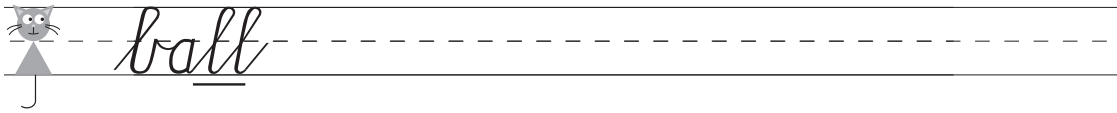
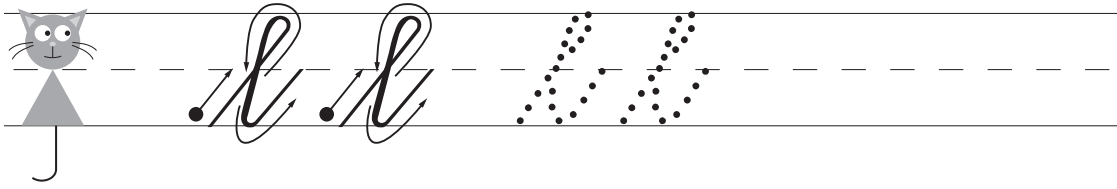


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_





## Writing:

30 minutes

### Publish And Present

**TOPIC:** Write about a time you solved a problem.

**TASK:** Write at least two paragraphs (10 sentences) on personal experiences

**WRITING FRAME:**

One time...(Describe the problem in detail! Use 3–4 sentences.)

I felt...

I solved the problem by...(Describe the solution in detail! Use 2–3 sentences.)

It worked / It didn't work because...

I think...

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

#### MODELLING THE PUBLISHING PROCESS (I DO)

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

#### LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

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

#### LEARNERS PRESENT THEIR WRITING

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

9 November 2020

A time I solved a problem

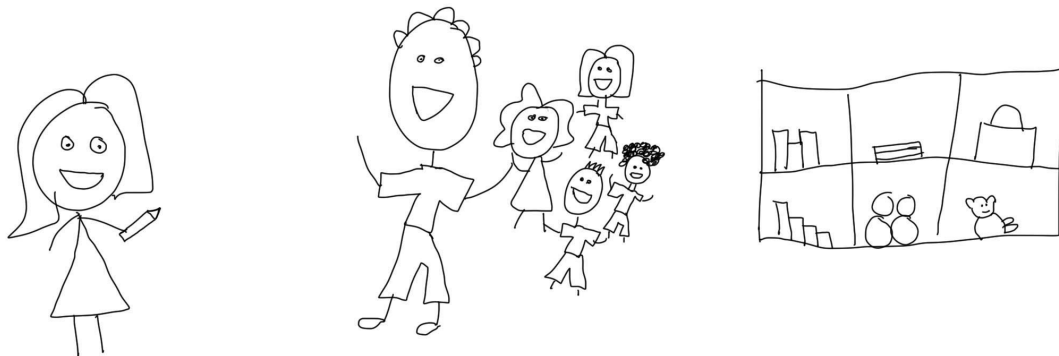
One time I lost my favourite pencil. I was at school when I lost it.

I felt so upset that I had lost it.

I solved the problem by telling my teacher that I had lost my pencil. I told her what it looked like and she asked all the learners to help me look for it.

It worked because we found my pencil!

I think I should be more careful with my things and look after them better.





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

#### WE DO...

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

---



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: I WONDER / MAKE EVALUATIONS

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p><u>Xochitl's solar water heater</u></p> <p><i>Xochitl Cruz was just eight years old when she developed a solar-powered water heater from recycled materials. She did this to help people in her community access hot water without cutting down trees. Xochitl is from Chiapas, Mexico.</i></p> <p><i>Many South African homes use solar-powered watered heaters that are manufactured by companies and installed by plumbers. This story is remarkable because this eight-year old girl made the first solar-powered water heater in her community.</i></p> <p><i>Xochitl (pronounced Soh-cheel)</i></p> | <p>Today we will think more about what makes Xochitl an excellent problem solver.</p>   |
| <p>One hot afternoon on her walk home from school, Xochitl noticed that the trees that usually provided her with shade were gone. All along the path, trees had been cut down. 'Where have all the trees gone?' she wondered.</p>  | <p>I make the <b>evaluation</b> that Xochitl is observant – she notices what is around her. She sees a problem in her community.</p>  |
| <p>The next morning, Xochitl watched as her father put logs onto their fire to heat up water for their morning baths. 'Papa, we all cut down so many trees to heat up water for our baths!' Xochitl said. 'Isn't there another way for our community to get hot water?' she asked.</p> <p>'Xochitl, we don't have money to buy a fancy water heater – and neither do our neighbours!' her father answered.</p> <p>'Well, I have decided – I am going to make a heater that all the people in Chiapas can afford to have,' she said confidently.</p>  | <p>I <b>think</b> that Xochitl is a problem solver. She realises that for people to stop cutting down trees, they will need a different way to heat their water. So, she decides she will find a way!</p> |
| <p>When Xochitl got home from school that day, she began her project. First, she worked on her design. Then, started collecting discarded plastic bottles, old glass, pieces of discarded hoses and scraps of wood.</p>  | <p>I <b>think</b> that Xochitl is a good problem solver because she makes a plan before she begins!</p>   |

| Text  | Second Read (Think Aloud)  |
|---|--|
| <p>After several weeks, Xochitl finally had enough materials to get to work. She used cable ties to connect the hose and the plastic bottles so that water could sit inside the bottles and warm up in the sun. Then, she painted everything black, because she knew that dark colours attract the sun.</p>   | <p>–</p>   |
| <p>Finally, her father helped her to build a box for her invention. The box had a wooden frame and glass panels to trap the heat from the sun.</p> <p>'I think that the sun will make water inside the box hot enough to bath in!' Xochitl thought to herself.</p>  | <p>–</p>   |
| <p>The next morning before Xochitl went to school, she put water inside her solar water heater. All day at school, she wondered whether her invention would work.</p>   | <p>I <b>remember</b> that Xochitl makes this smaller heater to test whether her design works. I think this is a smart idea. She doesn't waste too many resources in case her idea doesn't work the first time!</p> |
| <p>After school, she raced home to check what had happened! Nervously, she opened the heater, and held her hand at the end of the hose. Steaming hot water gushed out! It was so hot she had to pull her hand away. 'I did it!' she thought, calling for her father to come.</p>  | <p>I make the <b>evaluation</b> that Xochitl had a well thought out design – because her idea worked on the first try!</p>   |
| <p>'Look Papa! It works! I made a water heater that doesn't use fire and isn't expensive. And it runs on a free and readily available energy source: the sun,' Xochitl beamed. She took her father's hand and held it under the stream of steaming hot water.</p> <p>'Wow!' her father exclaimed. 'This is impressive!</p>  | <p>–</p>   |
| <p>Once Xochitl saw that her invention worked, she decided to make a bigger one – to give enough hot water for her whole family to bath.</p> <p>Where should we put it?' her father asked when the bigger version was finished.</p> <p>Xochitl thought of the sunniest possible place. 'I think we must put it onto the roof!' she said. 'That way the water can heat up, and then run down into our house!' From that day on, Xochitl's family had hot water for bathing, cleaning and washing the dishes.</p> | <p>I <b>think</b> that Xochitl started small so she could test her idea out. Now that she has tested it and knows it works, she can make a bigger one to heat water for her whole family.</p>                      |

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p>The neighbours saw the contraption on Xochitl's family's roof. 'What is that?' they asked curiously. 'That is a solar water heater!' Xochitl's mother announced. 'Xochitl made it from parts she found. And it heats water from a free and readily available source: the sun!'</p> <p>'I want one, too!' one neighbour said. 'I am tired of finding firewood!'</p> <p>'We also want one, please Xochitl,' asked another family, 'this will keep the air in our home clean.'</p> | <p>I <b>think</b> that next, Xochitl will have to think about how she can make many water heaters. This is a new problem for her to solve!</p>  |
| <p>In March 2018, Xochitl won an award called the 'Recognition of the Institute of Nuclear Science for Women'. This is an award usually given to adults. But, the University of Mexico, who presented her with the award, recognised that Xochitl had done something amazing. They wanted to inspire Xochitl to continue with her scientific inventions, and to continue to solve problems for the people in her community.</p>  | <p>I <b>think</b> that Xochitl is an excellent problem solver. I wonder what other problems she might solve in the future?</p>  |
| Follow up questions  | Responses   |
| <p>What problem did Xochitl see?</p>   | <ul style="list-style-type: none"> <li>• She saw that people in her community were cutting down trees to heat water.</li> <li>• She saw that people in her community could not afford hot water heaters – they had to use firewood to heat water.</li> <li>• She saw that the trees in her community were disappearing because people were cutting them down to heat up water.</li> </ul> |
| <p>How did Xochitl solve the problem?</p>  | <ul style="list-style-type: none"> <li>• She made a hot water heater out of rubbish and black paint.</li> <li>• She used her creativity to design a low-cost, solar water heater.</li> </ul>  |
| Why question   | Possible responses  |
| <p>What evaluation can you make about Xochitl? Use evidence from the story!</p>  | <p><i>I make the evaluation that Xochitl is...because...</i></p>  |



## Group Guided Reading

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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.
  - invention
  - steaming
  - test (test something out)

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

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
The problem in this story is...  
Xochitl decides to...  
Xochitl is a good problem solver 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.

|          |           |          |
|----------|-----------|----------|
| <b>l</b> | <b>ll</b> | <b>i</b> |
| <b>o</b> | <b>a</b>  | <b>t</b> |
| <b>p</b> | <b>c</b>  | <b>k</b> |
| <b>e</b> | <b>g</b>  | <b>u</b> |
| <b>b</b> | <b>f</b>  | <b>m</b> |

#### MODEL

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

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **l, ll**
- 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): **lip, lot, lick, leg, luck, ball, call, fall, mall, cap, gum, tap, pack, pick, tape, mate, etc.**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / MAKE EVALUATIONS

#### ORAL OR WRITTEN SUMMARY OF THE STORY

- 1 Explain that today we will *think about the most important parts of the text*.
- 2 We will also *think about an evaluation we can make about Xochitl*.
- 3 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:  
**This story is about...** (2–3 sentences)  
**I liked...**  
**I think that Xochitl is...because...**
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 6 Model your own example for learners. Say: ***This story is about*** Xochitl building a solar water heater. She notices a problem in her community and then she decides to fix it. ***I liked*** that Xochitl's family could use the heater for water in their own house. ***I think that Xochitl is*** so clever ***because*** she figures out how to make a heater from discarded objects.
- 7 Show learners the pictures from the Big Book story.
- 8 Give learners time to think about the text.
- 9 Instruct learners to **turn and talk** and share their **own** summary with a partner. (***They should not memorise what the teacher has said. This should be learners own ideas!***)
- 10 Call the class back together.
- 11 Ask 1–2 learners to share their summaries with the class.
- 12 Come up with a class summary, like: ***This story is about*** how Xochitl used her creativity to build a solar water heater. She made an affordable heater out of rubbish so people in her community wouldn't have to cut down so many trees. ***We liked that*** Xochitl tested a small version and then built a big one when she saw that her design worked. ***We think that Xochitl is*** very creative, ***because*** she built a solar heater with rubbish!



## Group Guided Reading

30 minutes

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**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

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

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

The background of the entire page is a repeating pattern of small, white, line-art icons on a light gray background. These icons represent various educational fields: science (microscope, beaker, globe, atom), math (calculator, ruler, pencil, compass), art (palette, brush, pencil), and general education (book, pencil, speech bubble, gear, apple, globe).

# Grade 2 Term 4 Week

# 3

## THEME: History



## Classroom Preparation

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different places in the past (50 years ago, 100 years ago), ask learners to bring in family photographs from the past
- 5 Do some research on the internet to prepare for the theme. For example: interesting 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.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



## Extension Activities

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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 75, Let's write

**Activity 2:** DBE Workbook 2: Page 76–77, Let's do

**Activity 3:** DBE Workbook 2: Page 78 – 79, Let's read

**Activity 4:** Draw and write about a historical figure you know.

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: The warrior queen
- 2 Tell learners that we are starting a new theme called: 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 already know about history?
  - c How can you learn about history?

### THEME VOCABULARY

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

| Rhyme or song                    | Actions                             |
|----------------------------------|-------------------------------------|
| When the queen, goes marching in | <i>March on the spot</i>            |
| When the queen goes marching in  | <i>March on the spot</i>            |
| People stop and stare in wonder  | <i>Stop and open your eyes wide</i> |
| When the queen goes marching in  | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| People stop, and stare in wonder | <i>Stop and open your eyes wide</i> |
| When the king goes marching in   | <i>March on the spot</i>            |



## Handwriting

15 minutes

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- 1 Tell learners to open their exercise books.
- 2 Call out the following words for learners to write in cursive:
  - a lip
  - b lot
  - c lick
  - d leg
  - e luck
  - f ball
  - g call
  - h fall
  - i hall
  - j mall
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### 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 warrior queen
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.





## Writing:

30 minutes

### Plan And Draft

**TOPIC:** Write a story that is set in the past. Try to include some facts you know about history.

**TASK:** Write a story of at least 10 sentences

**PLANNING STRATEGY:** Make a mind-map

#### INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your story, like:  
*I will write a story that is set in Ancient Egypt. I am going to write about Ancient Egypt so I can include the Pyramids, because I know they were built a long, long time ago. If the Pyramids are being built in my story, the reader will know the story is set in the past.*

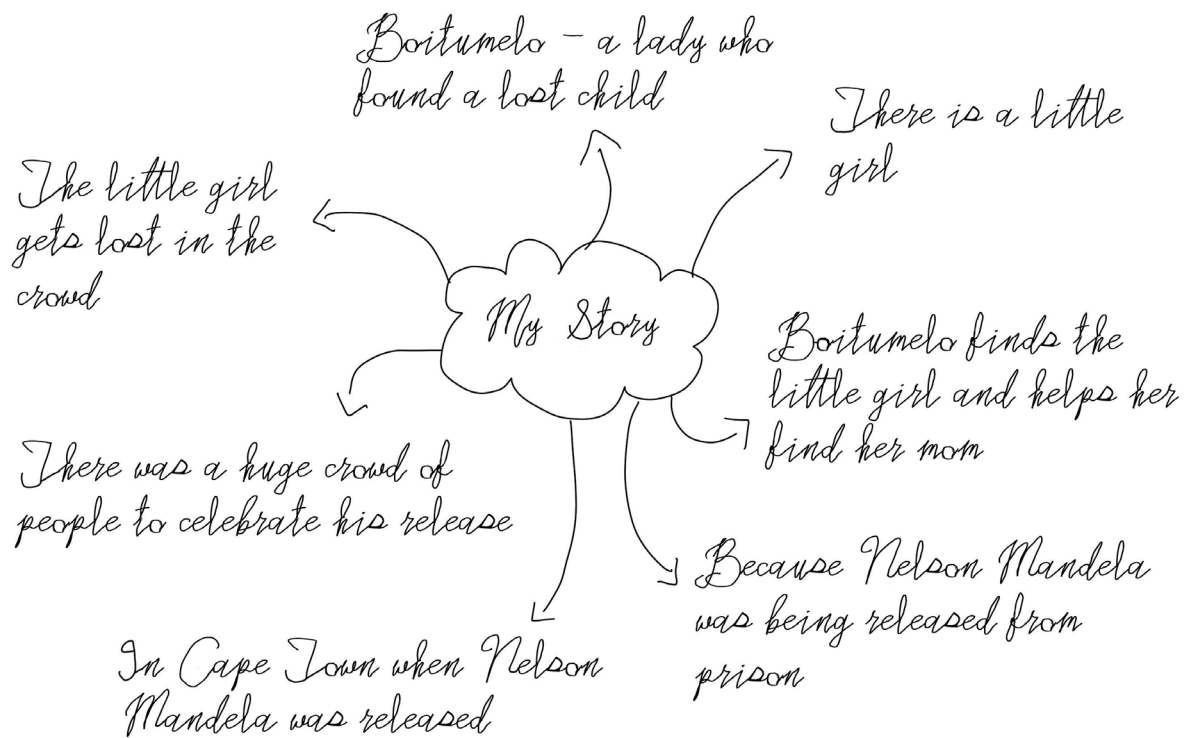
#### MODELLING THE PLANNING STRATEGY (I DO)

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

| Mind-map plan                           |  |   | Mind-map  |   |  |
|---|--|---|---|---|--|
| Who is the main character in the story? |  | Are there any other characters?           | Sarah – a girl in Ancient Egypt                       |   | There is a horse and a man who is standing watching the Pyramids get built |
| What is the problem in the story?       | <b>My story</b>                        | How is the problem solved?                | A huge stone falls while the Pyramids are being built | <b>My story</b>                           | Sarah rescues the man on her horse   |
| What is the setting of the story?       | Are there any other important details? | How do we know this story is in the past? | Ancient Egypt, by the Pyramids                        | The man has a broken leg so he can't run. | Because the pyramids are getting built                                     |

**LEARNERS USE THE PLANNING STRATEGY (YOU DO)**

- 1 Tell learners to close their eyes and think of a setting for their story in the past. Ask learners to think about what details they can include so the reader will know the story is set a long time ago.
- 2 Next, tell learners to **turn and talk** with a partner, to share their stories.
- 3 Show learners the mind-map frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.
- 5 Tell learners they must write their own ideas – they must **not** copy your plan.
- 6 As learners work, walk around the room and hold mini-conferences.





## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

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

# Tuesday



## Phonemic Awareness And Phonics:

15 minutes

### Introduce New Sound And Words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /ss/
- 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 /ss/?
- 4 Brainstorm words with learners, like: **mess, less, messy**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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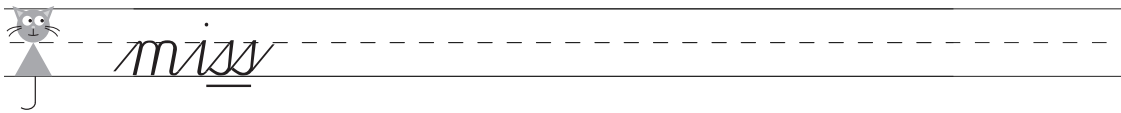
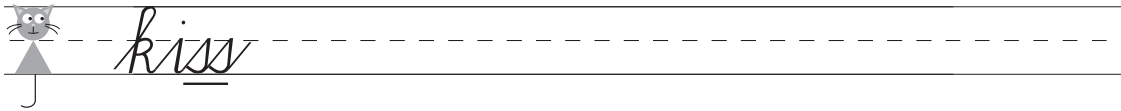
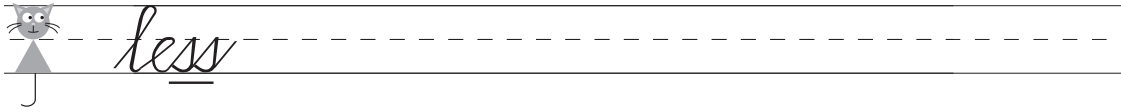
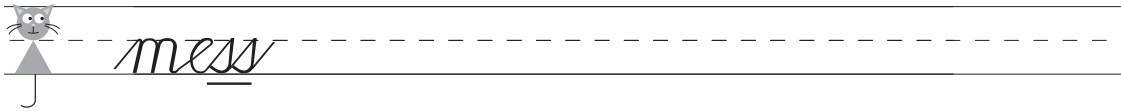
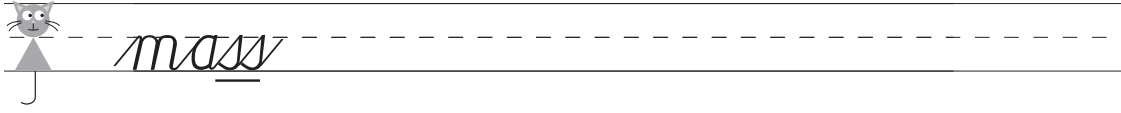
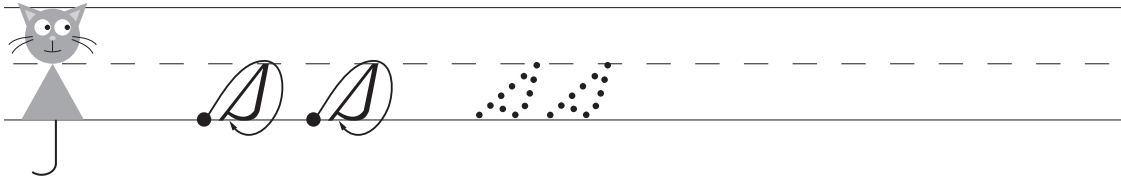


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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



WEEK 3

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: MAKE EVALUATIONS

| Text  | First Read (Think Aloud)   |
|---|--|
| <u>The warrior queen</u>  | Today, we will make <b>evaluations</b> about Queen Amina – the main character in our story!  |
| <p>One day, Amaka and her mother passed by the statue of Queen Amina.</p> <p>'Look at that! Look at the woman on the horse!' Amaka said, pointing.</p> <p>'Do you know the story of Queen Amina, Amaka?' her mother asked.</p> <p>Amaka shook her head. 'Who's that?'</p>   | <p>I <b>think</b> that Queen Amina must be a real person from history, because there is a statue of her! Statues are usually of real people.</p>                               |
| <p>'Long before there were cars, or television or electricity there was an ancient kingdom in what is now Nigeria. It was home to the Hausa people who lived in the Kingdom of Zazzau.' said Amaka's mother.</p> <p>For many hundreds of years, the Zazzau Kingdom was only ruled by kings – that is, until Queen Amina became their great and powerful leader!</p> | –  |
| <p>When Amina was a young girl just like you Amaka, her grandfather watched her play with other children. He saw how the other children listened to her. He saw how kind and caring Amina was. He saw how Amina spoke up for what was right. He told Amina's mother that she must raise her to be a great and powerful queen one day.</p>                           | <p>I make the <b>evaluation</b> that Queen Amina was a leader from the time she was small!</p>   |
| <p>Even though women and girls weren't usually allowed to attend, Amina's grandfather took her to big and important meetings with him. Amina listened and learned many skills she would need to become a great and powerful queen. She learned how to plan carefully and how to negotiate. She learned how to work well with others.</p>                            | <p>I make the <b>evaluation</b> that Amina's grandfather was determined that she should become queen, because he could see she was a good leader, even when she was small!</p> |

| Text  | First Read (Think Aloud)   |
|---|--|
| <p>In the Zazzau kingdom, girls did not usually become soldiers or fight in wars. But Amina’s mother made sure Amina would have all the skills of a great and powerful queen. Amina studied with the kingdom’s soldiers. She learned how to fight in battles. Amina became a strong, fierce, and unbeatable warrior.</p> <p>Amaka thought about the statue. She thought Queen Amina looked fierce on her horse!</p> | <p>I make the <b>evaluation</b> that Amina was different from other girls because she was allowed to do things that many other girls were not allowed to do!</p> |
| <p>When it was time for Amina to become queen, the Hausa people had never seen a woman sitting alone on the throne before! At first, they were unsure that she would be a good leader.</p> <p>‘That is a job for men!’ they complained.</p> <p>‘How can a woman make rules for us?’ they wondered.</p> <p>But then, they watched Queen Amina in action!</p>   | <p>I make the <b>evaluation</b> that Amina was strong and determined to be a good leader, because she didn’t let other peoples’ doubts stop her!</p>             |
| <p>Queen Amina helped make sure that Hausa traders had a clear and safe path to the sea, so that they could trade easily. She helped make sure her people could find all sorts of different things when they went to the market.</p>  | <p>I make the <b>evaluation</b> that Amina was a good queen because she worked hard to make the lives of the people in her kingdom better!</p>                   |
| <p>Queen Amina worked hard to improve the safety of her soldiers. She brought the idea of metal armour to her kingdom so that her soldiers couldn’t be easily hurt.</p>   | <p>I make the <b>evaluation</b> that Amina was a good queen because she wanted to protect her soldiers from getting hurt!</p>                                    |
| <p>She also worked to protect the land that she ruled over. She built strong walls around the villages and military camps to help make sure her people were safe from harm. Even though these walls were built hundreds of years ago, some are still standing today!</p>  | <p>I make the <b>evaluation</b> that Amina was a good queen because she wanted to make sure everyone in her kingdom was safe and happy.</p>                      |
| <p>Although people felt unsure at first, Amina became a very popular leader. Amina showed people that a queen can rule just like a king. She was a great and powerful queen who protected her people and made their lives better.</p>   | <p>I make the <b>evaluation</b> that Amina was such a good leader, she made people forget their doubts about a woman ruling alone.</p>                           |
| <p>‘You can learn from these stories of our ancestors, Amaka. If you ever feel lost or need strength, you can think about Queen Amina, who became a great and powerful queen even though others doubted her!’ Amaka’s mother said.</p>  | <p>–</p>   |

| Follow up questions   | Responses  |
|---|--|
| Who took Queen Amina to meetings?   | Her grandfather took her to meetings with him.   |
| What kind of warrior was Queen Amina?   | She was a strong, fierce, and unbeatable warrior.  |
| Why question  | Possible response  |
| Make an evaluation! What do you think made Queen Amina a great and powerful leader? | <ul style="list-style-type: none"> <li>• I think Queen Amina was a great and powerful leader because...</li> <li>• She was a fierce warrior.</li> <li>• She was a good listener.</li> <li>• She worked well with others.</li> <li>• She cared about protecting her people.</li> <li>• She cared about making the lives of her people better.</li> <li>• She showed her people that women can rule as well as men!</li> </ul> |



## 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

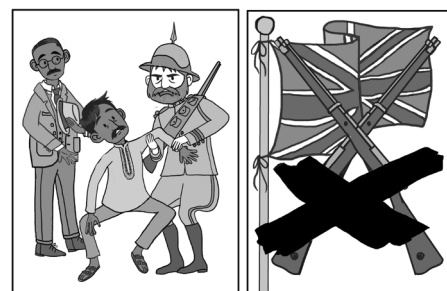
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - fierce
  - market
  - trade
  - trader

WEEK 3

| Rhyme or song                    | Actions                             |
|----------------------------------|-------------------------------------|
| When the queen, goes marching in | <i>March on the spot</i>            |
| When the queen goes marching in  | <i>March on the spot</i>            |
| People stop and stare in wonder  | <i>Stop and open your eyes wide</i> |
| When the queen goes marching in  | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| People stop, and stare in wonder | <i>Stop and open your eyes wide</i> |
| When the king goes marching in   | <i>March on the spot</i>            |

### CREATIVE STORYTELLING

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





## Phonemic Awareness And Phonics:

15 minutes

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### Introduce New Sound And Words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /j/
- 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 /j/?
- 4 Brainstorm words with learners, like: **jump, juggle, juice**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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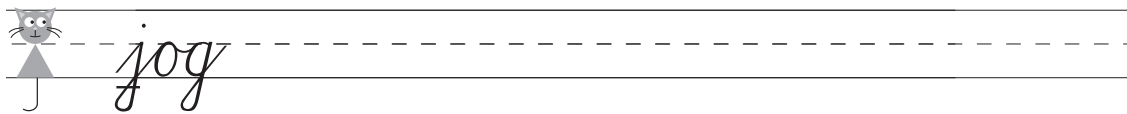
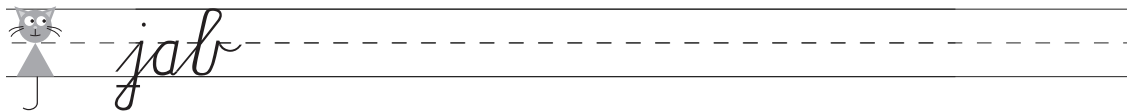
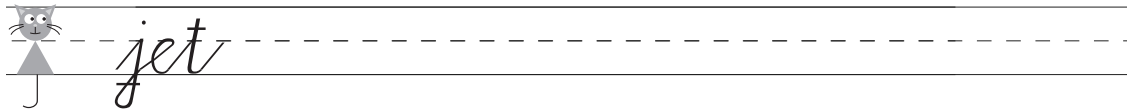
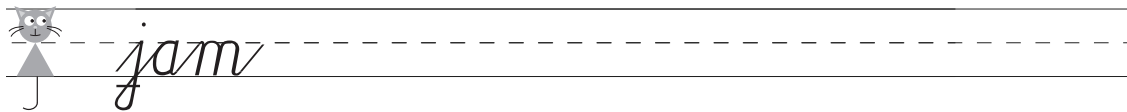
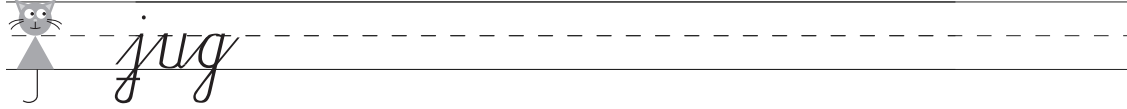
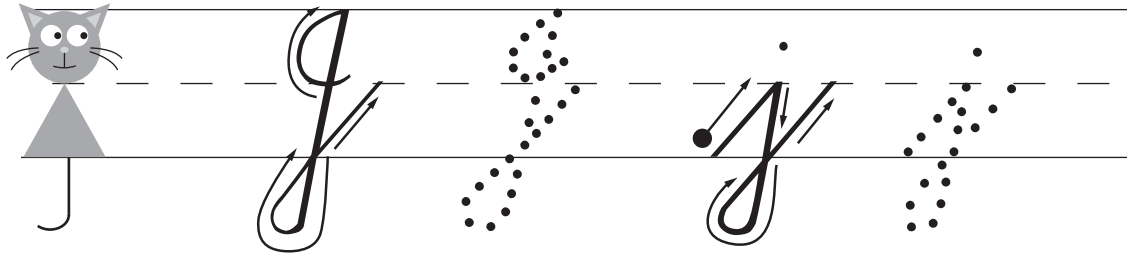
## Handwriting:

15 minutes

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### Write new letter(s) / words / sentences

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



WEEK 3

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Writing:

30 minutes

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### Draft

**TOPIC:** Write a story that is set in the past. Try to include some facts you know about history.

**TASK:** Write a story of at least 10 sentences

**WRITING FRAME:**

Once upon a time... *(tell us about the setting and the characters. Make sure to include details that show the story takes place in the past)*

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

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

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

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

### MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:  
**Once upon a time** there was a young girl who lived in Ancient Egypt named Sarah. Every day, she rode her horse to watch as the giant Pyramids were built. She watched enormous rocks being carried and stacked on top of each other. **One day** as Sarah was watching, she noticed one of the rocks start to wobble and fall. She looked and saw that a man with crutches was standing just underneath. The rock was going to fall on him! **Then**, Sarah rode as fast as she could. She pulled the man onto her horse – before the rock could fall and hurt him. **In the end**, the man thanked her for his safety.

### LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

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

My story: Draft

Once upon a time there was a lady named Boitumelo. She lived in Cape Town. to watch Nelson Mandela being released from prison

One day Boitumelo went to watch Nelson Mandela being released from prison. There were so many people there. She saw a little girl crying.

Then Boitumelo went to the girl and realised that her was lost. Boitumelo helped the little girl look for her mom.

In the end Boitumelo helped the little girl find her mom. The mom is so happy to see her little girl.

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

#### WE DO...

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: MAKE EVALUATIONS

| Text  | Second Read (Think Aloud)  |
|---|--|
| <u>The warrior queen</u>  | Today we will <b>make evaluations</b> about Amaka's mother. We will think about why she wanted to tell Amaka all about Queen Amina.  |
| <p>One day, Amaka and her mother passed by the statue of Queen Amina.</p> <p>'Look at that! Look at the woman on the horse!' Amaka said, pointing.</p> <p>'Do you know the story of Queen Amina, Amaka?' her mother asked.</p> <p>Amaka shook her head. 'Who's that?'</p>   | –  |
| <p>'Long before there were cars, or television or electricity there was an ancient kingdom in what is now Nigeria. It was home to the Hausa people who lived in the Kingdom of Zazzau.' said Amaka's mother.</p> <p>For many hundreds of years, the Zazzau Kingdom was only ruled by kings – that is, until Queen Amina became their great and powerful leader!</p> | Amaka's mother <b>thinks</b> that Queen Amina was a good leader, because she calls her strong and powerful!  |
| <p>When Amina was a young girl just like you Amaka, her grandfather watched her play with other children. He saw how the other children listened to her. He saw how kind and caring Amina was. He saw how Amina spoke up for what was right. He told Amina's mother that she must raise her to be a great and powerful queen one day.</p>                           | I make the <b>evaluation</b> that Amaka's mother wants to teach Amaka about Queen Amina because they are similar – they are both from Nigeria and they are both young girls! |
| <p>Even though women and girls weren't usually allowed to attend, Amina's grandfather took her to big and important meetings with him. Amina listened and learned many skills she would need to become a great and powerful queen. She learned how to plan carefully and how to negotiate. She learned how to work well with others.</p>                            | I <b>think</b> Amaka's mother is telling her this story to help her learn about what makes a good leader!  |

| Text  | Second Read (Think Aloud)  |
|---|--|
| <p>In the Zazzau kingdom, girls did not usually become soldiers or fight in wars. But Amina's mother made sure Amina would have all the skills of a great and powerful queen. Amina studied with the kingdom's soldiers. She learned how to fight in battles. Amina became a strong, fierce, and unbeatable warrior.</p> <p>Amaka thought about the statue. She thought Queen Amina looked fierce on her horse!</p> | <p>Oh! I <b>think</b> Amaka's mother is telling her this story to help her understand that she can do anything she wants – she can even do things that other girls don't do, just like Queen Amina.</p>  |
| <p>When it was time for Amina to become queen, the Hausa people had never seen a woman sitting alone on the throne before! At first, they were unsure that she would be a good leader.</p> <p>'That is a job for men!' they complained.</p> <p>'How can a woman make rules for us?' they wondered.</p> <p>But then, they watched Queen Amina in action!</p>   | <p>Amina had all the skills she needed to become queen, but people still doubted her just because she was a woman. I make the <b>evaluation</b> that Amaka's mother wants to show Amaka that we shouldn't listen to other people's doubts!</p> |
| <p>Queen Amina helped make sure that Hausa traders had a clear and safe path to the sea, so that they could trade easily. She helped make sure her people could find all sorts of different things when they went to the market.</p>  | <p>–</p>   |
| <p>Queen Amina worked hard to improve the safety of her soldiers. She brought the idea of metal armour to her kingdom so that her soldiers couldn't be easily hurt.</p>   | <p>I make the <b>evaluation</b> that Amaka's mother wants to show her all the amazing things Queen Amina did!</p>  |
| <p>She also worked to protect the land that she ruled over. She built strong walls around the villages and military camps to help make sure her people were safe from harm. Even though these walls were built hundreds of years ago, some are still standing today!</p>  | <p>I <b>think</b> that Amaka's mother wanted Amaka to see that a woman can be a great leader!</p>  |
| <p>Although people felt unsure at first, Amina became a very popular leader. Amina showed people that a queen can rule just like a king. She was a great and powerful queen who protected her people and made their lives better.</p>   | <p>I make the <b>evaluation</b> that Amaka's mother told her this story to show her that she shouldn't let other peoples' doubts ever stop her!</p>  |
| <p>'You can learn from these stories of our ancestors, Amaka. If you ever feel lost or need strength, you can think about Queen Amina, who became a great and powerful queen even though others doubted her!' Amaka's mother said.</p>  | <p>I think Amaka's mother makes the <b>evaluation</b> that Queen Amina can be a good role model for Amaka.</p>   |



| Follow up questions   | Possible responses   |
|---|--|
| What is the setting of this story? (When and where does the story take place)             | It takes place hundreds of years ago in the Kingdom of Zazzau / Nigeria.   |
| When we make evaluations, we form opinions. What is one thing you like about Queen Amina? | I like Queen Amina because...  |
| Why question  | Possible response  |
| Why do you think that Amaka's mother told her the story of Queen Amina?                   | <ul style="list-style-type: none"> <li>• Because they saw the statue of Queen Amina.</li> <li>• Because Amaka did not know who Queen Amina was.</li> <li>• Because Amaka's mother wanted to teach her about Queen Amina.</li> <li>• Because Amaka's mother thought that Queen Amina could be a good role model for Amaka.</li> <li>• Because Amaka's mother thought Amaka should learn about their history and ancestors.</li> </ul> |



## 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

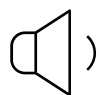
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - Nigeria
  - role model
  - throne

| Rhyme or song                    | Actions                             |
|----------------------------------|-------------------------------------|
| When the queen, goes marching in | <i>March on the spot</i>            |
| When the queen goes marching in  | <i>March on the spot</i>            |
| People stop and stare in wonder  | <i>Stop and open your eyes wide</i> |
| When the queen goes marching in  | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| People stop, and stare in wonder | <i>Stop and open your eyes wide</i> |
| When the king goes marching in   | <i>March on the spot</i>            |

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - In this story...
  - I liked when...
  - This story is related to the theme 'History' 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.

|           |          |          |
|-----------|----------|----------|
| <b>ss</b> | <b>j</b> | <b>m</b> |
| <b>k</b>  | <b>a</b> | <b>i</b> |
| <b>e</b>  | <b>l</b> | <b>g</b> |
| <b>u</b>  | <b>t</b> | <b>o</b> |

WEEK 3

**MODEL**

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

**LEARNERS DO**

- 1 Tell learners to open their exercise books and write the heading: **ss, j**
- 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): **mass, mess, less, kiss, miss, jug, jam, jet, jog, mug, got, leg, kite, mail, meal, etc.**

**ALTERNATE PHONICS PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE

#### ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about two things they learned in the story.
- 3 **Model** how you **think about something you learned in the story**, like: I learned that Queen Amina ruled the Kingdom of Zazzau and that she was an unbeatable warrior.
- 4 Draw your own picture on the chalkboard of Queen Amina ruling.
- 5 Use **modelling** to add a sentence or two to your illustration, like: Queen Amina ruled the Kingdom of Zazzau. Queen Amina was a warrior.
- 6 Next, tell learners that they are going to think about two things they learned from the story.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes, and draw their ideas.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration with a partner.



## Group Guided Reading

30 minutes

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#### 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 2 Term 4 Week**

# **4**

# **THEME: History**



## Classroom Preparation

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: Pictures of Queen Amina, pictures of Nigeria now and pictures of Nigeria in the past.
- 5 Do some research on the internet to prepare for the theme. For example: famous African leaders throughout 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

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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 80–81, Let's do

**Activity 2:** DBE Workbook 2: Page 82, Let's read

**Activity 3:** DBE Workbook 2: Page 83 – 85, Let's write

**Activity 4:** Draw and write about something you liked about Queen Amina.



# Monday



## Oral Activities

15 minutes

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

- 1 Show learners a picture of Tapiwa at the library in the Big Book: The greatest president ever
- 2 Tell learners that we are continuing our theme: 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 history so far?
  - b Why do we learn about history?
  - c What questions do you have about history?

WEEK 4

### THEME VOCABULARY

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

| Rhyme or song                    | Actions                             |
|----------------------------------|-------------------------------------|
| When the queen, goes marching in | <i>March on the spot</i>            |
| When the queen goes marching in  | <i>March on the spot</i>            |
| People stop and stare in wonder  | <i>Stop and open your eyes wide</i> |
| When the queen goes marching in  | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| People stop, and stare in wonder | <i>Stop and open your eyes wide</i> |
| When the king goes marching in   | <i>March on the spot</i>            |



## Handwriting

15 minutes

---

- 1 Tell learners to open their exercise books.
- 2 Call out the following words for learners to write in cursive:
  - a mass
  - b mess
  - c less
  - d kiss
  - e miss
  - f jug
  - g jam
  - h jet
  - i jab
  - j jog
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### 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 greatest president ever
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

### Edit

**TOPIC:** Write a story that is set in the past. Try to include some facts you know about history.

**TASK:** Write a story of at least 10 sentences

**PREPARATION:**

Write the editing checklist on the chalkboard before the start of the writing lesson.

Write your draft on the chalkboard before the lesson. Include one or two mistakes.

**EDITING CHECKLIST:**

- 1 Did I use the past tense?
- 2 Did I include details to show my story is set in the past?
- 3 Is there a problem in my story?
- 4 Does the problem in my story get solved?
- 5 Did I spell all words correctly?
- 6 Does every sentence start with a capital letter?
- 7 Does every sentence end with proper punctuation?

### MODEL THE EDITING PROCESS (I DO)

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

### LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

## My story: Draft

O  
Once upon a time there was a lady named Boitumelo. She lived in Cape Town.

One day Boitumelo went to watch Nelson Mandela being released from prison. There was so many people there. She saw a little girl crying.

B  
Then Boitumelo went to the girl and realised that she was lost. Boitumelo helped the <sup>little</sup> girl look for her mom.  
In the end Boitumelo helped the <sup>little</sup> girl find her mom. The mom was so happy to see her <sup>little</sup> girl.



## Group Guided Reading

30 minutes

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**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: /**qu**/
- 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 /**qu**/?
- 4 Brainstorm words with learners, like: **queen, quick, quit**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

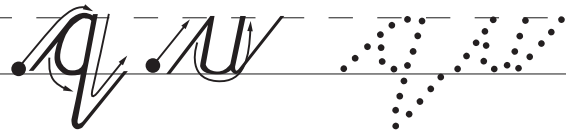
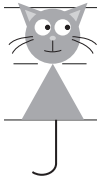


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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



*quit*



*quick*



*quack*



*quill*

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: MAKE INFERENCES

| Text  | First Read (Think Aloud)  |
|---|---|
| <p><u>The greatest president ever</u></p> <p>Tapiwa and his older sister Bontle sat down for dinner together.</p> <p>‘Tell me about your day,’ Bontle said.</p> <p>‘We did History today. We learnt about the greatest president who ever lived – Nelson Mandela!’ Tapiwa answered.</p> <p>‘What did you learn about President Mandela? Why do you think he was the greatest president who ever lived?’ Bontle asked, curiously.</p> <p>‘President Mandela fought for equality for black South Africans and helped end Apartheid. He had to go to prison for 27 years, but he still never became a mean person. And, he won lots of awards for being a good leader,’ said Tapiwa.</p> <p>‘I agree with you that Nelson Mandela was a great man and president,’ Bontle replied. ‘However, he fought against Apartheid with many other great leaders. And, across the world, there have been many great presidents.’</p> <p>‘But my teacher says he was the greatest!’ Tapiwa said.</p> <p>‘That is your teacher’s opinion,’ said Bontle. ‘You have told me why you think Nelson Mandela was a great president. But you haven’t explained why you think he was the <i>greatest president who ever lived</i>.’</p> | <p>I <b>wonder</b> if Tapiwa knows the difference between an opinion and a fact? A fact is something that is always true, and an opinion is just what someone thinks. It <b>seems</b> like he might have thought it was a fact that Nelson Mandela was the greatest president who ever lived, when that is his teacher’s opinion. That is what his teacher thinks – but other people might think differently!</p> |
| <p>Tapiwa felt less sure that Nelson Mandela was the greatest president ever to live. He decided that he needed to know more.</p>   | <p>I <b>infer</b> Bontle helped Tapiwa realise that what his teacher said was just an opinion rather than a fact.</p>   |
| <p>The next morning, Tapiwa found his older brother Ofentse getting ready for work.</p> <p>‘Ofentse, was Nelson Mandela the greatest president to ever live?’ Tapiwa asked.</p> <p>‘Well he did some great things, like fight for equality,’ Ofentse said thoughtfully. ‘But I don’t know if he was the greatest president to ever live – that’s just an opinion.’</p>  | <p>Oh! I <b>infer</b> Ofentse also helped Tapiwa realise that even though Nelson Mandela was a great president, whether or not he was the <i>greatest ever</i> is just an opinion.</p>  |

| Text   | First Read (Think Aloud)  |
|--|---|
| <p>Ofentse's comments made Tapiwa feel even less sure that Nelson Mandela was the greatest president ever to live.</p>   | <p>I <b>infer</b> that Tapiwa doesn't know what his opinion is.</p>   |
| <p>Tapiwa found his neighbour MaModiba sitting outside in the morning sun. 'Auntie, was Tata Mandela the greatest president to ever live?' Tapiwa asked.</p> <p>'I do think Madiba was a great man and president – he led us to a free South Africa,' she said. 'But maybe he wasn't the greatest president ever.'</p> <p>'Why not?' Tapiwa asked curiously.</p> <p>'Well, the truth is that we still have a lot of inequality in our country,' she said.</p> <p>'What's inequality?' Tapiwa asked.</p> <p>'Inequality is when things aren't fair. In South Africa, many black people still don't have the land that was taken from them. And many black people still live in poverty, without jobs or homes of their own,' she explained.</p> | <p>–</p>  |
| <p>Now Tapiwa felt even more confused. Some people believed Nelson Mandela fought for equality. But other people believed that he didn't do enough to get rid of inequality!</p>   | <p>I <b>infer</b> that Tapiwa is just learning that people can have different opinions about Nelson Mandela. Not everyone thinks the same way as his teacher.</p>                       |
| <p>Later that day, Tapiwa went to the library to use a computer. He typed 'greatest president ever' into Google.</p> <p>A picture of an old man named Abraham Lincoln came up.</p> <p>A picture of Barack Obama came up.</p> <p>But there was no picture of Nelson Mandela.</p> <p>Tapiwa wondered why only American presidents came up in the search.</p>   | <p>–</p>  |
| <p>Tapiwa typed in 'greatest African president ever'. Nelson Mandela's name came up first! But it wasn't alone – there was a whole list of the greatest African leaders: Nelson Mandela, Kwame Nkrumah, Patrice Lumumba, Thomas Sankara, Haile Selassie and even more. Tapiwa clicked on the link and began to read.</p>   | <p>I <b>infer</b> that Tapiwa is learning that there are so many amazing presidents in Africa and across the world – and there are many contenders for the greatest president ever!</p> |



| Text  | First Read (Think Aloud)  |
|---|---|
| <p>On his walk back home Tapiwa thought about all the great African leaders he had found on Google. He felt even less sure that Nelson Mandela was the greatest president ever. Maybe it was Kwame Nkrumah, who fought for Ghana to have independence? Or maybe it was Thomas Sankara, who fought for gender equality as the leader of Burkina Faso? Then he wondered what people would say about them – maybe they weren't perfect either.</p> | <p>I <b>think</b> Tapiwa must realise now that people might have very different opinions about who the greatest president ever was – because there are so many inspirational leaders!</p> |
| <p>'I decided I don't know if Nelson Mandela was the greatest president ever,' Tapiwa told Bontle that night as they ate dinner. 'I have to do more research.'</p> <p>Bontle smiled. Her brother had learnt an important lesson.</p>  | <p>I <b>infer</b> that Tapiwa has learned that he is allowed to have his own opinion – but he needs more information first!</p>   |

| Follow up questions  | Possible responses  |
|--|---|
| <p>Who did Tapiwa learn about at school?</p>   | <p>He learned about Nelson Mandela.</p>   |
| <p>What other presidents did Tapiwa learn about when he went to the library?</p>                   | <p>He learned about Abraham Lincoln, Barack Obama, Kwame Nkrumah, Patrice Lumumba, Haile Selassie and Thomas Sankara at the library.</p>  |
| Why question   | Possible responses  |
| <p>Why did Tapiwa feel less and less sure that Nelson Mandela was the greatest president ever?</p> | <ul style="list-style-type: none"> <li>• Because he realised it was just his teacher's opinion – not a fact.</li> <li>• Because he realised people had different opinions about whether or not Nelson Mandela was the greatest president ever.</li> <li>• Because he realised there are many great presidents who could be the greatest president ever.</li> <li>• Because he realised he needed more information so he could form his own opinion</li> </ul> |



## Group Guided Reading

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30 minutes

**GROUPS:** \_\_\_\_\_

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

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

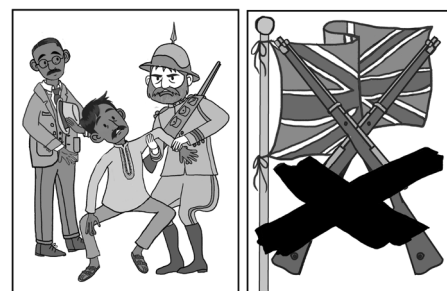
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - equality
  - inequality
  - agree
  - disagree

| Rhyme or song                    | Actions                             |
|----------------------------------|-------------------------------------|
| When the queen, goes marching in | <i>March on the spot</i>            |
| When the queen goes marching in  | <i>March on the spot</i>            |
| People stop and stare in wonder  | <i>Stop and open your eyes wide</i> |
| When the queen goes marching in  | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| People stop, and stare in wonder | <i>Stop and open your eyes wide</i> |
| When the king goes marching in   | <i>March on the spot</i>            |

WEEK 4

### 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: /v/
- 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 /v/?
- 4 Brainstorm words with learners, like: **vet, violet, vase**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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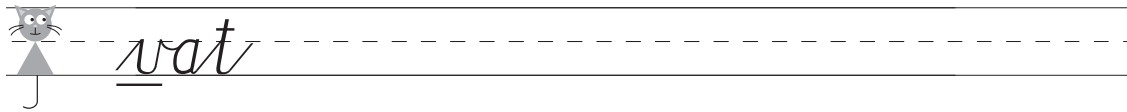
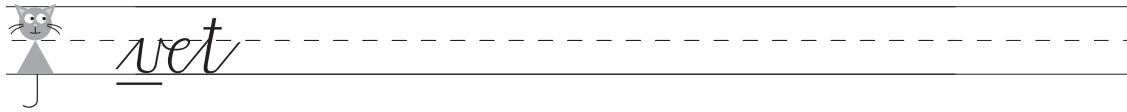
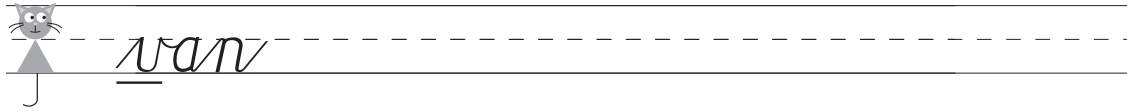
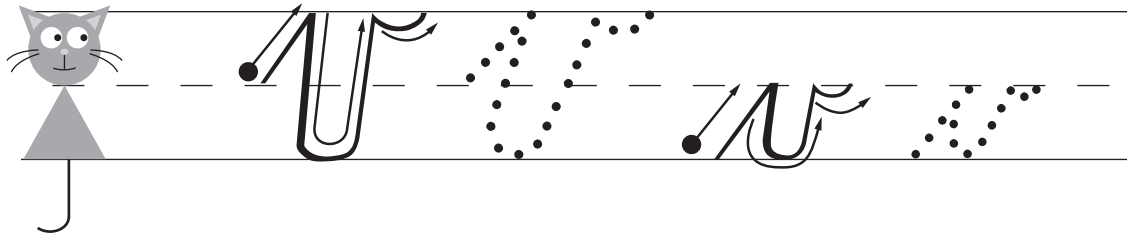


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Writing:

30 minutes

### Publish And Present

**TOPIC:** Write a story that is set in the past. Try to include some facts you know about history.

**TASK:** Write a story of at least 10 sentences

**WRITING FRAME:**

Once upon a time... *(tell us about the setting and the characters. Make sure to include details that show the story takes place in the past)*

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

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

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

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

#### MODELLING THE PUBLISHING PROCESS (I DO)

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

#### LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

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

#### LEARNERS PRESENT THEIR WRITING

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

23 November 2020

My story

Once upon a time there was a lady named Boitumelo. She lived in Cape Town.

One day Boitumelo went to watch Nelson Mandela being released from prison. There was so many people there. She saw a little girl crying.

Then Boitumelo went to the girl and realised that she was lost. Boitumelo helped the little girl look for her mom.

In the end Boitumelo helped the little girl find her mom. The mom was so happy to see her little girl





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

#### WE DO...

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: MAKE INFERENCES

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p><u>The greatest president ever</u></p> <p>Tapiwa and his older sister Bontle sat down for dinner together.</p> <p>'Tell me about your day,' Bontle said.</p> <p>'We did History today. We learnt about the greatest president who ever lived – Nelson Mandela!' Tapiwa answered.</p> <p>'What did you learn about President Mandela? Why do you think he was the greatest president who ever lived?' Bontle asked, curiously.</p> <p>'President Mandela fought for equality for black South Africans and helped end Apartheid. He had to go to prison for 27 years, but he still never became a mean person. And, he won lots of awards for being a good leader,' said Tapiwa.</p> <p>'I agree with you that Nelson Mandela was a great man and president,' Bontle replied.</p> <p>'However, he fought against Apartheid with many other great leaders. And, across the world, there have been many great presidents.'</p> <p>'But my teacher says he was the greatest!' Tapiwa said.</p> <p>'That is your teacher's opinion,' said Bontle. 'You have told me why you think Nelson Mandela was a great president. But you haven't explained why you think he was the <i>greatest president who ever lived</i>.'</p> | <p>Oh! I <b>infer</b> that Tapiwa thinks Nelson Mandela was the greatest president ever because his teacher said so. I <b>infer</b> that he thought that was a fact – when it is really an opinion.</p>           |
| <p>Tapiwa felt less sure that Nelson Mandela was the greatest president ever to live. He decided that he needed to know more.</p>  | <p>I <b>infer</b> that Tapiwa feels less sure about his opinion. I <b>wonder</b> if he has enough information to form his own opinion?</p>  |
| <p>The next morning, Tapiwa found his older brother Ofentse getting ready for work.</p> <p>'Ofentse, was Nelson Mandela the greatest president to ever live?' Tapiwa asked.</p> <p>'Well he did some great things, like fight for equality,' Ofentse said thoughtfully. 'But I don't know if he was the greatest president to ever live – that's just an opinion.'</p>   | <p>Oh! I <b>infer</b> that Tapiwa goes to Ofentse to get more information about whether Nelson Mandela was the greatest president ever. But I don't think he gets enough information to form his own opinion.</p> |

| Text   | Second Read (Think Aloud)  |
|--|--|
| Ofentse's comments made Tapiwa feel even less sure that Nelson Mandela was the greatest president ever to live.  | I <b>infer</b> that Tapiwa doesn't know enough about other presidents to make a decision about whether Nelson Mandela was the greatest president ever.                                 |
| <p>Tapiwa found his neighbour MaModiba sitting outside in the morning sun. 'Auntie, was Tata Mandela the greatest president to ever live?' Tapiwa asked.</p> <p>'I do think Madiba was a great man and president – he led us to a free South Africa,' she said. 'But maybe he wasn't the greatest president ever.'</p> <p>'Why not?' Tapiwa asked curiously.</p> <p>'Well, the truth is that we still have a lot of inequality in our country,' she said.</p> <p>'What's inequality?' Tapiwa asked.</p> <p>'Inequality is when things aren't fair. In South Africa, many black people still don't have the land that was taken from them. And many black people still live in poverty, without jobs or homes of their own,' she explained.</p> | I <b>infer</b> that even though Nelson Mandela was a great president, he wasn't perfect. He was just a human, and no human is perfect. We all have flaws or things we could do better. |
| Now Tapiwa felt even more confused. Some people believed Nelson Mandela fought for equality. But other people believed that he didn't do enough to get rid of inequality!  | I <b>infer</b> that Tapiwa needs more information. He needs some facts. He is only getting other people's opinions.  |
| <p>Later that day, Tapiwa went to the library to use a computer. He typed 'greatest president ever' into Google.</p> <p>A picture of an old man named Abraham Lincoln came up.</p> <p>A picture of Barack Obama came up.</p> <p>But there was no picture of Nelson Mandela.</p> <p>Tapiwa wondered why only American presidents came up in the search.</p>   | I <b>infer</b> Tapiwa realises that to be the greatest president ever means he has to be better than all the other presidents who have ever lived.                                     |
| <p>Tapiwa typed in 'greatest African president ever'.</p> <p>Nelson Mandela's name came up first! But it wasn't alone – there was a whole list of the greatest African leaders: Nelson Mandela, Kwame Nkrumah, Patrice Lumumba, Thomas Sankara, Haile Selassie and even more. Tapiwa clicked on the link and began to read.</p>  | I <b>infer</b> that the Internet helps Tapiwa realise that he needs a lot more information before he can form his own opinion.   |

| Text  | Second Read (Think Aloud)   |
|---|---|
| <p>On his walk back home Tapiwa thought about all the great African leaders he had found on Google. He felt even less sure that Nelson Mandela was the greatest president ever. Maybe it was Kwame Nkrumah, who fought for Ghana to have independence? Or maybe it was Thomas Sankara, who fought for gender equality as the leader of Burkina Faso? Then he wondered what people would say about them – maybe they weren't perfect either.</p> | <p>I <b>think</b> Tapiwa must realise that no leader is perfect and no matter how great someone is, people might have different opinions about them.</p>  |
| <p>'I decided I don't know if Nelson Mandela was the greatest president ever,' Tapiwa told Bontle that night as they ate dinner. 'I have to do more research.'</p> <p>Bontle smiled. Her brother had learnt an important lesson.</p>  | <p>I <b>infer</b> that Tapiwa has learned that there have been many great presidents and leaders. He needs more information before he can form his own opinion about who was the greatest president ever.</p> |

| Follow up questions   | Responses  |
|---|--|
| <p>Who told Tapiwa their opinions about Nelson Mandela?</p>                 | <p>His teacher, his sister Bontle, his brother Ofentse, and his neighbour MaModiba all told him their own opinions.</p>  |
| <p>Why did Tapiwa think Nelson Mandela was the greatest president ever?</p> | <p>Because his teacher said that he was the greatest president ever.</p>   |
| Why question  | Possible responses   |
| <p>Why did Tapiwa realise he needed to do more research?</p>                | <ul style="list-style-type: none"> <li>• Because he realised that it was his teacher's opinion that Nelson Mandela was the greatest president ever.</li> <li>• Because he realised people had different opinions about whether Nelson Mandela was the greatest president ever.</li> <li>• Because he couldn't explain why he thought Nelson Mandela was the best president ever.</li> <li>• Because he realised there were many great presidents – so he was unsure if Nelson Mandela was the greatest president ever.</li> <li>• Because he realised he needed to form his own opinion rather than just take on his teacher's opinion.</li> <li>• He learned that he needed more information before he could form his own opinion.</li> </ul> |



## 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.
  - library
  - leader
  - realise

| Rhyme or song                    | Actions                             |
|----------------------------------|-------------------------------------|
| When the queen, goes marching in | <i>March on the spot</i>            |
| When the queen goes marching in  | <i>March on the spot</i>            |
| People stop and stare in wonder  | <i>Stop and open your eyes wide</i> |
| When the queen goes marching in  | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| When the king goes marching in   | <i>March on the spot</i>            |
| People stop, and stare in wonder | <i>Stop and open your eyes wide</i> |
| When the king goes marching in   | <i>March on the spot</i>            |

### DISCUSSION OF SHARED READING TEXT

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



## Phonemic Awareness And Phonics:

15 minutes

### Word Find

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

|           |           |          |
|-----------|-----------|----------|
| <b>qu</b> | <b>v</b>  | <b>i</b> |
| <b>t</b>  | <b>ck</b> | <b>a</b> |
| <b>l</b>  | <b>n</b>  | <b>e</b> |

#### MODEL

- 1 Remind learners of the sounds of the week: /**qu**/ and /**v**/
- 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: /**qu**/-/**i**/-/**ck**/ = **quick**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**qu**/ or /**v**/
- 6 Show learners how to make another word, like: /**t**/-/**a**/-/**n**/ = **tan**

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **qu, v**
- 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): **quit, quick, quack, quill, van, vet, vat, tan, net, neck, late, live, etc.**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE

#### ORAL OR WRITTEN SUMMARY OF THE STORY

- 1 Explain that today we will *think about the most important parts of the text*.
- 2 We will also *think about an evaluation we can make about facts and opinions*.
- 3 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:  
**This story helped me learn about facts and opinions because...**  
**I liked...**  
**Tapiwa learned that...**
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 6 Model your own example for learners. Say: ***This story helped me learn about facts and opinions because*** *Tapiwa realises that he has mistaken something his teacher said as a fact, even though it was an opinion. I learned that everyone can have their own opinion. **I liked** when Tapiwa went to the library to get more information. **Tapiwa learned that** there were so many great presidents it is difficult to choose the greatest president ever.*
- 7 Show learners the pictures from the Big Book story.
- 8 Give learners time to think about the text.
- 9 Instruct learners to **turn and talk** and share their **own** summary with a partner. (**They should not memorise what the teacher has said. This should be learners own ideas!**)
- 10 Call the class back together.
- 11 Ask 1–2 learners to share their summaries with the class.
- 12 Come up with a class summary, like: ***This story helped us learn about facts and opinions because*** *Tapiwa realises that not everyone has the same opinion about who is the greatest president ever. He realises this is a matter of opinion and not fact. **We liked** when Tapiwa asked other people what they thought, so he could get more information. **Tapiwa learned that** he needs a lot of information before forming his own opinion.*





## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

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



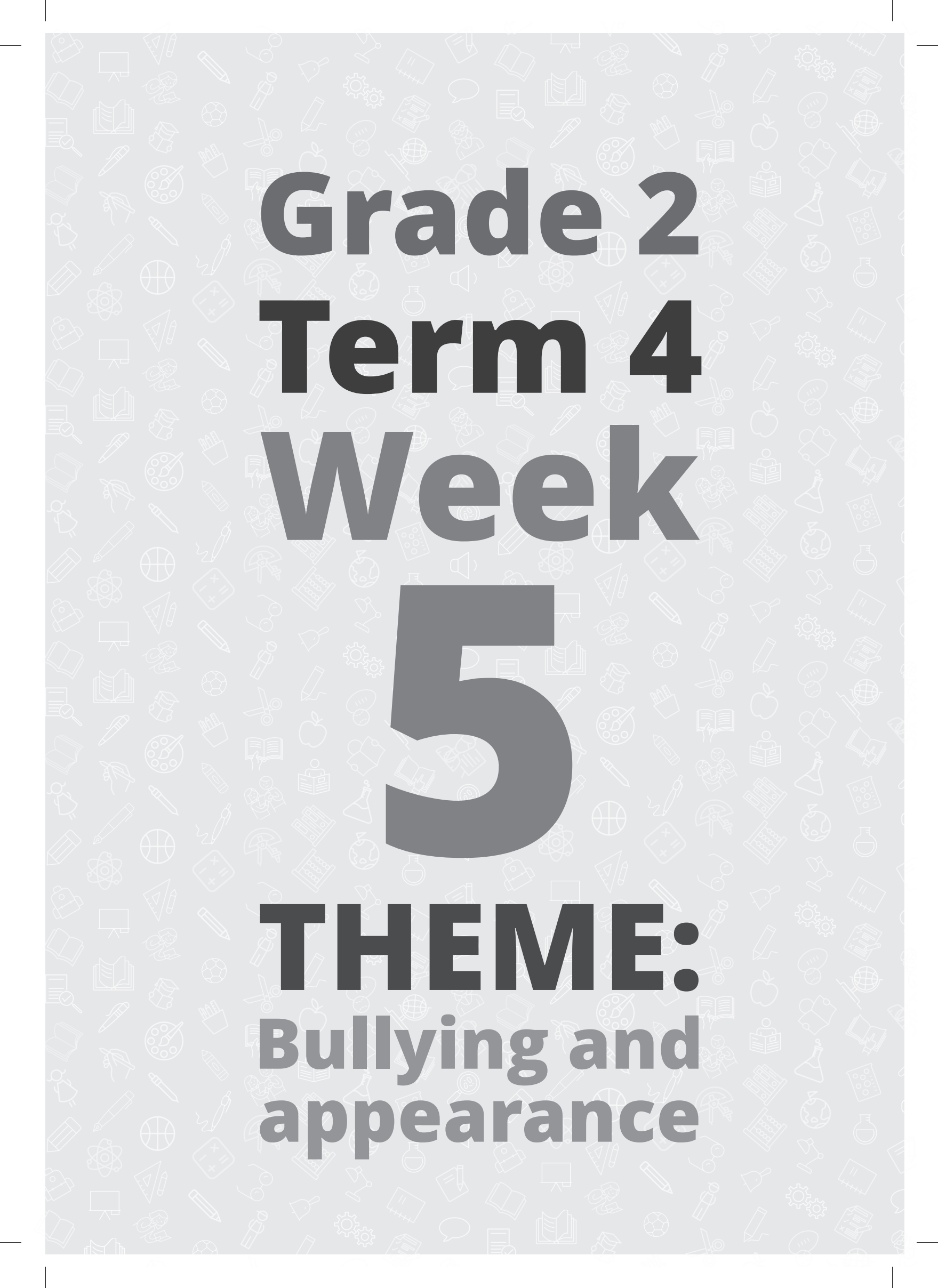
## End of week language learning review

15 minutes

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

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



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

# **Grade 2 Term 4 Week 5**

**THEME:  
Bullying and  
appearance**



## Classroom Preparation

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- 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 people of all shapes and sizes from all over the world.
- 5 Do some research on the internet to prepare for the theme. For example: ways to be body positive in the classroom.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



## Extension Activities

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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 86, Let's read

**Activity 2:** DBE Workbook 2: Page 87, Let's write

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

**Activity 4:** Draw and write about something you love about yourself.

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: Zweli speaks up
- 2 Tell learners that we are starting a new theme called: Bullying and appearance
- 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 bullying?
  - b What is appearance?
  - c How do you think bullying and appearance are connected to each other?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - bully
  - bullying
  - appearance

| Rhyme or song                         | Actions                                       |
|---------------------------------------|---|
| Everyone stand up tall and proud      | <i>Stand up tall</i>                          |
| We're gonna stop bullying now!        | <i>Put your hand up like a stop sign</i>      |
| Everyone march in place and sing      | <i>March in place</i>                         |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |
| Everyone raise your hands this way    | <i>Put your hands up in the air</i>           |
| We're gonna stop bullying today!      | <i>Put your hand up like a stop sign</i>      |
| Everyone clap your hands and sing     | <i>Clap your hands</i>                        |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |



## Handwriting

15 minutes

---

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

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

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



## Writing:

30 minutes

### Plan And Draft

**TOPIC:** Write a story about someone who is being bullied because of their appearance.

**TASK:** Write a story of at least 10 sentences

**PLANNING STRATEGY:** Make a mind-map

#### INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your story, like:  
*I will write a story about a character who is bullied because of their height. Sometimes people are bullied for being short or tall. I think I will make my main character very short.*

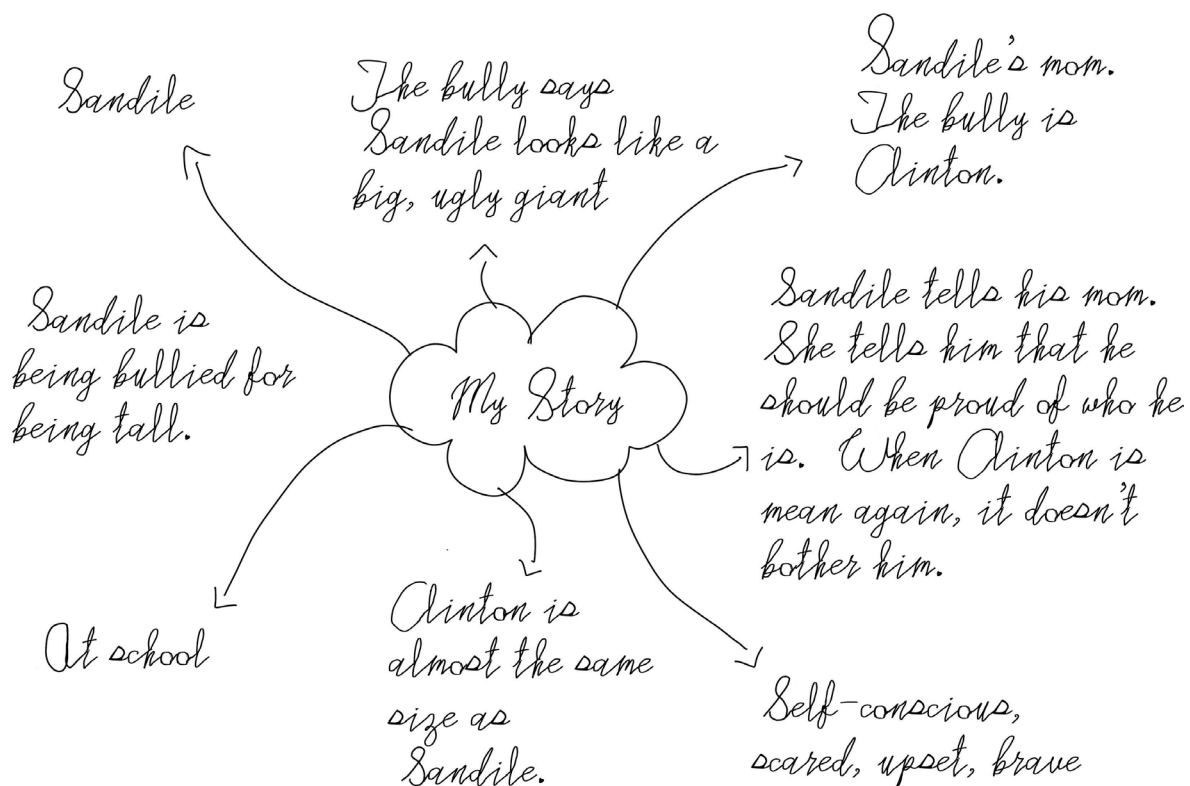
#### MODELLING THE PLANNING STRATEGY (I DO)

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

| Mind-map plan                           |  |   | Mind-map  |  |  |
|---|--|---|---|--|--|
| Who is the main character in the story? | What is something that is said in the story? | Are there any other characters?             | Thandeka. She is getting bullied because she is very short. | The bully says you're so short to Thandeka     | Her friend, Amanda. The bully is Nelisiwe.                                       |
| What is the problem in the story?       | <b>My story</b>                              | How is the problem solved?                  | Thandeka is being bullied for being short.                  | <b>My story</b>                                | Amanda stands up for her friend and tells the teacher. Then Nelisiwe says sorry. |
| What is the setting of the story?       | Are there any other important details?       | What are some feeling words for your story? | At school   | Nelisiwe is not too much taller than Thandeka. | Self-conscious, scared, upset  |

**LEARNERS USE THE PLANNING STRATEGY (YOU DO)**

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







## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 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: /w/
- 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 /w/?
- 4 Brainstorm words with learners, like: **window, wheel, want**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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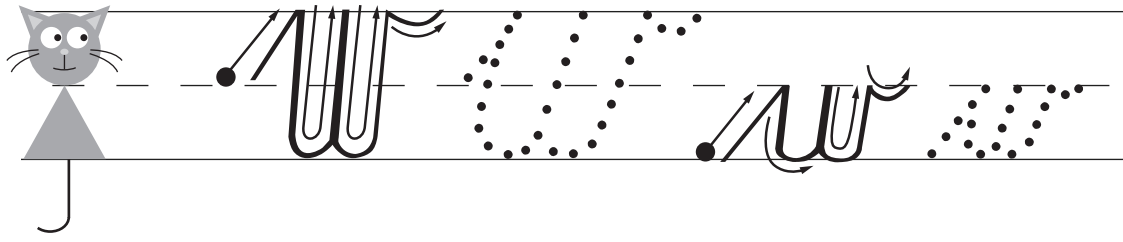



## Handwriting:


15 minutes


### Write new letter(s) / words / sentences


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




 wet

 win

 wig

 wall

 will

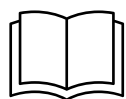
WEEK 5

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: I WONDER / MAKE INFERENCES

| Text   | First Read (Think Aloud)  |
|--|---|
| <p><u>Zweli speaks up</u></p> <p>'How was school today?' Zweli's mother asked him as she stirred the pap.</p> <p>'It was...fine,' said Zweli. He sat down at the table.</p> <p>Zweli thought about break. He thought about Lungi. He thought about how the other children teased Lungi.</p> <p>'You don't look fine,' said Zweli's mother as she carried the pap from the stove.</p> | <p>Look at Zweli's face in the picture – I can <b>infer</b> that Zweli doesn't really feel fine!</p>    |
| <p>'Well, the other kids were mean to Lungi,' Zweli replied.</p> <p>'Why were they mean to her?' asked his mother.</p> <p>'They said she must have found her shoes in the rubbish,' said Zweli. 'They said she looked like a dirty rubbish girl, just because her toes were poking through. But remember last year – my shoes were broken, just like Lungi's.' Zweli said.</p>       | <p>I can <b>infer</b> from the picture that Zweli and his mother are having a serious conversation.</p> |
| <p>'I wonder what you could do to help?' his mother asked.</p> <p>Zweli thought about this. 'Maybe next time, I could tell the other kids to stop being mean,' he suggested.</p> <p>'That sounds like a good idea,' said his mother. 'I think that is what you would want someone to do for you.'</p>  | <p>I <b>wonder</b> if Zweli will decide to stand up for Lungi?</p>                                      |
| <p>The next day, the bell rang for break. Zweli felt nervous. Zweli felt anxious. 'What will happen when I tell the other kids to stop being mean?' he wondered.</p> <p>'Maybe they will say my jersey came from the rubbish dump,' he thought, as he looked down at the big hole in his sleeve.</p> <p>'Or maybe Sibusiso or Lucky will get angry and hit me,' he thought.</p>      | <p>I <b>wonder</b> what will happen to Zweli if he stands up for Lungi?</p>                             |

| Text  | First Read (Think Aloud)   |
|---|--|
| <p>When he got outside, Lungi was sitting alone. She was sitting on the ground, trying to cover up her shoes.</p> <p>Sibusiso and Lucky walked over to Lungi. Some other children gathered around. 'Let's see your dirty rubbish shoes today,' Lucky teased.</p> <p>'Do you live in the rubbish?' Sibusiso laughed. Some of the other children pointed and laughed.</p> | <p>I can <b>infer</b> that Lungi is trying to cover up her shoes to hide them from the bullies.</p>  |
| <p>Zweli stood in front of Lungi. 'Stop that!' he said. 'Stop being mean.' His heart was beating fast. His face felt hot.</p> <p>Lucky and Sibusiso looked surprised. They walked away. The other children followed.</p>  | <p>I can <b>infer</b> that Zweli felt scared when he was standing up for Lungi. He must be worrying about what the bullies will do!</p>  |
| <p>'Zweli come here!' shouted Mr Maboya. He was standing outside his classroom.</p> <p>'Oh no!' thought Zweli, 'Now Mr Maboya is going to think I was being mean. I tried to help and now I am in trouble.'</p>   | <p>Oh no! I <b>wonder</b> if Zweli is in trouble?</p>  |
| <p>'I saw the way you stood up for Lungi, Mr Maboya said.</p> <p>'I'm very proud of you.' Mr Maboya gave Zweli a smiley sticker. 'Next time, you can also come and tell me,' said Mr Maboya. 'I am here to help too.'</p> <p>Zweli couldn't wait to tell his mom all about his day.</p>   | <p>I <b>wonder</b> why Mr Maboya gave Zweli a sticker? Oh! I can <b>infer</b> that he gave Zweli a sticker to show how proud he was of Zweli. It is not easy to stand up against bullies like Zweli did!</p> |

| Follow-up questions                            | Responses   |
|--|---|
| <p>Who was getting bullied at school?</p>      | <p>Lungi was getting bullied.</p>   |
| <p>Who was bullying her?</p>                   | <p>Lucky and Sibusiso. There were also some other children there.</p>   |
| <p>Who gave Zweli a sticker?</p>               | <p>Mr Maboya</p>  |
| Why question                                   | Possible response   |
| <p>Why did Mr Maboya give Zweli a sticker?</p> | <ul style="list-style-type: none"> <li>• Because Zweli told the other children not to be mean to Lungi.</li> <li>• Because Zweli did the right thing.</li> <li>• Because Mr Maboya was proud of Zweli.</li> </ul> |



## Group Guided Reading

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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

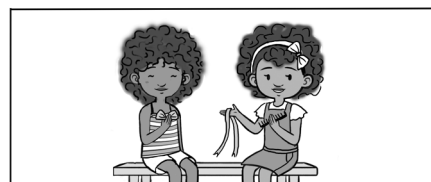
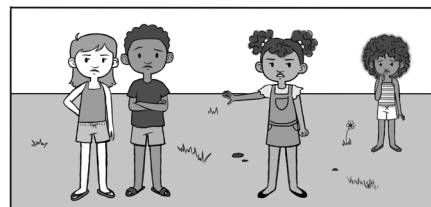
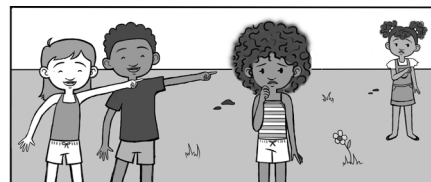
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - mirror
  - reflection
  - stand up for

| Rhyme or song                         | Actions                                       |
|---------------------------------------|---|
| Everyone stand up tall and proud      | <i>Stand up tall</i>                          |
| We're gonna stop bullying now!        | <i>Put your hand up like a stop sign</i>      |
| Everyone march in place and sing      | <i>March in place</i>                         |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |
| Everyone raise your hands this way    | <i>Put your hands up in the air</i>           |
| We're gonna stop bullying today!      | <i>Put your hand up like a stop sign</i>      |
| Everyone clap your hands and sing     | <i>Clap your hands</i>                        |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |

WEEK 5

### CREATIVE STORYTELLING

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





## Phonemic Awareness And Phonics:

15 minutes

### Introduce New Sound And Words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /x/
- 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 /x/?
- 4 Brainstorm words with learners, like: **fox, box, exit**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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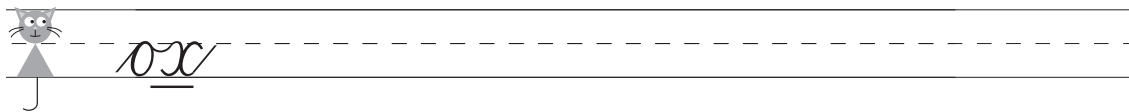
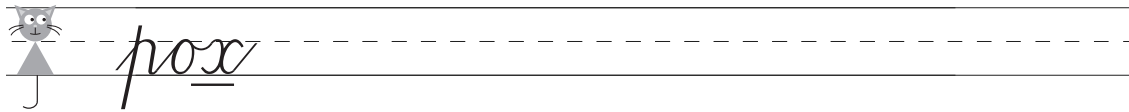
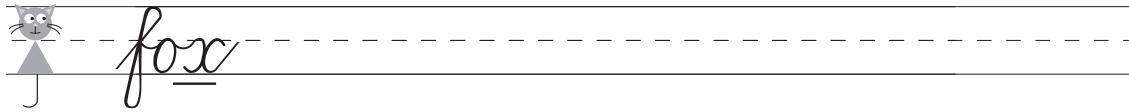
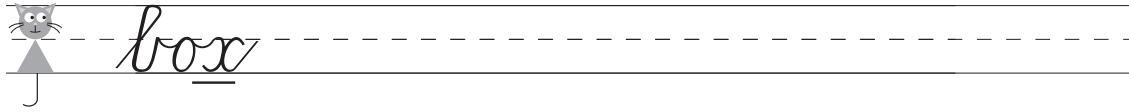
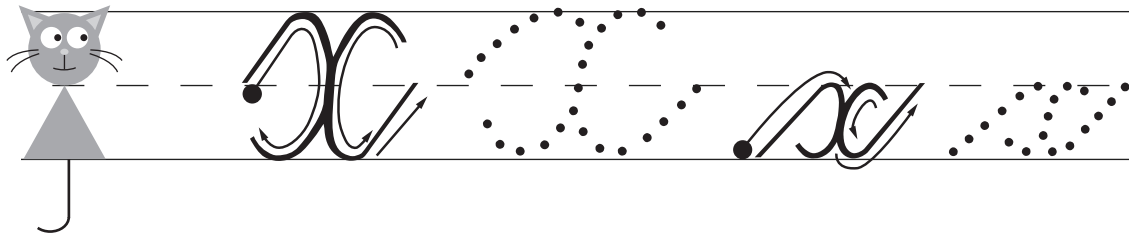
## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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





WEEK 5

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Writing:

30 minutes

### Draft

**TOPIC:** Write a story about someone who is being bullied because of their appearance.

**TASK:** Write a story of at least 10 sentences

#### WRITING FRAME:

##### Paragraph 1

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

...was being bullied because... *(explain the problem)*

'...' the bully said. *(Write something the bully said)*

...felt...

##### Paragraph 2

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

'...' said... *(include something that was said)*

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

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

### MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 **Show learners how to use quotation marks to include direct speech in their story.**
- 5 Model how you will complete the writing frame using your own plan, like:  
**Once** there was a girl named Thandeka. She was very clever and kind to everyone. But Thandeka **was being bullied by a girl named Nelisiwe because** of her height. 'You're so short!' **the bully said** to her. The bully pushed her down on the ground. Thandeka felt so scared to go to school because she was afraid that Nelisiwe would hurt her.  
**Then**, one day Thandeka's friend Amanda saw Nelisiwe push Thandeka down. Amanda went to the teacher. 'Neli is being a bully to Thandeka,' Amanda said to the teacher. The teacher told Nelisiwe to stop, and protected Thandeka. **In the end**, Thandeka knew that there was nothing wrong with being short.

**LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)**

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

My story: Draft

Once there was a boy named Sandile. He was very good at sports.

Sandile was being bullied because he was very tall by a boy named Clinton.

'You look like a big, ugly giant,' the bully said.

Sandile felt upset and embarrassed.

Paragraph 2

Then Sandile told his mom what Clinton had said.

'You must always be proud of who you are and what you look like,' said Sandile's mom

In the end Sandile realised that Clinton is just jealous and Sandile does not let Clinton bother him. Clinton stops bullying Sandile.



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

#### WE DO...

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: MAKE INFERENCES

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p><u>Zweli speaks up</u></p> <p>'How was school today?' Zweli's mother asked him as she stirred the pap.</p> <p>'It was...fine,' said Zweli. He sat down at the table.</p> <p>Zweli thought about break. He thought about Lungi. He thought about how the other children teased Lungi.</p> <p>'You don't look fine,' said Zweli's mother as she carried the pap from the stove.</p> | <p>I <b>infer</b> that Zweli is upset because he is thinking about Lungi getting teased.</p>  |
| <p>'Well, the other kids were mean to Lungi,' Zweli replied.</p> <p>'Why were they mean to her?' asked his mother.</p> <p>'They said she must have found her shoes in the rubbish,' said Zweli. 'They said she looked like a dirty rubbish girl, just because her toes were poking through. But remember last year – my shoes were broken, just like Lungi's.' Zweli said.</p>       | <p>I can <b>infer</b> that Zweli feels worried when he thinks about when his shoes had holes, just like Lungi's. He must be thinking that the bullies could easily tease him for the same thing as Lungi!</p> |
| <p>'I wonder what you could do to help?' his mother asked.</p> <p>Zweli thought about this. 'Maybe next time, I could tell the other kids to stop being mean,' he suggested.</p> <p>'That sounds like a good idea,' said his mother. 'I think that is what you would want someone to do for you.'</p>  | <p>I can <b>infer</b> that Zweli cares about Lungi, because he wants to do something to make the teasing stop.</p>  |
| <p>The next day, the bell rang for break. Zweli felt nervous. Zweli felt anxious. 'What will happen when I tell the other kids to stop being mean?' he wondered.</p> <p>'Maybe they will say my jersey came from the rubbish dump,' he thought, as he looked down at the big hole in his sleeve.</p> <p>'Or maybe Sibusiso or Lucky will get angry and hit me,' he thought.</p>      | <p>I <b>infer</b> from the picture that Zweli is worrying about the hole in his jersey. I can <b>infer</b> that he is comparing the hole in his jersey to the holes in Lungi's shoes!</p>                     |

| Text  | Second Read (Think Aloud)  |
|---|--|
| <p>When he got outside, Lungi was sitting alone. She was sitting on the ground, trying to cover up her shoes.</p> <p>Sibusiso and Lucky walked over to Lungi. Some other children gathered around. 'Let's see your dirty rubbish shoes today,' Lucky teased.</p> <p>'Do you live in the rubbish?' Sibusiso laughed. Some of the other children pointed and laughed.</p> | <p>I <b>wonder</b> why Sibusiso and Lucky want to be mean to Lungi?</p>  |
| <p>Zweli stood in front of Lungi. 'Stop that!' he said. 'Stop being mean.' His heart was beating fast. His face felt hot.</p> <p>Lucky and Sibusiso looked surprised. They walked away. The other children followed.</p>  | <p>I <b>wonder</b> why Zweli told the other children to stop being mean even though he felt scared? I can <b>infer</b> that Zweli wanted to stand up for Lungi because if he were being teased, he would want someone to stand up for him too.</p> |
| <p>'Zweli come here!' shouted Mr Maboya. He was standing outside his classroom.</p> <p>'Oh no!' thought Zweli, 'Now Mr Maboya is going to think I was being mean. I tried to help and now I am in trouble.'</p>   | <p>–</p>   |
| <p>'I saw the way you stood up for Lungi, Mr Maboya said.</p> <p>'I'm very proud of you.' Mr Maboya gave Zweli a smiley sticker. 'Next time, you can also come and tell me,' said Mr Maboya. 'I am here to help too.'</p> <p>Zweli couldn't wait to tell his mom all about his day.</p>   | <p>Zweli looks so proud in the picture. I <b>infer</b> that he must feel good that he did the right thing. He also must know that Mr Maboya and his mother will feel proud of him.</p>   |

| Follow up questions  | Responses   |
|--|---|
| Why did the other children tease Lungi?  | Because she had holes in her shoes.   |
| Have you ever stood up for a friend like Zweli? Has someone ever stood up for you? | Listen to individual learner responses.   |
| Do you think Zweli did the right thing?  | Listen to individual learner responses.   |
| Why question   | Possible response   |
| Why did Zweli decide to speak up?  | <ul style="list-style-type: none"> <li>• Because he didn't want the other children to be mean to Lungi.</li> <li>• Because Zweli knew that the other children could tease him too.</li> <li>• Because Zweli would want someone to stand up for him if he was getting teased.</li> </ul> |



## Group Guided Reading

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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.
  - weight
  - thin
  - skinny
  - fat

| Rhyme or song                         | Actions                                       |
|---------------------------------------|---|
| Everyone stand up tall and proud      | <i>Stand up tall</i>                          |
| We're gonna stop bullying now!        | <i>Put your hand up like a stop sign</i>      |
| Everyone march in place and sing      | <i>March in place</i>                         |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |
| Everyone raise your hands this way    | <i>Put your hands up in the air</i>           |
| We're gonna stop bullying today!      | <i>Put your hand up like a stop sign</i>      |
| Everyone clap your hands and sing     | <i>Clap your hands</i>                        |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |

WEEK 5

### DISCUSSION OF SHARED READING TEXT

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



## Phonemic Awareness And Phonics:

15 minutes

### Word Find

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

|          |          |          |
|----------|----------|----------|
| <b>w</b> | <b>x</b> | <b>g</b> |
| <b>i</b> | <b>n</b> | <b>e</b> |
| <b>t</b> | <b>a</b> | <b>l</b> |
| <b>o</b> | <b>b</b> | <b>f</b> |

#### MODEL

- 1 Remind learners of the sounds of the week: /w/ and /x/
- 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: /f/-/o/-/x/ = **fox**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /w/ or /x/
- 6 Show learners how to make another word, like: /t/-/a/-/n/ = **tan**

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **w, x**
- 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): **wet, win, wig, wall, will, box, fox, ox, tan, ball, fall, nail, tail, tale, fine, etc.**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: DRAMATISE THE TEXT

##### Getting ready:

Choose learners to be Zweli, Zweli's mother, Lungi, Lucky, Sibusiso and Mr Maboya

| TEXT   | TEACHER DOES / SAYS                                 | LEARNERS DO   |
|--|---|---|
| <p>'How was school today?' Zweli's mother asked him as she stirred the pap.</p> <p>'It was ... fine,' said Zweli. He sat down at the table.</p> <p>Zweli thought about break. He thought about Lungi. He thought about how the other children teased Lungi.</p> <p>'You don't look fine,' said Zweli's mother as she carried the pap from the stove.</p>                       | <p>Ask learners: <i>What is happening here?</i></p> | <p>Learners summarise what is happening on the page.</p> <p>Zweli's mother: How was school today?</p> <p>Zweli: It was ... fine. (<i>Zweli looks upset.</i>)</p> <p>Zweli's mom: You don't look fine.</p>   |
| <p>'Well, the other kids were mean to Lungi,' Zweli replied.</p> <p>'Why were they mean to her?' asked his mother.</p> <p>'They said she must have found her shoes in the rubbish,' said Zweli. 'They said she looked like a dirty rubbish girl, just because her toes were poking through. But remember last year – my shoes were broken, just like Lungi's.' Zweli said.</p> | <p>Ask learners: <i>What is happening here?</i></p> | <p>Learners summarise what is happening on the page.</p> <p>Zweli: The other kids were mean to Lungi.</p> <p>Zweli's mother: Why were they mean to her?</p> <p>Zweli: They said she must have found her shoes in the rubbish. They said she looked like a dirty rubbish girl, just because her toes were poking through! But remember last year – my shoes were broken, just like Lungi's. What if next time the kids bully me?</p> |

| TEXT  | TEACHER DOES / SAYS  | LEARNERS DO   |
|---|--|---|
| <p>'I wonder what you could do to help?' his mother asked.</p> <p>Zweli thought about this. 'Maybe next time, I could tell the other kids to stop being mean,' he suggested.</p> <p>'That sounds like a good idea,' said his mother. 'I think that is what you would want someone to do for you.'</p>   | <p><i>Ask learners: What is happening here?</i></p>  | <p><i>Learners summarise what is happening on the page.</i></p> <p>Zweli's mother: I wonder what you could do to help?</p> <p>Zweli: Maybe next time, I could tell the other kids to stop being mean</p> <p>Zweli's mom: That sounds like a good idea. I think that is what you would want someone to do for you.</p> |
| <p>The next day, the bell rang for break. Zweli felt nervous. Zweli felt anxious. 'What will happen when I tell the other kids to stop being mean?' he wondered.</p> <p>'Maybe they will say my jersey came from the rubbish dump,' he thought, as he looked down at the big hole in his sleeve.</p> <p>'Or maybe Sibusiso or Lucky will get angry and hit me,' he thought.</p> | <p><i>Ask learners: What is happening here?</i></p> <p>(Make sure that the learners know that this is what Zweli is <u>thinking</u>. That means this is what he is saying to himself inside his head.)</p> | <p><i>Learners summarise what is happening on the page.</i></p> <p>Zweli: What will happen when I tell the other kids to stop being mean? Maybe they will say my jersey came from the rubbish dump! Or maybe Sibusiso or Lucky will get angry and hit me!</p>   |
| <p>When he got outside, Lungi was sitting alone. She was sitting on the ground, trying to cover up her shoes.</p> <p>Sibusiso and Lucky walked over to Lungi. Some other children gathered around. 'Let's see your dirty rubbish shoes today,' Lucky teased.</p> <p>'Do you live in the rubbish?' Sibusiso laughed. Some of the other children pointed and laughed.</p>         | <p><i>Ask learners: What is happening here?</i></p> <p><i>Then ask: Who remembers what happens next?</i></p>   | <p><i>Learners summarise what is happening on the page.</i></p> <p><i>Lungi is trying to cover up her shoes.</i></p> <p>Lucky: Let's see your dirty rubbish shoes today.</p> <p>Sibusiso: Do you live in the rubbish?</p>   |
| <p>Zweli stood in front of Lungi. 'Stop it!' he said. 'Stop being mean.' His heart was beating fast. His face felt hot.</p> <p>Lucky and Sibusiso looked surprised. They walked away. The other children followed.</p>  | <p><i>Ask learners: What is happening here?</i></p>  | <p><i>Learners summarise what is happening on the page.</i></p> <p><i>Zweli stands in front of Lungi.</i></p> <p>Zweli: Stop it! Stop being mean.</p> <p>Lucky and Sibusiso walk away.</p>  |

| TEXT  | TEACHER DOES / SAYS                                 | LEARNERS DO   |
|---|---|---|
| <p>'Zweli come here!' shouted Mr Maboya. He was standing outside his classroom.</p> <p>'Oh no!' thought Zweli, 'Now Mr Maboya is going to think I was being mean. I tried to help and now I am in trouble.'</p>   | <p>Ask learners: <i>What is happening here?</i></p> | <p>Learners summarise what is happening on the page.</p> <p>Mr Maboya: Zweli come here!</p> <p>Zweli: Oh no! I hope I don't get into trouble.</p>   |
| <p>'I saw the way you stood up for Lungi,' Mr Maboya said. 'I'm very proud of you.'</p> <p>Mr Maboya gave Zweli a smiley sticker.</p> <p>'Next time, you can also come and tell me,' said Mr Maboya. 'I am here to help too.'</p> <p>Zweli couldn't wait to tell his mom all about his day.</p> |   | <p>Mr Maboya: 'I saw the way you stood up for Lungi, I'm very proud of you! Next time you can also come and tell me. I am here to help too.'</p> <p>Zweli: I'm so excited to tell Mom about my day!</p> |



## 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.



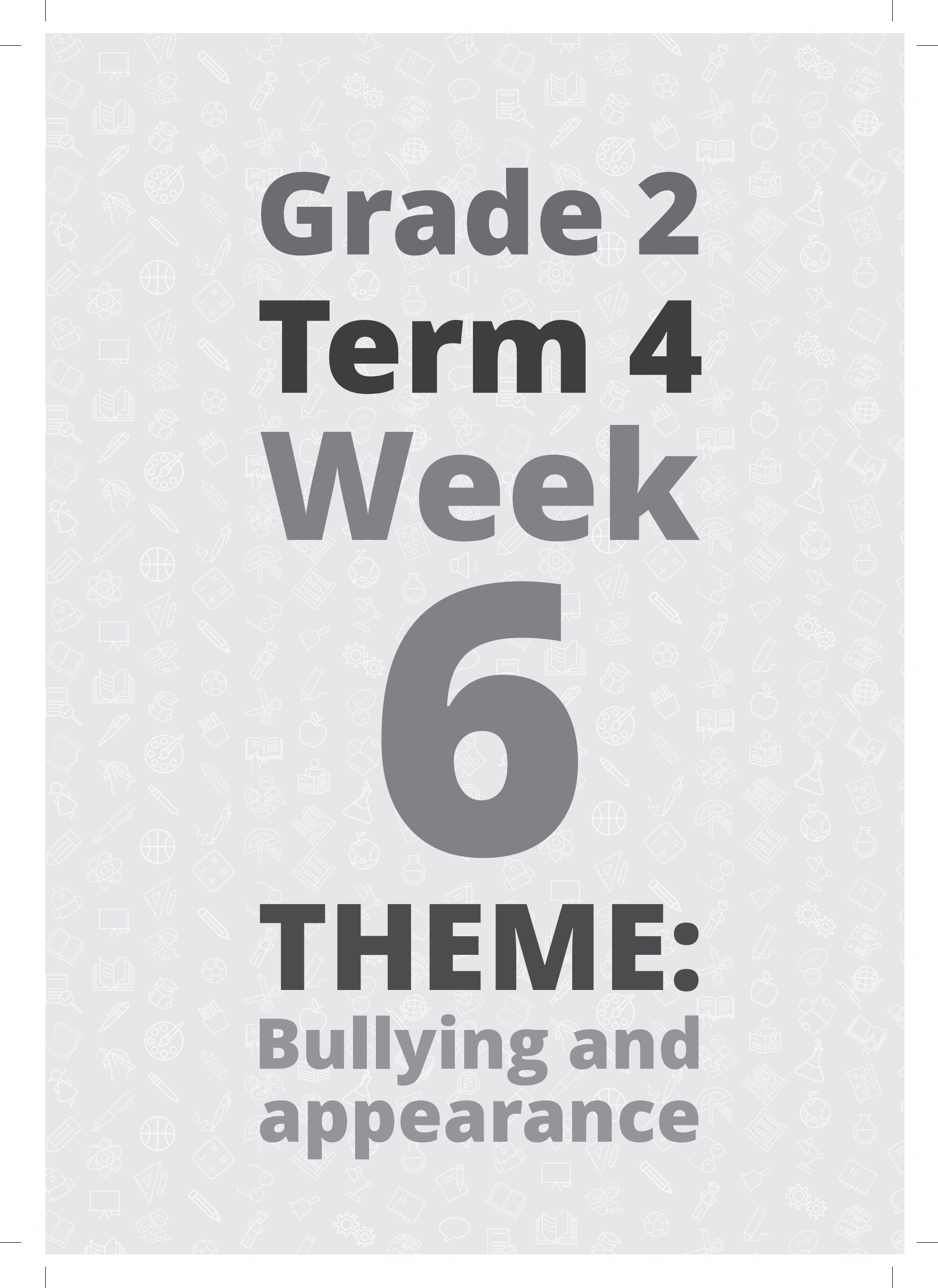
## End of week language learning review

15 minutes

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

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

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

# **Grade 2 Term 4 Week 6**

**THEME:  
Bullying and  
appearance**



## Classroom Preparation

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: motivational posters about confidence and self-esteem.
- 5 Do some research on the internet to prepare for the theme. For example: ways to fight against bullying in your classroom, ways to help learners build self-esteem.
- 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

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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, Let's read

**Activity 2:** DBE Workbook 2: Page 91 – 92, Let's do

**Activity 3:** DBE Workbook 2: Page 93 – 94, Let's do

**Activity 4:** Draw and write about how you could stand up for people, like Zweli.



# Monday



## Oral Activities

15 minutes

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

- 1 Show learners a picture of Zama looking upset in the Big Book: Zama's bad day
- 2 Tell learners that we are continuing our theme: Bullying and appearance
- 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 do you think bullying and appearance are connected to each other?
  - b What should you do if you are being bullied?
  - c What should you do if you see someone else getting bullied?
  - d Why do you think some people are bullies?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - judge
  - judgemental
  - self-conscious

| Rhyme or song                         | Actions                                       |
|---------------------------------------|---|
| Everyone stand up tall and proud      | <i>Stand up tall</i>                          |
| We're gonna stop bullying now!        | <i>Put your hand up like a stop sign</i>      |
| Everyone march in place and sing      | <i>March in place</i>                         |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |
| Everyone raise your hands this way    | <i>Put your hands up in the air</i>           |
| We're gonna stop bullying today!      | <i>Put your hand up like a stop sign</i>      |
| Everyone clap your hands and sing     | <i>Clap your hands</i>                        |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |



## Handwriting

15 minutes

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- 1 Tell learners to open their exercise books.
- 2 Call out the following words for learners to write in cursive:
  - a wet
  - b win
  - c wig
  - d wall
  - e will
  - f box
  - g fox
  - h pox
  - i ox
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

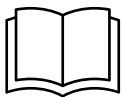
Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### 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: Zama's bad day
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

### Edit

**TOPIC:** Write a story about someone who is being bullied because of their appearance.

**TASK:** Write a story of at least 10 sentences

**PREPARATION:**

Write the editing checklist on the chalkboard before the start of the writing lesson.

Write your draft on the chalkboard before the lesson. Include one or two mistakes.

**EDITING CHECKLIST:**

- 1 Did I use the past tense?
- 2 Is more story about bullying and appearance?
- 3 Is there a problem in my story?
- 4 Does the problem in my story get solved?
- 5 Did I use quotation marks ('..') to show what someone said?
- 6 Did I spell all words correctly?
- 7 Does every sentence start with a capital letter?
- 8 Does every sentence end with proper punctuation?

### MODEL THE EDITING PROCESS (I DO)

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

### LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

### My story: Draft

Once ~~there~~<sup>there</sup> was a boy named Sandile. He was very ~~good~~<sup>good</sup> at sports.

Sandile was being bullied because he was very tall by a boy named Clinton.

'You look like a big, ugly giant,' the ~~bully~~<sup>bully</sup> said.

Sandile felt upset and embarrassed.

### Paragraph 2

Then Sandile told his mom what Clinton had said.

'You must always be proud of who you are and what you look like,' ~~said~~<sup>said</sup> Sandile's mom

In the end Sandile realised that Clinton is just jealous and Sandile does not let

Clinton bother him. Clinton stops bullying Sandile.



## 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: /y/
- 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 /y/?
- 4 Brainstorm words with learners, like: **yellow, yes, yo-yo**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **yes, yet, yell**
- 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 HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_

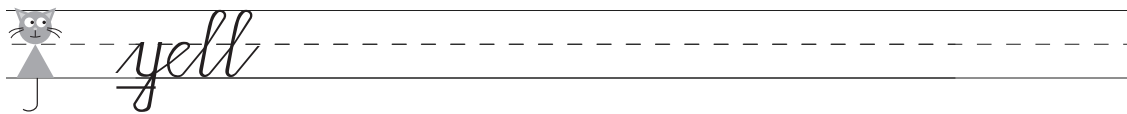
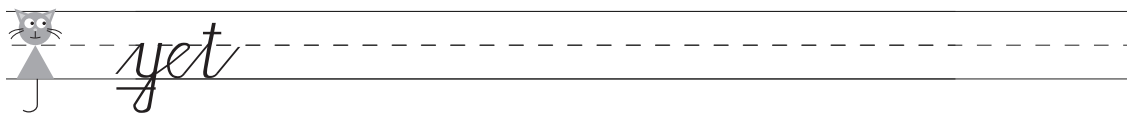
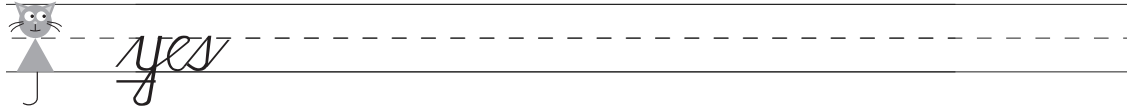
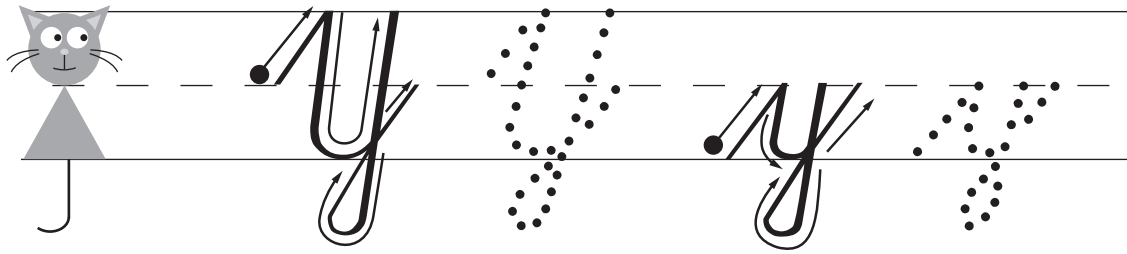


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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

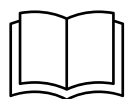


**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: MAKE INFERENCES

| Text  | First Read (Think Aloud)   |
|---|--|
| <p><u>Zama's bad day</u></p> <p>Zama was so excited to be back at school after the holidays. But as she walked from assembly to line up for class, one of the teachers, Mr Matsebula said, 'Oh Zama, you have gained some weight! You're looking quite fat.'</p> <p>Zama's face felt hot. She didn't know what to say.</p>  | <p>It doesn't feel nice when someone makes comments about our bodies. I <b>infer</b> that Zama felt embarrassed because her face felt hot.</p> |
| <p>The rest of the day Zama felt self-conscious. She put on her jersey even though the classroom was too hot. 'Maybe that will hide my body,' she thought.</p>  | <p>I <b>infer</b> that Zama doesn't want anyone else to judge her body – that is why she covers up with her jersey.</p>                        |
| <p>When Zama's dad picked her up from school, she slumped into the backseat of the car.</p> <p>'What's wrong, Zama?' he asked.</p> <p>'I don't want to talk about it,' Zama said quietly.</p>   | <p>I can <b>infer</b> that Zama feels uncomfortable. That is a difficult thing to talk about!</p>  |
| <p>Later that evening, when Zama's mother got home from work, she knocked on Zama's bedroom door. 'How was your day at school?' she asked.</p> <p>'Mr Matsebula said I gained weight. He called me fat,' Zama said. 'Am I fat?' Zama asked.</p> <p>'First of all, all bodies are good bodies,' Zama's mother replied gently. 'You are beautiful no matter how much you weigh.'</p> <p>Then her tone changed. 'Secondly, that is not okay. No adult should be making comments about your body. I'm sorry that happened. I am going to talk to the principal tomorrow.'</p> <p>'No, Mama! What will Mr Matsebula think? He will hate me!' Zama cried.</p> <p>'Zama, we will not just let this go. This shouldn't have happened to you, and it mustn't happen to any learners at your school again,' her mother said firmly.</p> | <p>I <b>infer</b> that sometimes we are told that we must look a certain way, but that isn't true. All bodies are good bodies.</p>             |



| Text   | First Read (Think Aloud)  |
|--|---|
| <p>Late that night Zama overheard her parents talking as they lay in bed.</p> <p>'I am very uncomfortable with a teacher talking to Zama like that – I don't think it is appropriate for him to be commenting on her body!' Zama's mother said.</p> <p>'No one should be making Zama feel uncomfortable at school – especially not a teacher!' Zama's father echoed.</p> | <p>I can <b>infer</b> that Zama's parents are upset that Mr Matsebula has made Zama feel bad about her body. I <b>wonder</b> what they will do?</p>   |
| <p>That night Zama lay in bed, worrying about what would happen when her mother spoke to Principal Nyeko.</p>  | <p>I <b>infer</b> that Zama is worried about what Mr Matsebula will say when he realises she has told on him.</p>   |
| <p>The following afternoon, both of Zama's parents came to pick her up. Zama played outside while her parents went to the principal's office. Zama tried to stay focussed on her game of touchers, but she kept forgetting who was 'on'. All she could think about was what was being said inside the office.</p>  | <p>I <b>infer</b> that Zama is still worried about what Mr Matsebula will say, because she can't think about anything else!</p>   |
| <p>Finally, Zama's mother called her. Zama held her mother's hand as she entered Principal Nyeko's office.</p> <p>'Zama, I am sorry I commented on your body and made you feel uncomfortable,' Mr Matsebula said. 'I didn't realise this would upset you, but now I see that this is wrong. All bodies are good bodies, and I shouldn't be judging anyone's weight.'</p> | <p>I <b>infer</b> that Mr Matsebula thought it was fine to make comment on Zama's weight, but he now realises it was inappropriate. People often make comments about other people's weight, but this is not okay.</p> |
| <p>After Mr Matsebula left the room, Principal Nyeko looked seriously at Zama. 'Zama, it isn't okay for anyone to comment on your body. Thank you for bringing this to our attention,' she said.</p> <p>Zama worried about seeing Mr Matsebula the next day, even though she knew she had done the right thing.</p>  | <p>–</p>  |
| <p>The next morning in assembly, Principal Nyeko spoke to the entire school about being kind and respectful. 'We come in all shapes and sizes, and every shape and size is valid here,' she announced. Tasneem turned to Zama, 'Thanks for being brave enough to say something. I hope Sir won't say those kinds of things anymore.'</p>                                 | <p>I <b>think</b> that Zama has also helped the other children in her class, because everyone is happier when we aren't judged by our appearance.</p>   |

| Follow up questions  | Possible responses  |
|--|---|
| Who told Zama that she looked quite fat?                               | Mr Matsebula told Zama she looked quite fat.  |
| How did Zama feel when Mr Matsebula commented on her weight?           | She felt upset / uncomfortable / self conscious / embarrassed etc.  |
| Why question   | Possible responses  |
| Why did Zama wear a jersey all day at school, even though she was hot? | <ul style="list-style-type: none"> <li>• Because Mr Matsebula said that she looked fat.</li> <li>• Because she felt uncomfortable that Mr Matsebula had commented on her weight.</li> <li>• Because she didn't want anyone else to judge her body.</li> <li>• Because Mr Matsebula made her feel bad about her body.</li> </ul> |



## 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

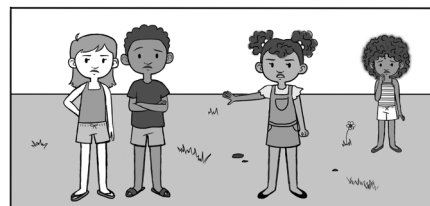
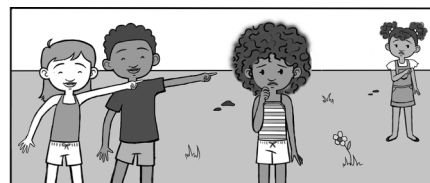
### THEME VOCABULARY

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

| Rhyme or song                         | Actions                                       |
|---------------------------------------|---|
| Everyone stand up tall and proud      | <i>Stand up tall</i>                          |
| We're gonna stop bullying now!        | <i>Put your hand up like a stop sign</i>      |
| Everyone march in place and sing      | <i>March in place</i>                         |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |
| Everyone raise your hands this way    | <i>Put your hands up in the air</i>           |
| We're gonna stop bullying today!      | <i>Put your hand up like a stop sign</i>      |
| Everyone clap your hands and sing     | <i>Clap your hands</i>                        |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</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: /z/
- 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 /z/?
- 4 Brainstorm words with learners, like: **zebra, zig-zag, zip**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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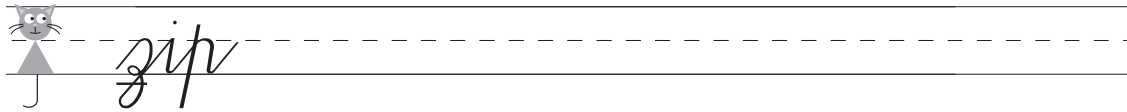
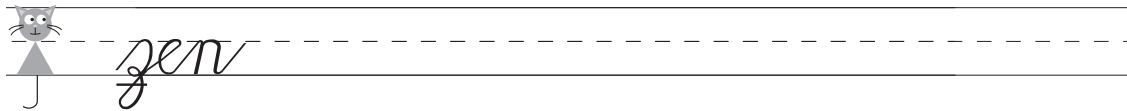
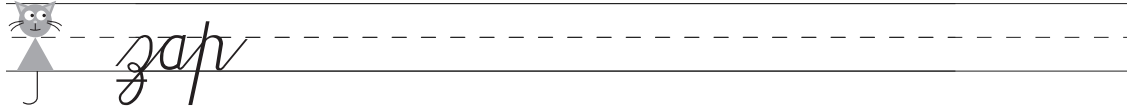
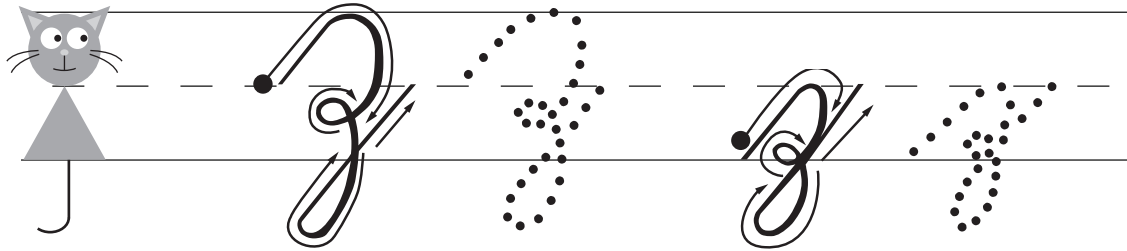


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Writing:

30 minutes

### Publish And Present

**TOPIC:** Write a story about someone who is being bullied because of their appearance.

**TASK:** Write a story of at least 10 sentences

**WRITING FRAME:**

**Paragraph 1**

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

...was being bullied because... *(explain the problem)*

'...' the bully said. *(Write something the bully said)*

...felt...

**Paragraph 2**

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

'...' said... *(include something that was said)*

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

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

### MODELLING THE PUBLISHING PROCESS (I DO)

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

### LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

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

### LEARNERS PRESENT THEIR WRITING

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

- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Display learners' writing at eye-level to allow them to read each other's writing.

7 December 2020  
My story

Once there was a boy named Sandile. He was very good at sports.

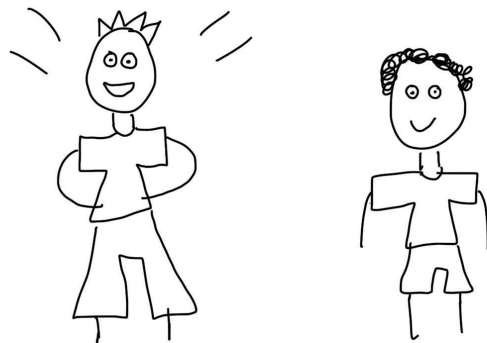
Sandile was being bullied because he was very tall by a boy named Clinton.

'You look like a big, ugly giant,' the bully said. Sandile felt upset and embarrassed.

Then Sandile told his mom what Clinton had said.

'You must always be proud of who you are and what you look like,' said Sandile's mom

In the end Sandile realised that Clinton is just jealous and Sandile does not let Clinton bother him. Clinton stops bullying Sandile.





## Group Guided Reading

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

#### WE DO...

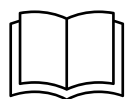
- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **yet**
- 3 Ask learners: What is the first sound in the word? /y/
- 4 Ask learners: What is the middle sound in the word? /e/
- 5 Ask learners: What is the last sound in the word? /t/
- 6 Ask learners to segment the word into each individual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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: MAKE INFERENCES

| Text  | Second Read (Think Aloud)  |
|---|--|
| <p><u>Zama's bad day</u></p> <p>Zama was so excited to be back at school after the holidays. But as she walked from assembly to line up for class, one of the teachers, Mr Matsebula said, 'Oh Zama, you have gained some weight! You're looking quite fat.'</p> <p>Zama's face felt hot. She didn't know what to say.</p>  | <p>–</p>   |
| <p>The rest of the day Zama felt self-conscious. She put on her jersey even though the classroom was too hot. 'Maybe that will hide my body,' she thought.</p>  | <p>I <b>infer</b> that Mr Matsebula's comments changed the way Zama felt about being at school. At first, she was so excited to be back at school – but now she looks unhappy and uncomfortable.</p> |
| <p>When Zama's dad picked her up from school, she slumped into the backseat of the car.</p> <p>'What's wrong, Zama?' he asked.</p> <p>'I don't want to talk about it,' Zama said quietly.</p>   | <p>Zama's father can <b>infer</b> that Zama feels bad when she gets into the car. He must be worried when she won't talk to him about what's wrong!</p>  |
| <p>Later that evening, when Zama's mother got home from work, she knocked on Zama's bedroom door. 'How was your day at school?' she asked.</p> <p>'Mr Matsebula said I gained weight. He called me fat,' Zama said. 'Am I fat?' Zama asked.</p> <p>'First of all, all bodies are good bodies,' Zama's mother replied gently. 'You are beautiful no matter how much you weigh.'</p> <p>Then her tone changed. 'Secondly, that is not okay. No adult should be making comments about your body. I'm sorry that happened. I am going to talk to the principal tomorrow.'</p> <p>'No, Mama! What will Mr Matsebula think? He will hate me!' Zama cried.</p> <p>'Zama, we will not just let this go. This shouldn't have happened to you, and it mustn't happen to any learners at your school again,' her mother said firmly.</p> | <p>I can <b>infer</b> that Zama trusts her mother, because she tells her what is wrong – even though she feels embarrassed by what Mr Matsebula has said.</p>  |

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p>Late that night Zama overheard her parents talking as they lay in bed.</p> <p>'I am very uncomfortable with a teacher talking to Zama like that – I don't think it is appropriate for him to be commenting on her body!' Zama's mother said.</p> <p>'No one should be making Zama feel uncomfortable at school – especially not a teacher!' Zama's father echoed.</p> | <p>I <b>think</b> I would feel protected and loved if I were Zama. It would make me feel good to know that my parents were so concerned about me.</p>   |
| <p>That night Zama lay in bed, worrying about what would happen when her mother spoke to Principal Nyeko.</p>  | <p>–</p>  |
| <p>The following afternoon, both of Zama's parents came to pick her up. Zama played outside while her parents went to the principal's office. Zama tried to stay focussed on her game of touchers, but she kept forgetting who was 'on'. All she could think about was what was being said inside the office.</p>  | <p>–</p>  |
| <p>Finally, Zama's mother called her. Zama held her mother's hand as she entered Principal Nyeko's office.</p> <p>'Zama, I am sorry I commented on your body and made you feel uncomfortable,' Mr Matsebula said. 'I didn't realise this would upset you, but now I see that this is wrong. All bodies are good bodies, and I shouldn't be judging anyone's weight.'</p> | <p>I <b>think</b> I would feel happy if I were Zama. I would feel like my parents and the principal were protecting me.</p>   |
| <p>After Mr Matsebula left the room, Principal Nyeko looked seriously at Zama. 'Zama, it isn't okay for anyone to comment on your body. Thank you for bringing this to our attention,' she said.</p> <p>Zama worried about seeing Mr Matsebula the next day, even though she knew she had done the right thing.</p>  | <p>I <b>infer</b> that Principal Nyeko agrees with Zama's parents – no one should be making us feel bad about our bodies!</p>   |
| <p>The next morning in assembly, Principal Nyeko spoke to the entire school about being kind and respectful. 'We come in all shapes and sizes, and every shape and size is valid here,' she announced. Tasneem turned to Zama, 'Thanks for being brave enough to say something. I hope Sir won't say those kinds of things anymore.'</p>                                 | <p>I can <b>infer</b> that Tasneem heard Mr Matsebula's comments – and also felt uncomfortable. If I were Zama, I <b>think</b> I would feel like I was protecting my friends – just like my parents had protected me.</p> |

| Follow up questions   | Responses   |
|---|---|
| What game did Zama play while her parents were inside the office? | She played touchers with her friends.   |
| Why couldn't Zama focus during her game of touchers?              | <ul style="list-style-type: none"> <li>• Because she was worried about what was happening inside the office.</li> <li>• Because she was feeling too worried to focus on the game.</li> </ul>  |
| Why question  | Possible responses  |
| Why did Zama's parents speak to Principal Nyeko?                  | <ul style="list-style-type: none"> <li>• Because Mr Matsebula called Zama fat, and she felt upset.</li> <li>• Because Zama's parents could see that Zama is very upset about what Mr Matsebula said.</li> <li>• Because Zama's parents were upset that Mr Matsebula made Zama feel bad.</li> <li>• Because Zama's mother felt uncomfortable. She didn't think the teacher should be making comments about learners' bodies.</li> <li>• Because they didn't want anyone to make Zama feel uncomfortable at school.</li> <li>• Because Zama's parents love her and they want to protect her.</li> <li>• Because all bodies are good bodies, and others should not be commenting on our weight.</li> </ul> |



## 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.
  - appropriate
  - inappropriate

| Rhyme or song                         | Actions                                       |
|---------------------------------------|---|
| Everyone stand up tall and proud      | <i>Stand up tall</i>                          |
| We're gonna stop bullying now!        | <i>Put your hand up like a stop sign</i>      |
| Everyone march in place and sing      | <i>March in place</i>                         |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |
| Everyone raise your hands this way    | <i>Put your hands up in the air</i>           |
| We're gonna stop bullying today!      | <i>Put your hand up like a stop sign</i>      |
| Everyone clap your hands and sing     | <i>Clap your hands</i>                        |
| Let's work together to stop bullying! | <i>Hold hands with the people next to you</i> |

### DISCUSSION OF SHARED READING TEXT

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



## Phonemic Awareness And Phonics:

15 minutes

### Word Find

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

|          |          |          |
|----------|----------|----------|
| <b>y</b> | <b>z</b> | <b>e</b> |
| <b>a</b> | <b>i</b> | <b>p</b> |
| <b>s</b> | <b>t</b> | <b>l</b> |
| <b>n</b> | <b>o</b> | <b>m</b> |

#### MODEL

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

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **y, z**
- 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): **yes, yet, yell, zap, zen, zip, man, tan, tin, sip, stop, mail, nail, etc.**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / MAKE CONNECTIONS

#### ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about how they think they might feel if they were in Zama's position.
- 3 **Model** how you **think about how you might feel if you were Zama**, like: I would feel self-conscious if someone made a comment about my body too.
- 4 Draw your own picture on the chalkboard of yourself, wearing a big jersey.
- 5 Use **modelling** to add a sentence or two to your illustration, like: Zama felt self-conscious so she put on her jersey. I think I would feel self-conscious too.
- 6 Next, tell learners that they are going to think about how they would feel if they were in Zama's position.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes, and draw their ideas.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration with a partner.



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 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

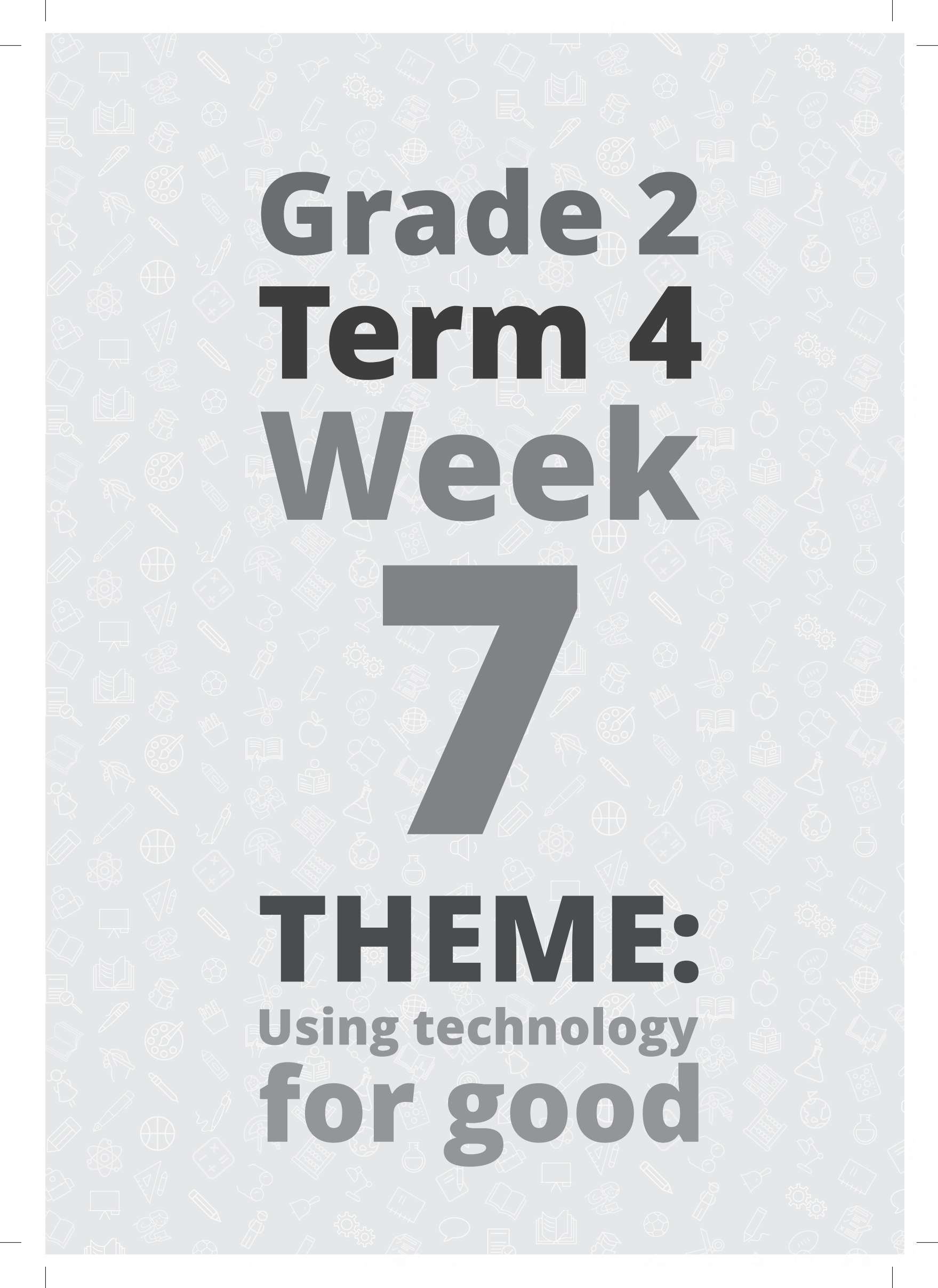
15 minutes

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- 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 (microscope, test tube, globe, atom, gear), mathematics (ruler, pencil, calculator, plus sign), arts (paint palette, pencil, book), and general education (book, pencil, speech bubble, apple, globe, person).

# **Grade 2 Term 4 Week 7**

**THEME:**  
**Using technology  
for good**



## Classroom Preparation

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- 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: printouts of some famous people's social media accounts – Instagram, Facebook; Greta Thunberg's social media account printout; A photograph of Greta Thunberg
- 5 Do some research on the internet to prepare for the theme. For example: Read about Greta Thunberg
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



## Extension Activities

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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 97, Fun

**Activity 2:** DBE Workbook 2: Page 98 – 102, Let's read

**Activity 3:** DBE Workbook 2: Page 104, Let's read

**Activity 4:** Draw and write about how you use technology

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: [Greta Thunberg: A climate change hero!](#)
- 2 Tell learners that we are starting a new theme called: [Using technology for good](#)
- 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 technology?
  - b Do you know what social media is?
  - c How do people use technology?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - Internet
  - climate
  - climate change
  - pollution

| Rhyme or song                        | Actions   |
|--------------------------------------|---|
| Our world belongs to us,             | <i>Spread your arms out wide</i>                |
| To take good care of it we must!     | <i>Hug yourself tightly</i>                     |
| There's something each of us can do, | <i>Point to everyone around you</i>             |
| To keep it great for me and you!     | <i>Point to yourself, point to your partner</i> |
| If we all just do our share,         | <i>Point to everyone around you</i>             |
| It's enough to show we care!         | <i>Thumbs up</i>                                |



## Handwriting

15 minutes

---

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

### ALTERNATE HANDWRITING PROGRAMME

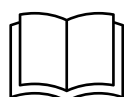
Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### 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: Greta Thunberg – A climate change hero!
- 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 an issue you care about. Think about how you could use technology for good.

**TASK:** Write at least two paragraphs (10 sentences) on personal experiences

**PLANNING STRATEGY:** Write a list

#### INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your paragraphs, like:  
I want other teachers to know that teaching reading is important. I want to give other teachers good ideas to teach reading. I think I could use social media to help other teachers learn about things that have worked in our classroom.

#### MODELLING THE PLANNING STRATEGY (I DO)

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

| <b>Planning Questions</b>  | <b>Plan</b>  |
|--|--|
| <p><b>Paragraph 1</b></p> <ol style="list-style-type: none"> <li>1 What issue do you care about?</li> <li>2 What do you know about this issue?</li> <li>3 Why is this issue important?</li> </ol> <p><b>Paragraph 2</b></p> <ol style="list-style-type: none"> <li>1 What do you want other people to know about this issue?</li> <li>2 How could you use social media?</li> <li>3 What good could happen if you used social media to tell people about this issue?</li> </ol> | <p><b>Paragraph 1</b></p> <ol style="list-style-type: none"> <li>1 Teaching reading.</li> <li>2 I know that teaching Phonics is important. Learners need lots of time to read.</li> <li>3 Because every child should be a confident reader. Teachers should be calm and patient.</li> </ol> <p><b>Paragraph 2</b></p> <ol style="list-style-type: none"> <li>1 I want other teachers to know how important reading is.</li> <li>2 I could post videos telling other teachers good ways to teach reading.</li> <li>3 Other teachers could learn from me – and then maybe they would post videos and I could learn from them too.</li> </ol> |

**LEARNERS USE THE PLANNING STRATEGY (YOU DO)**

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

Plan

Paragraph 1

1. The environment.
2. I know that there are things that we can do to help the environment.
3. Because every person needs to know that we need to do something to save our environment before it is too late.

Paragraph 2

1. I want other people to know what they can do to help.
2. I could post videos and articles telling people how important this issue is and how they can help.
3. Other people could learn from me – and then maybe they would post videos and articles and more people could learn from them too.



## 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: /ai/
- 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 /ai/?
- 4 Brainstorm words with learners, like: **sail, mail, snail**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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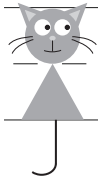
## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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





win win



rain



rain



jail



sail



mail

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: SEARCH THE TEXT

| Text   | First Read (Think Aloud)  |
|--|---|
| <u>Greta Thunberg – A climate change hero!</u>   | Today we will read a story about Greta Thunberg, a young girl who has worked to fight climate change. Climate change is happening in our world right now. Our world is heating up because of pollution! This story will teach us more about it! |
| Greta Thunberg is a girl who grew up in a country called Sweden. Greta's childhood was not easy. She has a disorder called Asperger's Syndrome. This means that her brain works differently from other people. It makes it difficult for her to talk to and make connections with other people.                                      | <b>Who</b> will this story be about? Oh, we will read a story about Greta Thunberg.   |
| But, Greta's Asperger's Syndrome also allows her to focus on and understand issues in a very deep way. Greta decided to use her Asperger's as a gift to fight for a cause that she believed in. Greta put all her energy into trying to save the environment by fighting something called 'climate change'.                          | <b>What</b> issue does Greta care about? Oh, I learn that she cares about saving the environment and fighting climate change!   |
| Greta first learnt about climate change when her teacher showed a video of plastic in the oceans and starving polar bears. As little Greta watched, she cried. The pictures of the polluted oceans were stuck in Greta's head. She couldn't think about anything else. She decided she had to take action to help save planet Earth. | <b>When</b> did Greta first learn about climate change? Oh, I read that she first learnt about climate change when she watched a video at school.   |
| Greta's teacher explained that the air pollution from most cars, aeroplanes, power stations and factories is causing our world to heat up. Her teacher told the class that the gas made by cows also makes the world heat up. This is called climate change, and it is destroying planet Earth.                                      | <b>Who</b> taught Greta about climate change? Oh, it was her teacher who first taught her about climate change!   |
| Other children quickly forgot about the video from class, but not Greta. She read all the information that she could find about climate change. She searched the Internet for articles and studies. She watched videos on YouTube. She became an expert on climate change.   | <b>What</b> did Greta become an expert on? Oh! She became an expert on climate change. She did her own research and learned all that she could!   |

| Text   | First Read (Think Aloud)   |
|--|--|
| <p>Greta started working for change in her own home. She convinced her parents to change the way they live. She convinced her mother to stop using aeroplanes. She convinced her father to stop eating meat. She convinced the whole family not to use any plastic. This made Greta realise that she could make a bigger change in the world, by convincing more people.</p>   | <p><b>Where</b> did Greta start working for change? Oh! I learn that she started by making change at home!</p>   |
| <p>Greta decided to protest outside the Swedish Parliament. She painted a sign on a piece of wood. She wrote down some facts on a flyer to hand out. Then, she rode her bike to the Parliament building. On the first day, Greta sat all alone. People walking by stared at her.</p>   | <p><b>Where</b> did Greta protest? I learn that she protested outside of the Swedish Parliament.</p>             |
| <p>But on the second day, people started joining her. After that, there were people there all the time. For months and months, Greta led protests against climate change in her own country.</p>   | <p>–</p>   |
| <p>Greta got lots of positive attention in Sweden. But, she decided that she needed to do more! Greta agreed to give a speech in front of thousands of people at a huge climate change rally. Her parents worried that her Asperger's would make it impossible for her to speak in front of so many people. But, Greta's determination helped her overcome her fears. Thousands of people cheered Greta on and recorded her speech on video.</p> | <p><b>What</b> helped Greta overcome her fears? Oh! Her determination helped her overcome her fears.</p>         |
| <p>Then Greta decided to use social media and the Internet to help get her message out to children around the world. She posted photographs of her protests on Instagram. She posted videos of her speeches onto Facebook. She wrote messages on Twitter. Greta used the Internet to connect thousands of children all around the world who care about climate change.</p>   | <p><b>What</b> did Greta post on Instagram? Oh! She posted pictures of her protests for other people to see!</p> |
| <p>Greta once said, 'I have always been that girl in the back who doesn't say anything. I thought I couldn't make a difference because I was too small.' Within just a year, Greta inspired thousands of children from all around the world to protest and speak out about climate change!</p>   | <p>–</p>   |

| Follow up questions                                     | Responses  |
|---|--|
| What was the issue that Greta cared about?              | <ul style="list-style-type: none"> <li>• She cared about climate change.</li> <li>• She cared about saving the planet.</li> </ul>  |
| What is one thing Greta used the internet for?          | <ul style="list-style-type: none"> <li>• To become an expert on climate change.</li> <li>• To post photographs to Instagram.</li> <li>• To post videos to Facebook.</li> <li>• To write on Twitter.</li> <li>• To connect children from all over the world.</li> </ul>   |
| Deeper thinking question                                | Possible responses   |
| How did Greta get her message about climate change out? | <ul style="list-style-type: none"> <li>• She convinced her parents to change their habits.</li> <li>• She protested outside of Parliament.</li> <li>• She made a sign about climate change.</li> <li>• She made flyers to give to people.</li> <li>• She gave a speech at a big rally.</li> <li>• She posted photographs.</li> <li>• She posted videos.</li> <li>• She used social media.</li> </ul> |



## 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

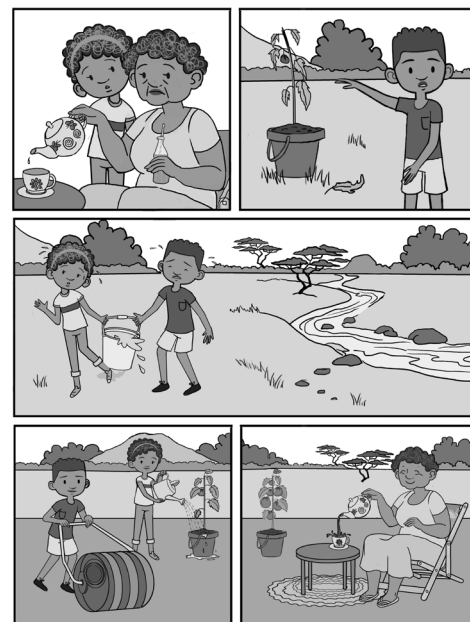
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - convince
  - expert
  - protest
  - rally
  - flyer

| Rhyme or song                        | Actions   |
|--------------------------------------|---|
| Our world belongs to us,             | <i>Spread your arms out wide</i>                |
| To take good care of it we must!     | <i>Hug yourself tightly</i>                     |
| There's something each of us can do, | <i>Point to everyone around you</i>             |
| To keep it great for me and you!     | <i>Point to yourself, point to your partner</i> |
| If we all just do our share,         | <i>Point to everyone around you</i>             |
| It's enough to show we care!         | <i>Thumbs up</i>                                |

### CREATIVE STORYTELLING

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



WEEK 7



## Phonemic Awareness And Phonics:

15 minutes

### Introduce New Sound And Words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /tr/
- 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 /tr/?
- 4 Brainstorm words with learners, like: **trip, trouble, try**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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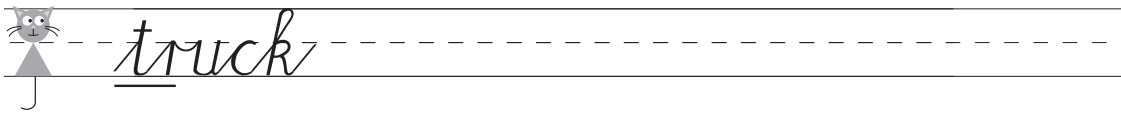
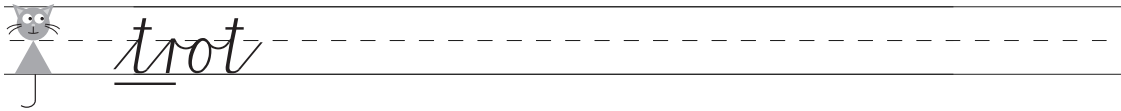
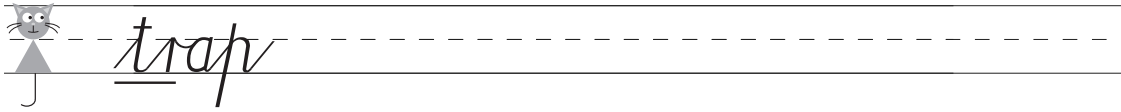
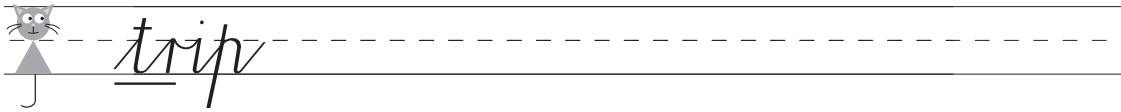
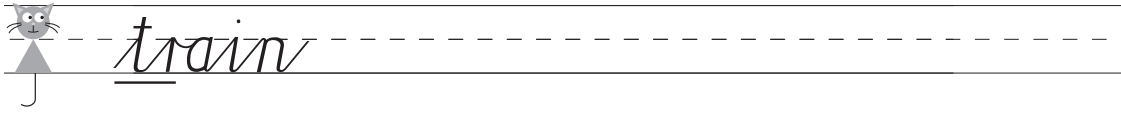
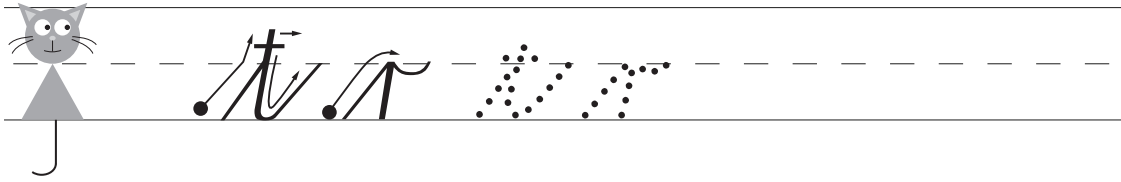


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

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



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Writing:

30 minutes

### Draft

**TOPIC:** Write about an issue you care about. Think about how you could use technology for good.

**TASK:** Write at least two paragraphs (10 sentences) on personal experiences

**WRITING FRAME:**

I care about...(Describe what you know about the issue in detail! Use 3–4 sentences.)

I think this issue is important because...

I want other people to know...

I could use social media to...

I think if I used social media...

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

### MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:  
**I care about** teaching reading. Every learner should get the help they need to be good readers. It is important to teach phonics. It is also important to be patient. **I think this issue is important** because all learners need to become confident readers.  
**I want other people to know** that reading is important too. I think especially other teachers need to know this! **I could use social media to** post videos for other teachers to watch. I could show other teachers what I do to teach reading. **I think if I used social media** I could spread good messages about reading. I could help other teachers. Maybe, I could also learn from other teachers.

### LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **Using technology for good: Draft**
- 3 Tell learners to find their plan from Monday and think about their ideas.
- 4 Tell learners to complete the writing frame using their plans.
- 5 Tell learners that they can add more sentences or details if they have time.
- 6 Remind learners of the strategies they can use to help them.



- 7 As learners write, walk around the classroom and help learners who are struggling.

## Using technology for good: Draft

I care about the environment.

I think this issue is important because everyone needs to understand that they have to start looking after our planet before it is too late.

I want other people to know that we should all play our part. We all need to learn different ways that we can help save the environment.

I could use social media to post videos and articles telling people how important this issue is and what they can do to help.

I think if I used social media people could learn from me. They can also post videos and articles and more people could learn from them.



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

#### WE DO...

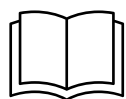
- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **mail**
- 3 Ask learners: What is the first sound in the word? /m/
- 4 Ask learners: What is the middle sound in the word? /ai/
- 5 Ask learners: What is the last sound in the word? /l/
- 6 Ask learners to segment the word into each individual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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: SEARCH THE TEXT

| Text   | Second Read (Think Aloud)  |
|--|--|
| <u>Greta Thunberg – A climate change hero!</u>   | Remind learners that we are learning about Greta Thunberg, a young girl who is working to save our planet! Explain that today, we will think about why Greta used social media to help her fight against climate change! |
| Greta Thunberg is a girl who grew up in a country called Sweden. Greta's childhood was not easy. She has a disorder called Asperger's Syndrome. This means that her brain works differently from other people. It makes it difficult for her to talk to and make connections with other people.                                      | <b>Why</b> wasn't Greta's childhood easy? Oh, I learn that she has a disorder called Asperger's syndrome. This makes it difficult for her to make friends!   |
| But, Greta's Asperger's Syndrome also allows her to focus on and understand issues in a very deep way. Greta decided to use her Asperger's as a gift to fight for a cause that she believed in. Greta put all her energy into trying to save the environment by fighting something called 'climate change'.                          | –  |
| Greta first learnt about climate change when her teacher showed a video of plastic in the oceans and starving polar bears. As little Greta watched, she cried. The pictures of the polluted oceans were stuck in Greta's head. She couldn't think about anything else. She decided she had to take action to help save planet Earth. | <b>Why</b> did Greta cry? Oh, I learn that the video about climate change made her cry, because the things she saw were so sad!  |
| Greta's teacher explained that the air pollution from most cars, aeroplanes, power stations and factories is causing our world to heat up. Her teacher told the class that the gas made by cows also makes the world heat up. This is called climate change, and it is destroying planet Earth.                                      | –  |
| Other children quickly forgot about the video from class, but not Greta. She read all the information that she could find about climate change. She searched the Internet for articles and studies. She watched videos on YouTube. She became an expert on climate change.   | <b>How</b> did Greta become an expert on climate change? Oh, I learn that she read a lot and also watched videos to learn all that she could!  |

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p>Greta started working for change in her own home. She convinced her parents to change the way they live. She convinced her mother to stop using aeroplanes. She convinced her father to stop eating meat. She convinced the whole family not to use any plastic. This made Greta realise that she could make a bigger change in the world, by convincing more people.</p>   | <p><b>Why</b> did Greta convince her father to stop eating meat? Oh! It is because she learnt that the gas from cows is a cause of climate change!</p>    |
| <p>Greta decided to protest outside the Swedish Parliament. She painted a sign on a piece of wood. She wrote down some facts on a flyer to hand out. Then, she rode her bike to the Parliament building. On the first day, Greta sat all alone. People walking by stared at her.</p>   | <p><b>Why</b> did Greta decide to protest outside of Parliament? Oh! I learn that she wanted to convince more people to fight against climate change!</p> |
| <p>But on the second day, people started joining her. After that, there were people there all the time. For months and months, Greta led protests against climate change in her own country.</p>   | <p>–</p>  |
| <p>Greta got lots of positive attention in Sweden. But, she decided that she needed to do more! Greta agreed to give a speech in front of thousands of people at a huge climate change rally. Her parents worried that her Asperger's would make it impossible for her to speak in front of so many people. But, Greta's determination helped her overcome her fears. Thousands of people cheered Greta on and recorded her speech on video.</p> | <p><b>Why</b> did Greta decide to give a speech? Oh! She wanted to convince even more people to fight against climate change!</p>                         |
| <p>Then Greta decided to use social media and the Internet to help get her message out to children around the world. She posted photographs of her protests on Instagram. She posted videos of her speeches onto Facebook. She wrote messages on Twitter. Greta used the Internet to connect thousands of children all around the world who care about climate change.</p>   | <p><b>Why</b> did Greta decide to use social media? Oh! She used social media to spread her message to people all around the world!</p>                   |
| <p>Greta once said, 'I have always been that girl in the back who doesn't say anything. I thought I couldn't make a difference because I was too small.' Within just a year, Greta inspired thousands of children from all around the world to protest and speak out about climate change!</p>   | <p>I learn in this story that Greta worked to get her message to more and more people, so that we can all work together to fight climate change.</p>      |

WEEK 7

| Follow up questions                                 | Possible responses   |
|---|--|
| What is one cause of climate change?                | <ul style="list-style-type: none"> <li>• Air pollution from most cars, aeroplanes, power stations and factories</li> <li>• Gas made by cows also makes the world heat up.</li> <li>• Pollution</li> </ul>  |
| What do you think makes Greta an impressive person? | I think Greta is an impressive person because...   |
| Why question  | Possible responses   |
| Why did Greta decide to use social media?           | <ul style="list-style-type: none"> <li>• She wanted to convince more and more people to fight against climate change.</li> <li>• She could use social media to reach children all around the world.</li> <li>• Because she realised people all around the world must work together to save the planet!</li> <li>• Because she wanted other children to realise they could also protest and speak out!</li> </ul> |



## 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

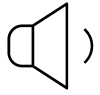
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - social media
  - Instagram
  - Facebook
  - Twitter
  - Sweden

| Rhyme or song                        | Actions   |
|--------------------------------------|---|
| Our world belongs to us,             | <i>Spread your arms out wide</i>                |
| To take good care of it we must!     | <i>Hug yourself tightly</i>                     |
| There's something each of us can do, | <i>Point to everyone around you</i>             |
| To keep it great for me and you!     | <i>Point to yourself, point to your partner</i> |
| If we all just do our share,         | <i>Point to everyone around you</i>             |
| It's enough to show we care!         | <i>Thumbs up</i>                                |

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
 In this story...  
 I think that Greta Thunberg...  
 This story is relate to the theme of 'Using technology for good' 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.

|           |           |           |
|-----------|-----------|-----------|
| <b>ai</b> | <b>tr</b> | <b>n</b>  |
| <b>l</b>  | <b>p</b>  | <b>r</b>  |
| <b>j</b>  | <b>s</b>  | <b>m</b>  |
| <b>i</b>  | <b>a</b>  | <b>ck</b> |
| <b>u</b>  | <b>t</b>  | <b>o</b>  |

#### MODEL

- 1 Remind learners of the sounds of the week: /ai/ and /tr/
- 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: /tr/-/ai/-/n/ = **train**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /ai/ or /tr/
- 6 Show learners how to make another word, like: /p/-/a/-/t/ = **pat**

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ai, tr**
- 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): **pain, rain, jail, sail, mail, train, trip, trap, trot, truck, trick, pat, sit, top, pot, sick, lick, pram, etc.**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_





## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SEARCH THE TEXT

#### WRITTEN COMPREHENSION

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

#### GRETA THUNBERG – A CLIMATE CHANGE HERO!

- 1 What country does Greta Thunberg come from?  
*Greta Thunberg comes from...*
- 2 Who protested with Greta on her first day?  
*...on her first day.*
- 3 How did Greta Thunberg use social media?  
*She used social media to...*

#### GRETA THUNBERG – A CLIMATE CHANGE HERO! – ANSWERS

- 1 What country does Greta Thunberg come from?  
*Greta Thunberg comes from Sweden.*
- 2 Who protested with Greta on her first day?  
*No one protested with Greta on her first day.*
- 3 How did Greta Thunberg use social media?  
*She used social media to get her message out to children around the world.*



## Group Guided Reading

30 minutes

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**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.



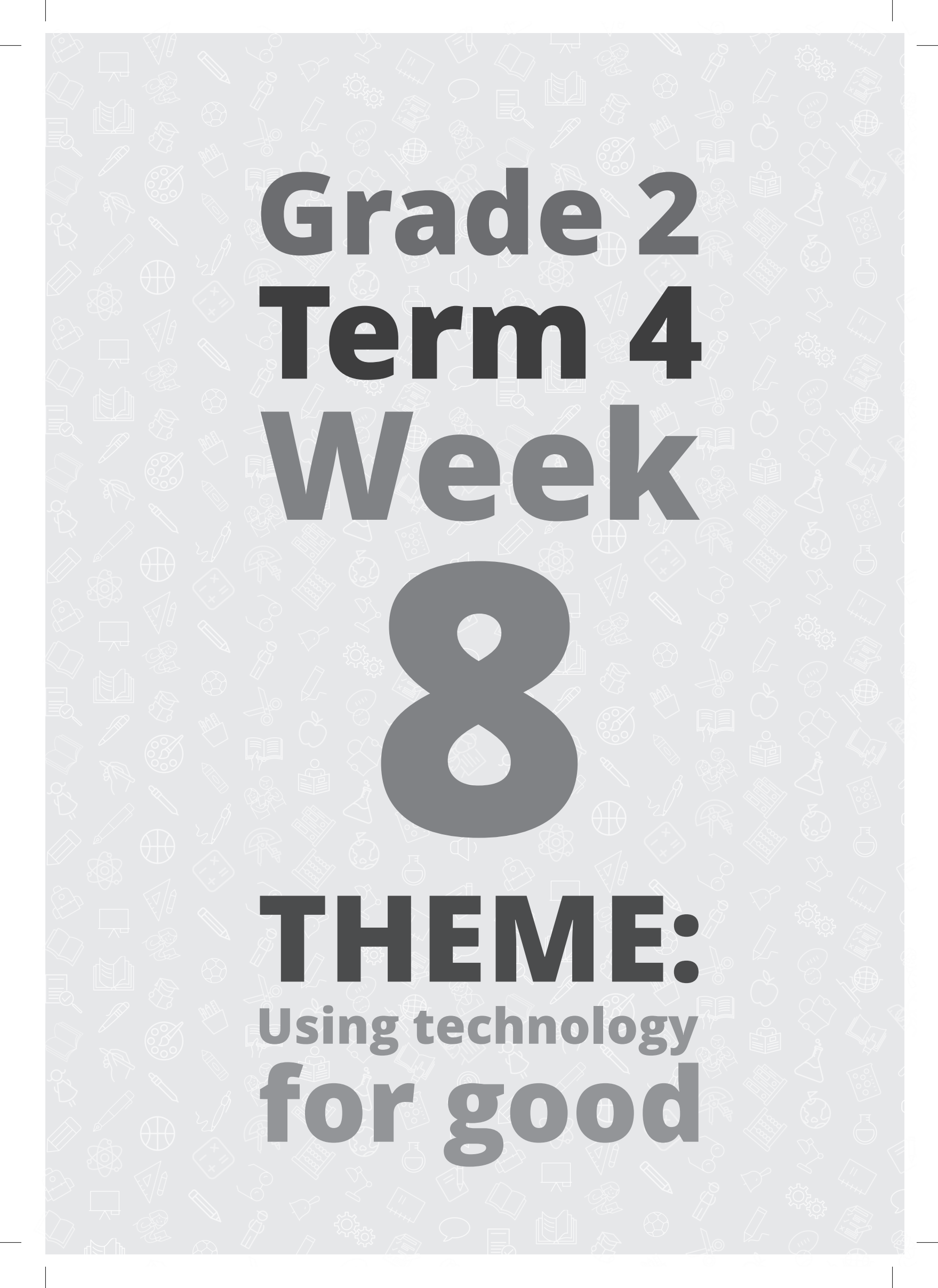
## End of week language learning review

15 minutes

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

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

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

# **Grade 2 Term 4 Week 8**

**THEME:**  
**Using technology  
for good**



## Classroom Preparation

---

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: Photographs of Nyeeam Hudson; Print out short articles about Greta Thunberg and Nyeeam Hudson from the internet.
- 5 Do some research on the internet to prepare for the theme. For example: watch Nyeeam Hudson's videos on social media; research ways young South Africans are using technology for good.
- 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 105 – 106, Let's do

**Activity 2:** DBE Workbook 2: Page 107, Let' write

**Activity 3:** DBE Workbook 2: Page 108, Lets read and page 109, Let's write

**Activity 4:** Draw and write about something you can do on the Internet

# Monday



## Oral Activities

15 minutes

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

- 1 Show learners a picture of Nyeeam Hudson recording his video in the Big Book: A motivating speaker
- 2 Tell learners that we are continuing our theme: Using technology for good
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
  - a How can people use technology for good?
  - b What would you like to use the Internet for?
  - c Where can you use the Internet?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - motivate
  - materialistic
  - motivational speaker

| Rhyme or song                        | Actions   |
|--------------------------------------|---|
| Our world belongs to us,             | <i>Spread your arms out wide</i>                |
| To take good care of it we must!     | <i>Hug yourself tightly</i>                     |
| There's something each of us can do, | <i>Point to everyone around you</i>             |
| To keep it great for me and you!     | <i>Point to yourself, point to your partner</i> |
| If we all just do our share,         | <i>Point to everyone around you</i>             |
| It's enough to show we care!         | <i>Thumbs up</i>                                |



## Handwriting

15 minutes

---

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write in cursive:
  - a pain
  - b rain
  - c jail
  - d sail
  - e mail
  - f train
  - g trip
  - h trap
  - i trot
  - j truck
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

---

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

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



## Writing:

30 minutes

### Edit

**TOPIC:** Write about an issue you care about. Think about how you could use technology for good.

**TASK:** Write at least two paragraphs (10 sentences) on personal experiences

**PREPARATION:**

Write the editing checklist on the chalkboard before the start of the writing lesson.

Write your draft on the chalkboard before the lesson. Include one or two mistakes.

**EDITING CHECKLIST:**

- 1 Did I use first person ('I' and 'we') ?
- 2 Is my first paragraph about the issue I care about?
- 3 Is my second paragraph about how I could use technology for good?
- 4 Do I have at least 10 complete sentences organised into two paragraphs?
- 5 Did I spell all words correctly?
- 6 Does every sentence start with a capital letter?
- 7 Does every sentence end with proper punctuation?

### MODEL THE EDITING PROCESS (I DO)

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

### LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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



## Using technology for good: Draft

I care about the environment.

I think this issue is important because everyone needs to ~~understand~~<sup>understand</sup> that they have to start looking after our planet before it is too late.

I want other people to know <sup>that</sup> they we should all play our part. We all need to learn different ways that we can help save the environment.

I ~~could~~<sup>could</sup> use social media<sup>i</sup> to post videos and articles telling people how important this issue is and what they can do to help.

I think if I used social media people could learn from me. They can also post videos and articles and more people could learn from them.





## 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: /f/ /ff/ /l/ /ll/ /ss/ /j/ /qu/ /v/ /w/ /x/ /y/ /z/ /ai/ /tr/
- 2 Hold up the flashcards in different orders and ask individual learners to read the sounds.
- 3 Stick up the sound flashcards on the chalkboard.
- 4 Ask a few different learners to come and build words on the chalkboard.
- 5 Then, ask learners to build and write down as many words as they can in their books.

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

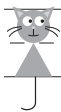



## Handwriting:

15 minutes

### Revise letter(s) / words / sentences

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

 Did you trip on the train

 I will jog in the rain.

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



**Shared Reading:**

15 Minutes

**First Read**

**COMPREHENSION STRATEGIES: I WONDER / MAKE EVALUATIONS**

| Text  | First Read (Think Aloud)   |
|---|--|
| <p><u>A motivating speaker</u></p> <p>Nyeeam Hudson was ten years old when he was playing in the park near his house in New Jersey, in the United States. Nyeeam was running and playing with his friends — until another boy began teasing him about his old, ugly running shoes.</p> <p>‘Who wears shoes like that! Those shoes are disgusting!’ the other boy laughed.</p>   | <p>Wow! That isn't nice. I <b>wonder</b> what Nyeeam will say?</p>   |
| <p>Nyeeam paused, looking down at his slightly beaten up shoes. ‘Who cares,’ he decided. ‘My shoes work for running and playing – I don't really care how they look.’</p> <p>Nyeeam took a deep breath. ‘It's not about what I have on my feet that matters, it's about what I have inside my head. The sneakers I am wearing won't even fit 20 years from now,’ he said. ‘All that really matters is what's inside my mind.’</p> | <p>Nyeeam did not respond the way I expected him to. I make the <b>evaluation</b> that Nyeeam is a very mature person.</p>                       |
| <p>‘I wish parents would raise their children to care less about clothes and shoes,’ Nyeeam thought. When Nyeeam got home that night, he decided to record a video message to parents. Nyeeam sat down with his cell phone and spoke his mind.</p>  | <p>I <b>wonder</b> what Nyeeam will do with the video he has recorded?</p>   |
| <p>‘Look, Dad – I made a video,’ Nyeeam said, holding the phone up to show his father.</p> <p>Nyeeam's father pressed play.</p>   | <p>Nyeeam uses technology to record how he is feeling about being bullied. I <b>think</b> that is a very mature way to handle the problem.</p>   |
| <p>‘Please, don't raise your children to be materialistic! Once they don't have Jordans or cool clothes on, they're going to feel like they're not important...’ the video played.</p>  | <p>Nyeeam must know that the Internet can reach lots of people. I <b>think</b> he wants to use the Internet to spread his message to others.</p> |

WEEK 8

| Text  | First Read (Think Aloud)   |
|---|--|
| <p>'I don't want parents to raise their kids to only care about clothes and shoes,' Nyeeam explained to his father.</p> <p>'Do you like it?' Nyeeam asked.</p> <p>'You speak the truth!' his dad said, patting him on the back.</p> <p>'I want to post it on the Internet – so that parents can see it and talk to their kids about this. I also hope that it can help to prevent some kids from getting bullied,' he said.</p>   |  |
| <p>Nyeeam and his dad posted the video to YouTube. Within a few days, the video had thousands of views.</p>   | <p>I <b>wonder</b> who watched Nyeeam's video? It could be parents and children from all over the world.</p>   |
| <p>A few weeks later at work, one of Nyeeam's father's colleagues brought up the video. 'I saw Nyeeam on the Internet – his video is viral!' his dad's colleague said. 'What do you think?'</p> <p>'Nyeeam knows what is important. He is his own person. I respect that,' his dad replied, smiling.</p>  | <p>Even Nyeeam's father's colleague has seen the video. That must mean a lot of people are watching it!</p>  |
| <p>Positive comments flooded in for Nyeeam's video.</p> <p>'I want to spread self-love and confidence to children and their parents,' Nyeeam told his father. His father helped him set up his own Instagram page – which quickly gained thousands of followers.</p> <p>'I think I want to be called King Nahh on the Internet,' Nyeeam said as they set up his account.</p> <p>'You're a real motivational speaker now,' Nyeeam's father said, beaming.</p>  | <p>I make the <b>evaluation</b> that Nyeeam is using technology for good, because he set up an Instagram account just so he could encourage other children and parents. I think that he wants to have a positive impact on others.</p> |
| <p>Since creating his first video, Nyeeam Hudson has become a well-known international speaker. He has been interviewed for newspapers and televisions shows. He has travelled around the world giving speeches about self-esteem, confidence, and motivation.</p> <p>Nyeeam has even used the Internet to raise money to publish his first book, which is called 'We are All Kings.' In his book, Nyeeam tries to encourage other young boys like him to embrace the qualities they are born with and to believe in their own greatness.</p> | <p>–</p>   |
| <p>Nyeeam continues to use technology to help make sure all children know that 'everyone has a greatness within and what you see... you can have it!'</p>   | <p>Nyeeam shows us that we can use technology to help inspire others all over the world.</p>   |

| Follow up questions                                  | Possible responses  |
|--|---|
| How old was Nyeeam when he recorded his first video? | He was just ten years old.  |
| What is Nyeeam's name on the Internet?               | His name on the internet is King Nahh.  |
| Why question   | Possible responses  |
| How did Nyeeam use technology for good?              | <ul style="list-style-type: none"> <li>• He posted a video for children and parents on the Internet to try to help prevent other kids from getting bullied.</li> <li>• He used the Internet to spread his messages of self-love and confidence.</li> <li>• He started an Instagram account just so he could post positive messages and encourage others.</li> </ul> |



## 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

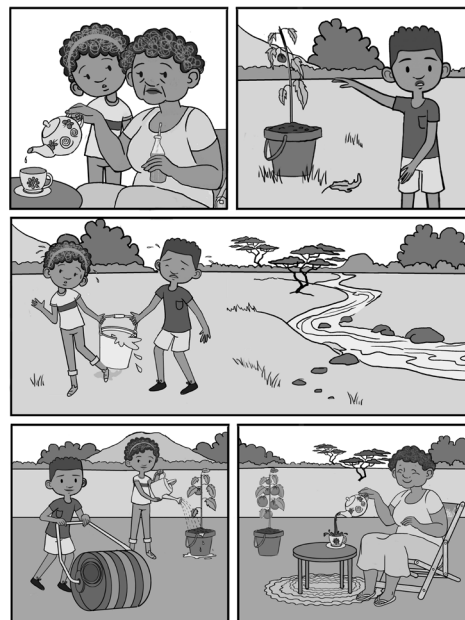
### THEME VOCABULARY

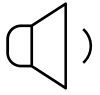
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - video
  - record
  - mature

| Rhyme or song                        | Actions   |
|--------------------------------------|---|
| Our world belongs to us,             | <i>Spread your arms out wide</i>                |
| To take good care of it we must!     | <i>Hug yourself tightly</i>                     |
| There's something each of us can do, | <i>Point to everyone around you</i>             |
| To keep it great for me and you!     | <i>Point to yourself, point to your partner</i> |
| If we all just do our share,         | <i>Point to everyone around you</i>             |
| It's enough to show we care!         | <i>Thumbs up</i>                                |

### CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





## Phonemic Awareness And Phonics:

15 minutes

### 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 in cursive.
- 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.

 Do not call me fat.

 I will yell in the hall.

#### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Writing:

30 minutes

### Publish And Present

**TOPIC:** Write about an issue you care about. Think about how you could use technology for good.

**TASK:** Write at least two paragraphs (10 sentences) on personal experiences

**WRITING FRAME:**

I care about...(Describe what you know about the issue in detail! Use 3–4 sentences.)

I think this issue is important because...

I want other people to know...

I could use social media to...

I think if I used social media...

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

#### MODELLING THE PUBLISHING PROCESS (I DO)

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

#### LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

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

#### LEARNERS PRESENT THEIR WRITING

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



14 December 2020

Using technology for good

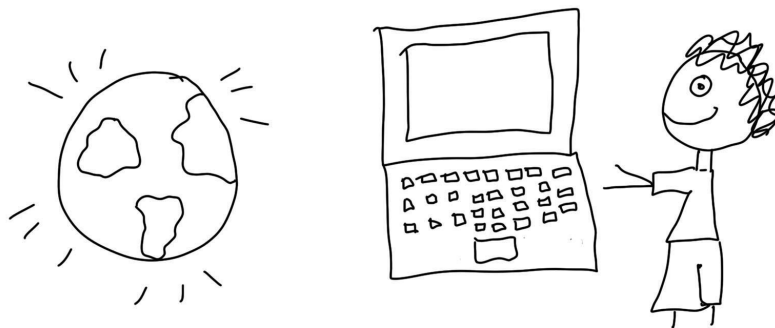
I care about the environment.

I think this issue is important because everyone needs to understand that they have to start looking after our planet before it is too late.

I want other people to know that we should all play our part. We all need to learn different ways that we can help save the environment.

I could use social media to post videos and articles telling people how important this issue is and what they can do to help.

I think if I used social media people could learn from me. They can also post videos and articles and more people could learn from them.





## 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

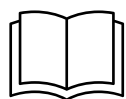
### Segmenting And Blending

#### I DO...

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

#### WE DO...

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



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: I WONDER / MAKE EVALUATIONS

| Text   | Second Read (Think Aloud)  |
|--|--|
| <p><u>A motivating speaker</u></p> <p>Nyeeam Hudson was ten years old when he was playing in the park near his house in New Jersey, in the United States. Nyeeam was running and playing with his friends — until another boy began teasing him about his old, ugly running shoes.</p> <p>‘Who wears shoes like that! Those shoes are disgusting!’ the other boy laughed.</p>  | <p>–</p>   |
| <p>Nyeeam paused, looking down at his slightly beaten up shoes. ‘Who cares,’ he decided. ‘My shoes work for running and playing – I don’t really care how they look.’</p> <p>Nyeeam took a deep breath. ‘It’s not about what I have on my feet that matters, it’s about what I have inside my head. The sneakers I am wearing won’t even fit 20 years from now,’ he said. ‘All that really matters is what’s inside my mind.’</p>  | <p>I <b>think</b> that Nyeeam’s response is <b>evidence</b> that he is a very thoughtful and mature person, because he responds calmly.</p>  |
| <p>‘I wish parents would raise their children to care less about clothes and shoes,’ Nyeeam thought. When Nyeeam got home that night, he decided to record a video message to parents. Nyeeam sat down with his cell phone and spoke his mind.</p>   | <p>I <b>think</b> that Nyeeam is kind, and that he wants children to be kind to each other. He wants parents to teach their children that clothes and shoes don’t matter – being kind and thoughtful matters!</p>  |
| <p>‘Look, Dad – I made a video,’ Nyeeam said, holding the phone up to show his father.</p> <p>Nyeeam’s father pressed play.</p>  | <p>–</p>   |
| <p>‘Please, don’t raise your children to be materialistic! Once they don’t have Jordans or cool clothes on, they’re going to feel like they’re not important...’ the video played.</p> <p>‘I don’t want parents to raise their kids to only care about clothes and shoes,’ Nyeeam explained to his father.</p> <p>‘Do you like it?’ Nyeeam asked.</p> <p>‘You speak the truth!’ his dad said, patting him on the back.</p> <p>‘I want to post it on the Internet – so that parents can see it and talk to their kids about this. I also hope that it can help to prevent some kids from getting bullied,’ he said.</p> | <p>Nyeeam is not materialistic – he knows that how he treats other people is what matters. I <b>think</b> he makes a video because he doesn’t want children to be materialistic. Nyeeam wants others to feel important for who they are – not for the things they own.</p> |

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p>Nyeeam and his dad posted the video to YouTube. Within a few days, the video had thousands of views.</p>  | -   |
| <p>A few weeks later at work, one of Nyeeam's father's colleagues brought up the video. 'I saw Nyeeam on the Internet – his video is viral!' his dad's colleague said. 'What do you think?'</p> <p>'Nyeeam knows what is important. He is his own person. I respect that,' his dad replied, smiling.</p>   |   |
| <p>Positive comments flooded in for Nyeeam's video.</p> <p>'I want to spread self-love and confidence to children and their parents,' Nyeeam told his father. His father helped him set up his own Instagram page – which quickly gained thousands of followers.</p> <p>'I think I want to be called King Nahh on the Internet,' Nyeeam said as they set up his account.</p> <p>'You're a real motivational speaker now,' Nyeeam's father said, beaming.</p>   | <p>I <b>think</b> Nyeeam is inspirational. The words he says can inspire others to feel good about themselves.</p>  |
| <p>Since creating his first video, Nyeeam Hudson has become a well-known international speaker. He has been interviewed for newspapers and television shows. He has travelled around the world giving speeches about self-esteem, confidence, and motivation.</p> <p>Nyeeam has even used the Internet to raise money to publish his first book, which is called 'We are All Kings.' In his book, Nyeeam tries to encourage other young boys like him to embrace the qualities they are born with and to believe in their own greatness.</p> | <p>I <b>think</b> Nyeeam is inspirational because he is very young but has so much confidence in himself. He doesn't feel too small to help those around him.</p>                           |
| <p>Nyeeam continues to use technology to help make sure all children know that 'everyone has a greatness within and what you see... you can have it!'</p>  | <p>I <b>think</b> that Nyeeam believes in helping people feel good about themselves. Social media can sometimes be a place where bullying happens, but Nyeeam uses it to uplift others.</p> |

| Follow up questions  | Responses   |
|--|---|
| What evidence do we have that Nyeeam is a mature person?   | He doesn't get angry when he is insulted. He responds thoughtfully and calmly.  |
| What message did Nyeeam want to spread?                    | <ul style="list-style-type: none"> <li>• He wants to spread the message that what matters is in your head – not what you are wearing.</li> <li>• He wants to spread confidence and self-love.</li> <li>• He wants children to know they have greatness inside of them!</li> </ul> |
| Why question   | Possible responses  |
| What do you think of Nyeeam? Give evidence from the story. | <i>I think Nyeeam is...because...</i>   |



## 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.
  - confidence
  - self-esteem
  - encourage

| Rhyme or song                        | Actions   |
|--------------------------------------|---|
| Our world belongs to us,             | <i>Spread your arms out wide</i>                |
| To take good care of it we must!     | <i>Hug yourself tightly</i>                     |
| There's something each of us can do, | <i>Point to everyone around you</i>             |
| To keep it great for me and you!     | <i>Point to yourself, point to your partner</i> |
| If we all just do our share,         | <i>Point to everyone around you</i>             |
| It's enough to show we care!         | <i>Thumbs up</i>                                |

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
 In this story...  
 I think Nyeeam Hudson ...  
 This story is relate to the theme of 'Using technology for good' 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.

|           |           |           |
|-----------|-----------|-----------|
| <b>f</b>  | <b>ff</b> | <b>l</b>  |
| <b>a</b>  | <b>m</b>  | <b>e</b>  |
| <b>ll</b> | <b>ss</b> | <b>j</b>  |
| <b>a</b>  | <b>i</b>  | <b>p</b>  |
| <b>qu</b> | <b>v</b>  | <b>w</b>  |
| <b>o</b>  | <b>t</b>  | <b>b</b>  |
| <b>x</b>  | <b>ai</b> | <b>tr</b> |
| <b>n</b>  | <b>ck</b> | <b>u</b>  |

#### 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.

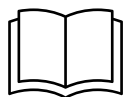
#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_





## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / MAKE EVALUATIONS

#### ORAL OR WRITTEN SUMMARY OF THE STORY

- 1 Explain that today we will *think about the most important parts of the text*.
- 2 We will also *think about an evaluation we can make about Nyeeam*
- 3 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:  
**This story is about...**(2–3 sentences)  
**I liked...**  
**I think that Nyeeam is...because...**
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 6 Model your own example for learners. Say: ***This story is about*** a young boy named Nyeeam Hudson. He uses social media to fight against bullying. ***I liked*** when Nyeeam told the boy who was bullying him that what mattered is in his head. ***I think that Nyeeam is a mature person because*** he is calm even when he gets teased.
- 7 Show learners the pictures from the Big Book story.
- 8 Give learners time to think about the text.
- 9 Instruct learners to **turn and talk** and share their **own** summary with a partner. (***They should not memorise what the teacher has said. This should be learners own ideas!***)
- 10 Call the class back together.
- 11 Ask 1–2 learners to share their summaries with the class.
- 12 Come up with a class summary, like: ***This story is about*** a young boy named Nyeeam Hudson. He uses the Internet to help children and parents remember that what matters is in their heads – not their shoes or clothes. ***We liked*** when Nyeeam told the boy who was bullying him that what mattered is in his head. ***I think that Nyeeam is*** not materialistic ***because*** he doesn't care about clothes or shoes.



## Group Guided Reading

30 minutes

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**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

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- 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.*