

Week	3
Lesson Number	Monday - Friday
Lesson Title / Theme	We go to school
Lesson Time	7 hrs
Policy & Outcomes	
COVID-19 Information	<p>COVID 19 Measures – Daily hygiene measures</p> <ul style="list-style-type: none"> • Focus on communicating good health behaviours, such as covering coughs and sneezes with the elbow and washing hands. • Help children understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread. For example, you can put coloured water in a spray bottle and spray it on a piece of white paper, then observe how far the droplets travel. • Demonstrate why it's so important to wash hands for 20 seconds with soap. For example, put a small amount of glitter in a student's hands and have them wash them with just water and notice how much glitter remains. Then have them wash for 20 seconds with soap and water and see how the glitter is gone.
Psychosocial Support	<p>Encourage students to confront and prevent stigma.</p> <ul style="list-style-type: none"> • Discuss the reactions they may experience around discrimination, and explain that these are normal reactions in emergency situations. Encourage them to express and communicate their feelings, but also explain that fear and stigma make a difficult situation worse. Words matter, and using language that perpetuates existing stereotypes can drive people away from taking the actions they need to protect themselves.
Language Component	Listening and speaking, Handwriting, Writing, Group Guided Reading, Phonemic Awareness
Content(Concept Development)	<p>Listening and Speaking Oral Activities – Theme Vocabulary Rhyme or Song</p> <p>Handwriting Write new letter(s) / words / sentences</p> <p>Shared Reading: Pre-Read: Comprehension strategy: Predict First Read Comprehension strategy: search the text</p> <p>Writing: Draw a picture showing how you feel at school today Draw a picture and add a label</p> <p>Group Guided Reading Reading Worksheet 3</p> <p>Phonemic Awareness and Phonics Introduce sounds</p>

1. Classwork Activity	Learners complete writing activities
2. Homework Activity	Worksheet to read at home



INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the first picture of the Big Book story: Ben goes to school
- 2 Tell learners that we are starting a new theme called: We go to school
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4
- 5 Ask learners: *What do you already know about this theme?*
- 6 Write down learners' ideas around the mind map. Group similar ideas together.
- 7 If learners struggle to respond, ask the following prompting questions:
 - a What do you bring to school?
 - b What happens at school?
 - c Who goes to school?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - happy
 - calm
 - anxious

Rhyme or song	Actions
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it and you really want to show it,	<i>Hug yourself</i>
If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>



Handwriting

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds for learners to write:
 - The first sound of your name
 - The first sound of your surname
- 3 Collect learners books at the end of the day, and make a note of who needs additional help

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

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: Ben goes to school
- 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.



Writing:

30 minutes

Plan and Draft

TOPIC: Draw a picture showing how you feel at school today

TASK: Draw a picture and add a label

WRITING FRAME: n/a

MODELLING

- 1 Explain that today, learners will draw about how they feel at school today.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I feel so happy today!
- 4 Use **modelling** to draw a picture of yourself looking happy in the classroom.
- 5 Explain which words you will write. **Draw a line for each word**, like: me
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

Monday

ORAL INSTRUCTIONS

- 1 Brainstorm some feeling words with learners.
- 2 Write the words on the chalkboard, like: happy, anxious, calm
- 3 Ask learners: How do you feel at school today?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you how they feel.
- 6 They must say: I feel ...
- 7 Explain that learners will now draw and label their own picture!

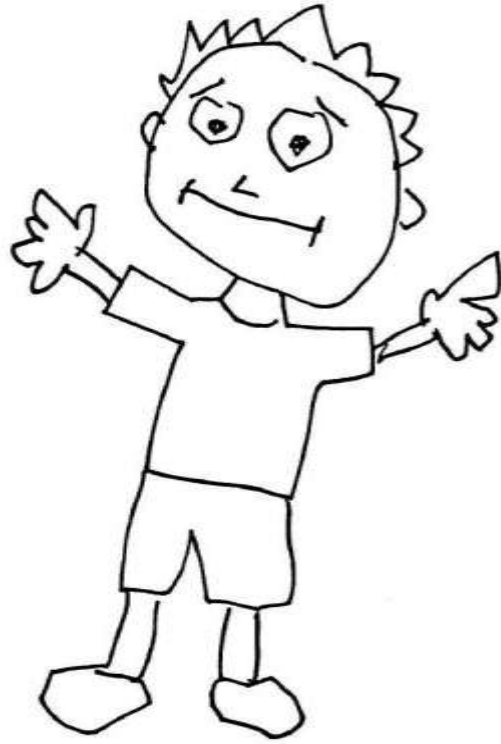
WRITING

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

TURN AND TALK

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

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



me



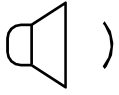
Group Guided Reading

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

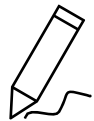
- 1 Say the sound and hold up the flashcard: /a/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /a/ is different in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /a/?
- 6 Brainstorm words with learners, like: **ant, apple, ankle**
- 7 Ask learners: Can you think of words that have the sound /a/ in the middle?
- 8 Brainstorm words with learners, like: **cat, hat, pat**

WEEK 3

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

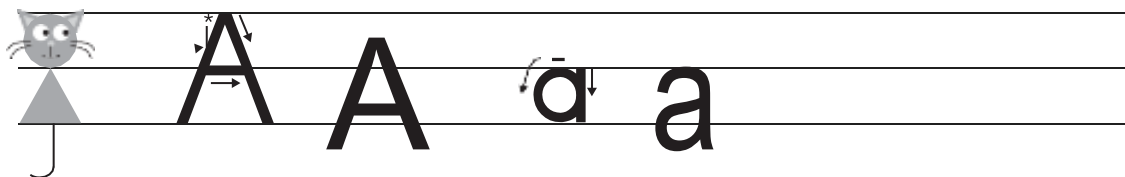


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: THINK ABOUT THE TEXT (WONDER) / SEARCH THE TEXT

Text	First Read (Think Aloud)
<p><u>Ben goes to school!</u></p> <p>It is time to go back to school! The summer holidays are over. Jabu gets ready for school. He feels sad that he won't get to play ball with his dog Ben.</p> <p>He wonders what his dog will do home alone all day. Jabu takes his backpack and begins walking to school. He doesn't see that Ben is following him.</p>	<p><i>Who is following Jabu to school? Oh! It is his dog Ben!</i></p>
<p>When Jabu gets to school, he says, 'Hi!' to all of his friends. He hasn't seen them in so many weeks! He is so excited to see his friends that he doesn't even see Ben!</p>	<p><i>I wonder if Jabu sees Ben? Oh! No, he doesn't see Ben. He is busy saying 'hi' to his friends.</i></p>
<p>Jabu goes into his new classroom. He meets his new teacher, Mrs Moleleki. His teacher is so nice. Jabu is happy to be back at school. Mrs Moleleki teaches the class a new song. The class is so busy learning the new song that no one sees Ben hiding under the rug.</p>	<p><i>I wonder if Jabu sees Ben? No! He doesn't see Ben. He is busy learning a new song.</i></p>
<p>At break Jabu kicks the ball with his friends. Jabu thinks about his dog, Ben. 'Ben would like this big ball,' Jabu thinks. Jabu feels sad that he can't play with Ben. Jabu misses Ben.</p> <p>But then, suddenly, Ben runs onto the field and chases the ball. 'Where did you come from?' asks Jabu. Jabu laughs. Jabu kicks the ball to Ben.</p>	<p><i>I wonder if Jabu sees Ben? Oh! Yes, he finally sees Ben. Ben plays ball with his friends.</i></p>
<p>Jabu is so happy to be back at school. He is happy to play with his dog and his friends. It is a good day!</p>	<p><i>Who does Jabu play with? He plays with his friends and Ben.</i></p>

Follow up questions	Possible responses
What is the name of Jabu's teacher?	Her name is Mrs Moleleki.
When did Jabu see Ben?	He sees Ben at break.
Why question	Possible responses
Why didn't Jabu see Ben?	<ul style="list-style-type: none"> Because he is busy saying hi to his friends. Because he is busy learning a new song.



Group Guided Reading

30 minutes

WEEK 3

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.

Week 3 • Theme: We go to school

Wednesday



Oral Activities

15 minutes

THEME VOCABULARY

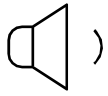
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - chase
 - follow
 - surprised

Rhyme or song	Actions
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it and you really want to show it,	<i>Hug yourself</i>
If you're happy and you know it clap your hands!	<i>Clap your hands twice</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 Walk around and listen to groups as they share their stories.
- 7 Help groups to manage this process.





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /s/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /s/ is the same 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 /s/?
- 6 Brainstorm words with learners, like: **sun, sip, snake, song**
- 7 Ask learners: Can you think of words that end with /s/?
- 8 Brainstorm words with learners, like: **bus, dress, flowers**

WEEK 3

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

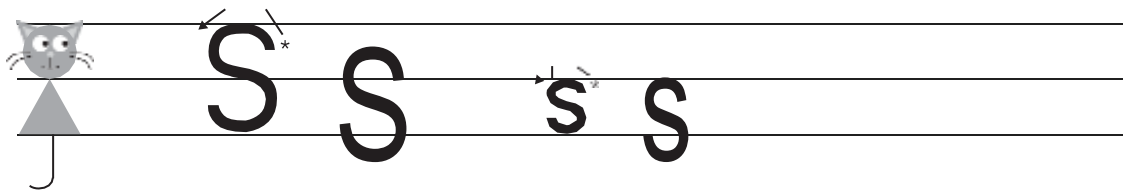


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Draw a picture showing a new friend you have made at school

TASK: Draw a picture and add a label

WRITING FRAME: n/a

MODELLING

- 1 Explain that today, learners will draw about a new friend at school.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: My new friend at school is the new teacher, Ms Maboya!
- 4 Use **modelling** to draw a picture of yourself and Ms Maboya.
- 5 Explain which words you will write. **Draw a line for each word**, like: friend
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some words about friends with learners. Write the words on the chalkboard, like: friend, play, help
- 2 Ask learners: Who is your new friend at school?
- 3 Instruct learners to **think before they write**.
- 4 Call on 2–3 learners to tell you the name of their new friend.
- 5 They must say: My new friend is ...
- 6 Explain that learners will now draw and label their own picture!

WRITING

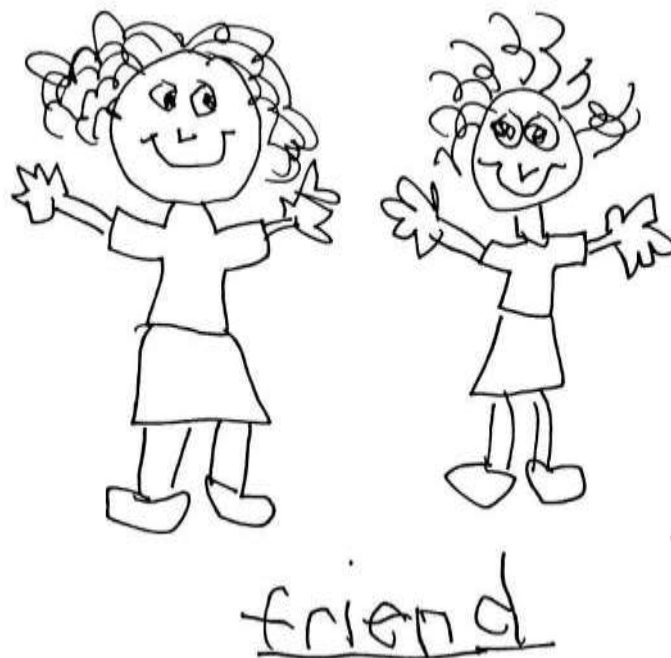
- 1 Hand out learnerbooks.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to tell you about their writing.

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

TURN AND TALK

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

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



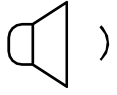
Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 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: Revise the sounds

15 minutes

REVISE THE SOUNDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading: Second Read

15 minutes

READING STRATEGIES: THINK ABOUT THE TEXT (WONDER) / SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p><u>Ben goes to school!</u></p> <p>It is time to go back to school! The summer holidays are over. Jabu gets ready for school. He feels sad that he won't get to play ball with his dog Ben.</p> <p>He wonders what his dog will do home alone all day. Jabu takes his backpack and begins walking to school. He doesn't see that Ben is following him.</p>	<p><i>Why does Jabu feel sad? Oh! He feels sad that he won't get to play with his dog, Ben.</i></p>
<p>When Jabu gets to school, he says, 'Hi!' to all of his friends. He hasn't seen them in so many weeks! He is so excited to see his friends that he doesn't even see Ben!</p>	<p><i>Why does Ben feel excited? Oh! He is so excited to see his friends. He hasn't seen them in a long time!</i></p>

Text	Second Read (Think Aloud)
Jabu goes into his new classroom. He meets his new teacher, Mrs Moleleki. His teacher is so nice. Jabu is happy to be back at school. Mrs Moleleki teaches the class a new song. The class is so busy learning the new song that no one sees Ben hiding under the rug.	<i>Why is Jabu happy? Oh! He is happy to be back at school.</i>
At break Jabu kicks the ball with his friends. Jabu thinks about his dog, Ben. 'Ben would like this big ball,' Jabu thinks. Jabu feels sad that he can't play with Ben. Jabu misses Ben. But then, suddenly, Ben runs onto the field and chases the ball. 'Where did you come from?' asks Jabu. Jabu laughs. Jabu kicks the ball to Ben.	<i>Why does Jabu feel sad? Oh! He feels sad that he can't play ball with his dog, Ben.</i>
Jabu is so happy to be back at school. He is happy to play with his dog and his friends. It is a good day!	<i>Why is Jabu happy? Oh! Because he is with his friends and with Ben!</i>
Follow up questions	Responses
Who followed Jabu to school?	Ben followed Jabu to school.
How did Jabu feel when he got to school?	<ul style="list-style-type: none"> • He felt excited to see his friends. • He felt happy to be back at school. • He felt sad that he couldn't play with Ben.
Why question	Possible response
Why did Jabu miss Ben?	<ul style="list-style-type: none"> • Because he didn't know Ben was at school. • Because he didn't see Ben at school. • Because he missed playing ball with Ben. • Maybe because he knows Ben would like to play ball too.



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

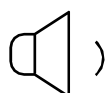
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - direction
 - left
 - right

Rhyme or song	Actions
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it and you really want to show it,	<i>Hug yourself</i>
If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>

DISCUSSION OF SHARED READING TEXT

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



Phonemic Awareness and Phonics:

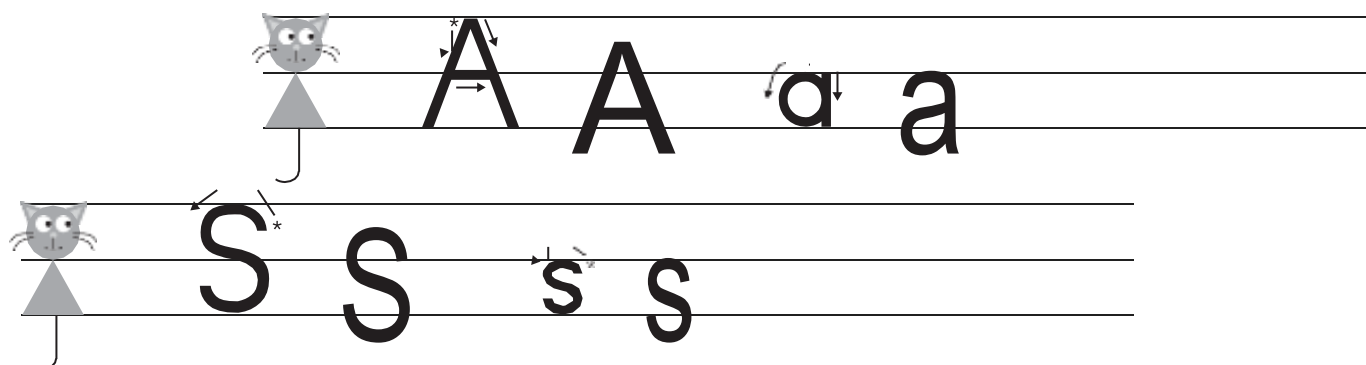
15 minutes

Revise the sounds

REVISE THE SOUNDS

- 1 Say the sound and hold up the flashcards: /a/ /s/
- 2 Say the sounds and instruct learners to repeat each sound x 3.
- 3 Show learners the sounds on the alphabet frieze.

- 4 Ask learners: Can you think of words that begin with /a/?
- 5 Ask learners: Can you think of words that begin with /s/?
- 6 Ask learners: Can you think of words that end with /a/?
- 7 Ask learners: Can you think of words that end with /s/?



ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGIES: SUMMARISE

ORAL SUMMARY OF THE STORY

Explain that today we will *think about the most important parts of the text*.

We will also *think about what we are supposed to learn from the text*.

1. Instruct learners to use the frame to answer the question:

This story is about...(2–3 sentences)

I liked...

I think this story was written to teach me...

2. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
3. Give learners time to think about the most important parts of the text.
4. Tell learners to **turn and talk** with a partner to share their summaries.
5. Call the class back together.
6. Ask 1–2 learners to share their summaries with the class.

7. Come up with a class summary, like: **This story is about** Ben the dog following his owner, Jabu to school. **I liked** Ben played soccer with Jabu at school. **I think this story was written to teach me** that dogs can be very good friends to us.



Group Guided Reading

30 minutes

GROUPS: _____

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



End of week language learning review

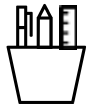
15 minutes

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

Week	3
Lesson Number	Monday - Friday
Lesson Title / Theme	We go to school
Lesson Time	7 hrs
Policy & Outcomes	
COVID-19 Information	<p>COVID 19 Measures – Daily hygiene measures</p> <ul style="list-style-type: none"> • Focus on communicating good health behaviours, such as covering coughs and sneezes with the elbow and washing hands. • Help learners understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread. For example, you can put coloured water in a spray bottle and spray it on a piece of white paper, then observe how far the droplets travel. • Demonstrate why it's so important to wash hands for 20 seconds with soap. For example, put a small amount of glitter in a student's hands and have them wash them with just water and notice how much glitter remains. Then have them wash for 20 seconds with soap and water and see how the glitter is gone.
Psychosocial Support	
Language Component	Listening and speaking, Handwriting, Writing, Group Guided Reading, Phonemic Awareness
Content(Concept Development)	<p>Listening and Speaking Oral Activities – Theme Vocabulary Rhyme or Song</p> <p>Handwriting Write new letter(s) / words / sentences</p> <p>Shared Reading: Second Read: Comprehension strategy: Make connection Post Read Comprehension strategy: Draw a picture</p> <p>Writing: Draw a picture showing something you want to learn about this year at school. Draw a picture and add a label</p> <p>Group Guided Reading Reading Worksheet 4</p> <p>Phonemic Awareness and Phonics Introduce sounds / word find</p>
1. Classwork Activity	Learners complete writing activities
2. Homework Activity	Worksheet to read at home

Week 4 • Theme: We go to school



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: some examples of learners' work; a picture of a classroom in a different country.
- 5 Do some research on the internet to prepare for the theme. For example: research how to get parents more involved in their children's learning.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



Extension Activities

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

Activity 1: DBE Workbook 1: Page 6, Let's Write

Activity 2: DBE Workbook 1: Page 8, Let's do

Activity 3: DBE Workbook 1: Page 9, Let's write

Activity 4: Draw a picture of all the things inside your school bag

English Home Language

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the first picture of the Big Book story: Olwethus first day
- 2 Tell learners that we are continuing our theme: We go to school
- 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 things we do at school?
 - b What did Jabu do at school?
 - c How do people feel at school?

WEEK 4

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - stationery
 - remind
 - connection

Rhyme or song	Actions
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it and you really want to show it,	<i>Hug yourself</i>
If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>



Handwriting

15 minutes

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

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



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: Olwethu's first 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

Plan and Draft

TOPIC: Draw a picture showing your favourite activity at school

TASK: Draw a picture and add a label

WRITING FRAME: n/a

MODELLING

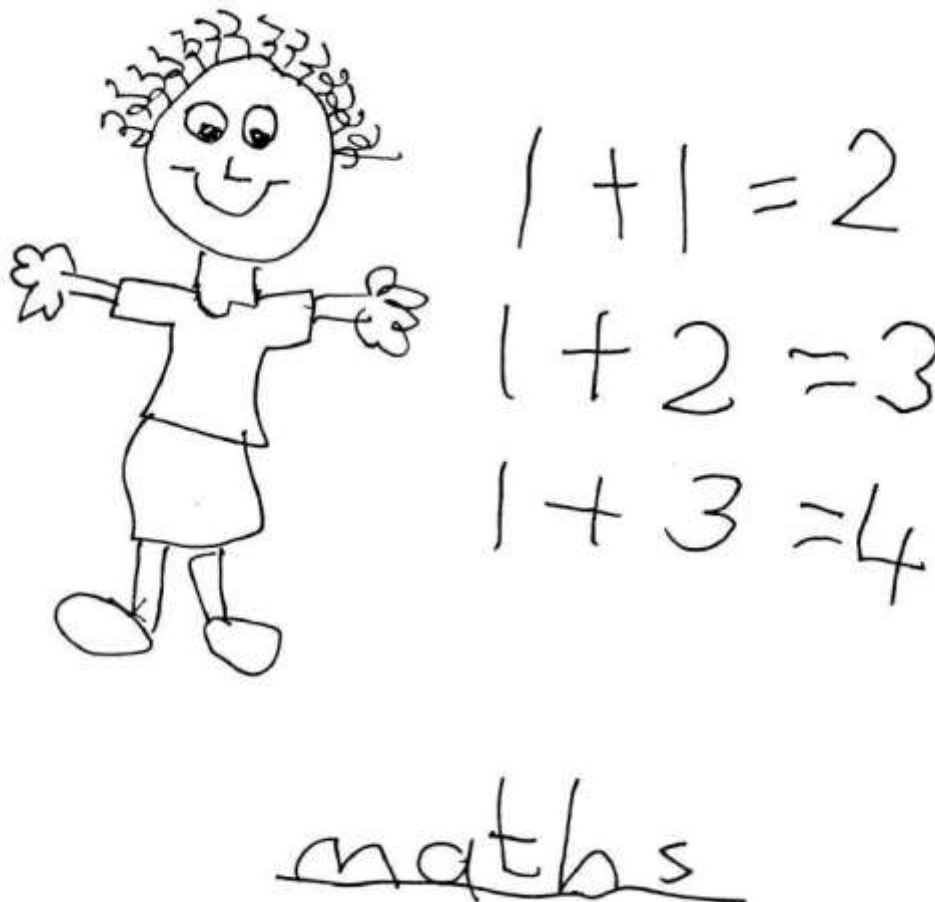
- 1 Explain that today, learners will draw about their favourite thing to do at school.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: My favourite activity is reading Big Books to you!
- 4 Use **modelling** to draw a picture of yourself reading a Big Book to the class.
- 5 Explain which words you will write. **Draw a line for each word**, like: read.
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS:

- 1 Brainstorm some school activities with learners. Write the words on the chalkboard, like: read, write, phonics, maths, etc.
- 2 Ask learners: What is your favourite activity at school?
- 3 Instruct learners to **think before they write.**
- 4 Call on 2–3 learners to tell you their favourite activity at school.
- 5 They must say: My favourite activity at school is...
- 6 Explain that learners will now draw and label their own picture!

WRITING

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





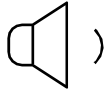
Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /t/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /t/ is the same 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 /t/?
- 6 Brainstorm words with learners, like: **tap, top, ten**
- 7 Ask learners: Can you think of words that end with /t/?
- 8 Brainstorm words with learners, like: **ant, pet, hat**

WEEK 4

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



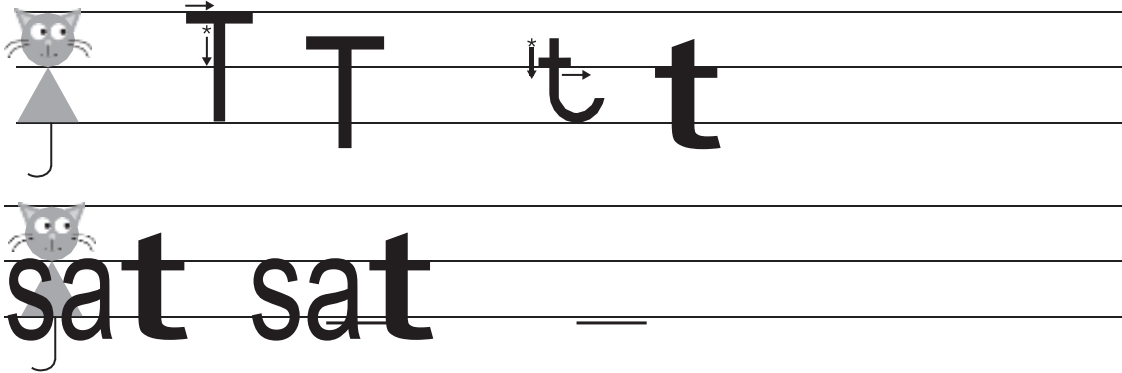
Handwriting:

15 minutes

Write new letter(s) / words / sentences

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

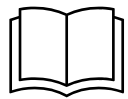
6. Learners must then copy the sound, words / sentence into their books.
7. Learners must underline the targeted sound in words / sentence written.



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGY: MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p><u>Olwethu's first day</u> Soon, Olwethu would go to school for the first time ever. Olwethu was so anxious. She couldn't sleep. She couldn't eat.</p>	<p>I can make a connection, because when I feel scared, I also don't sleep well!</p>
<p>Three days before school began, Olwethu's gogo took her to the shops to buy a uniform, school shoes, and stationery. Usually Olwethu loved to go to the shops.</p> <p>'I don't want to go,' Olwethu cried in the taxi all the way to town.</p> <p>'Why not? You usually love the shops!' Gogo said.</p>	<p>Oh! Olwethu doesn't want to go to school because she is afraid she will miss her gogo! I can make a connection! When I brought my son to creche for the first time, he cried because he missed being with me all day!</p>
<p>'I don't want to go to school. I don't want to be away from you all day!' she said.</p> <p>'Don't be scared!' said her gogo, 'I will be there every day when you get home!'</p>	

Text	First Read (Think Aloud)
<p>Two days before school, Olwethu’s older sister Zinzi helped her pack her new stationery into her new backpack.</p> <p>‘I don’t want to pack my school bag,’ Olwethu cried.</p> <p>‘Why not? You have this beautiful new bag and all this nice new stationery!’ Zinzi said.</p> <p>‘I don’t want to go to school. I don’t want to be at school all day!’ she said.</p> <p>‘Don’t be scared!’ said Zinzi, ‘I will be there with you every day!’</p>	<p>--</p>
<p>The day before school, Olwethu’s mother showed her how to shine her new shoes.</p> <p>‘I don’t want to wear those shoes!’ Olwethu cried.</p> <p>‘Why not? You usually love new shoes!’ Olwethu’s mother said.</p> <p>‘I don’t want to go to school. I want to stay home and play all day!’ she said.</p> <p>‘Don’t be scared!’ said her mother, ‘You can play during break and after school!’</p>	<p>I think Olwethu is used to playing all day. That reminds me of how I feel about going back to work after the holidays. At first, it feels hard to have to go back to work and not have the whole day free!</p>
<p>The morning finally arrived for Olwethu to go to school.</p> <p>Olwethu put on her new uniform. It was clean and pressed.</p> <p>Olwethu zipped up her new school bag and put it on. It felt heavy.</p> <p>Olwethu put on her new school shoes. They were perfectly shiny!</p> <p>She looked at her reflection in the mirror. She looked ready. But, she didn’t feel ready!</p> <p>‘Let’s go,’ Zinzi said.</p>	<p>--</p>
<p>‘I don’t want to go!’ Olwethu cried all the way to school.</p>	<p>--</p>
<p>When the bell rang, she went inside her new classroom. Her teacher told her where to sit – next to a little girl with exactly the same hairstyle as hers! They smiled at each other.</p> <p>Her teacher taught the class a new song. Then, they drew pictures of their families.</p>	<p>Oh! I think Olwethu thought school would be very scary! But then she came to school and she easily made friends and did fun things, so school felt less scary!</p>
<p>Finally, it was time to go home! ‘I don’t want to go home!’ Olwethu cried.</p>	<p>I can make a connection. Sometimes doing something for the first time is very hard and scary. But then, it isn’t as bad as we thought it would be!</p>

Follow up questions	Possible responses
Who is this story all about?	It is all about Olwethu.
Where did Olwethu go for the first time?	She went to school.
Why question	Possible responses
Why didn't Olwethu want to go to school?	<ul style="list-style-type: none">• Because she felt scared.• Because she has never been to school before!• Because she wanted to stay home with her granny.• Because she wanted to play all day.



Group Guided Reading

30 minutes

GROUPS: _____

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

Wednesday



Oral Activities

15 minutes

THEME VOCABULARY

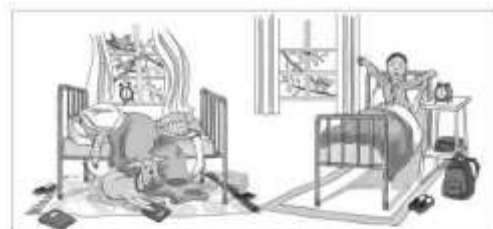
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - holidays
 - activity
 - usually

Rhyme or song	Actions
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it and you really want to show it,	<i>Hug yourself</i>
If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>

WEEK 4

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 Then, learners must work as a group to decide on a **group story**.
- 7 Remind learners that their **story should be creative**, but also must **fit with the pictures!**
- 8 Call the class to attention.
- 9 Ask **1–2 different groups** to **share their group stories**.
- 10 Thank learners for sharing their stories.





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: **/p/**
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound **/p/** is the same 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: **pen, pot, pan**
- 7 Ask learners: Can you think of words that end with **/p/**?
- 8 Brainstorm words with learners, like: **sip, top, hop**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

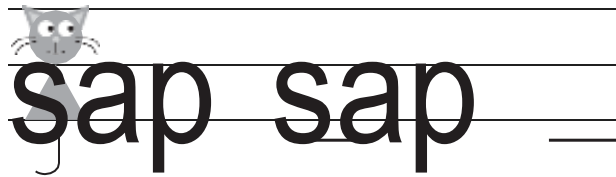
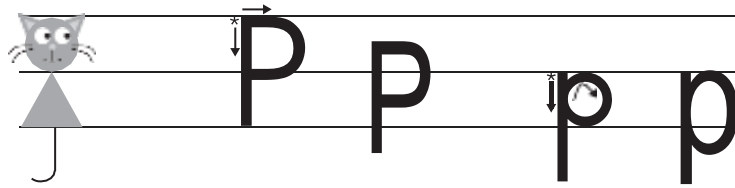


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Draw a picture showing something you want to learn about this year at school

TASK: Draw a picture and add a label

MODELLING

1. Explain that today, learners will draw about something they hope to learn about this year.
2. Use **modelling** to show learners that you **think before you write.**
3. Tell learners your idea for your drawing, like: I want to learn more about all of you!

4. Use **modelling** to draw a picture of yourself talking to a learner in the class.
5. Explain which words you will write. **Draw a line for each word**, like: learn
6. Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some words about things we want to learn with learners. Write the words on the chalkboard, like: animals, friendship, dinosaurs, South Africa
- 2 Ask learners: What do you hope to learn about this year?
- 3 Instruct learners to **think before they write**.
- 4 Call on 2–3 learners to tell you what they would like to learn about.
- 5 They must say: I want to learn more about ...
- 6 Explain that learners will now draw and label their own ideas!

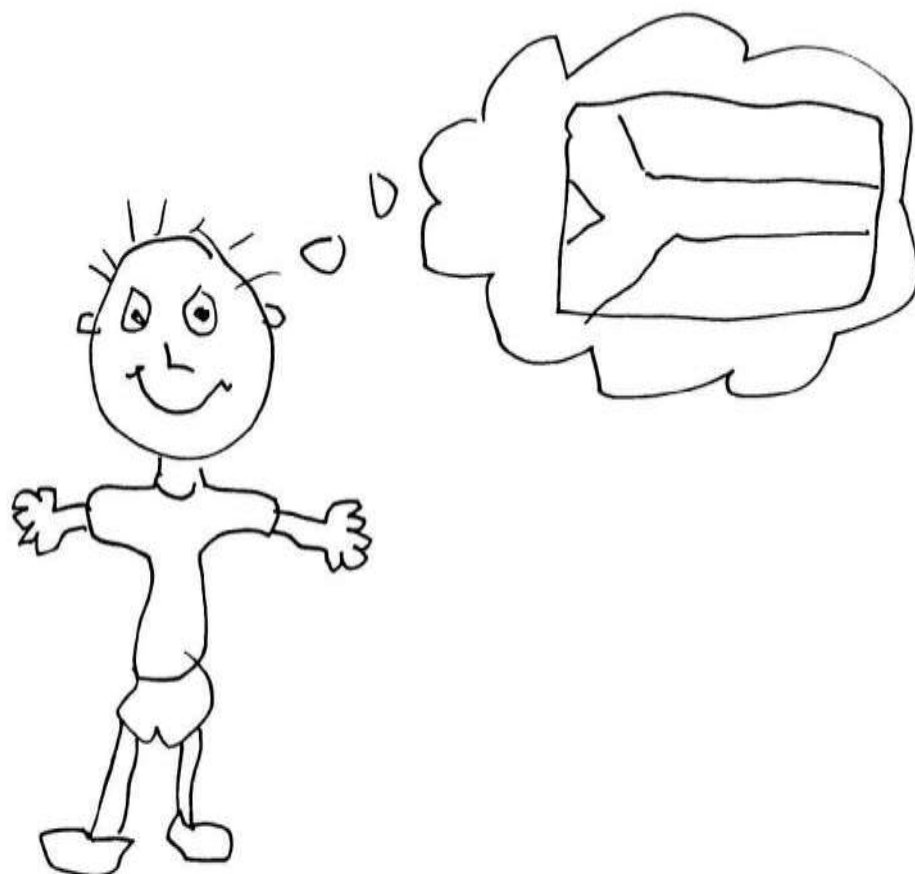
WRITING

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

TURN AND TALK

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

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



South Africa



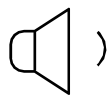
Group Guided Reading

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: Segmenting and Blending

15 minutes

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading: Second Read

15 minutes

READING STRATEGY: MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p><u>Olwethu's first day</u></p> <p>Soon, Olwethu would go to school for the first time ever. Olwethu was so anxious. She couldn't sleep. She couldn't eat.</p>	<p>It can be so scary to do something for the first time! That reminds me of how I felt before my first day of being a teacher. I remember I was so scared, I stayed up all night thinking about the bad things that could happen!</p>
<p>Three days before school began, Olwethu's gogo took her to the shops to buy a uniform, school shoes, and stationery. Usually Olwethu loved to go to the shops.</p> <p>'I don't want to go,' Olwethu cried in the taxi all the way to town.</p> <p>'Why not? You usually love the shops!' Gogo said.</p> <p>'I don't want to go to school. I don't want to be away from you all day!' she said.</p> <p>'Don't be scared!' said her gogo, 'I will be there every day when you get home!'</p>	<p>I can make a connection! When I am in a bad mood, even things that I usually like can feel hard to do!</p>
<p>Two days before school, Olwethu's older sister Zinzi helped her pack her new stationery into her new backpack.</p> <p>'I don't want to pack my school bag,' Olwethu cried.</p> <p>'Why not? You have this beautiful new bag and all this nice new stationery!' Zinzi said.</p> <p>'I don't want to go to school. I don't want to be at school all day!' she said.</p> <p>'Don't be scared!' said Zinzi, 'I will be there with you every day!'</p>	
<p>The day before school, Olwethu's mother showed her how to shine her new shoes.</p> <p>'I don't want to wear those shoes!' Olwethu cried.</p> <p>'Why not? You usually love new shoes!' Olwethu's mother said.</p> <p>'I don't want to go to school. I want to stay home and play all day!' she said.</p> <p>'Don't be scared!' said her mother, 'You can play during break and after school!'</p>	<p>I see that everyone is trying to help Olwethu feel excited about school. That reminds me of how my husband tried to make me tea to help me calm down when I felt scared about my first day of being a teacher!</p>

Text	Second Read (Think Aloud)
<p>The morning finally arrived for Olwethu to go to school.</p> <p>Olwethu put on her new uniform. It was clean and pressed.</p> <p>Olwethu zipped up her new school bag and put it on. It felt heavy.</p> <p>Olwethu put on her new school shoes. They were perfectly shiny!</p> <p>She looked at her reflection in the mirror. She looked ready. But, she didn't feel ready!</p> <p>'Let's go,' Zinzi said.</p>	<p>I can make a connection. I bought a new dress for my first day of teaching! When I looked in the mirror, I looked ready, but inside I still felt very scared!</p>
<p>'I don't want to go!' Olwethu cried all the way to school.</p>	<p>That reminds me of how I felt on my first day of teaching! I wanted to turn around and go home for the entire drive to school!</p>
<p>When the bell rang, she went inside her new classroom. Her teacher told her where to sit – next to a little girl with exactly the same hairstyle as hers! They smiled at each other.</p> <p>Her teacher taught the class a new song. Then, they drew pictures of their families.</p>	<p>--</p>
<p>Finally, it was time to go home! 'I don't want to go home!' Olwethu cried.</p>	<p>That reminds me of how I felt after my first day of teaching! Nothing bad happened! I was scared for nothing because I actually had so much fun!</p>
Follow up questions	Responses
<p>Who helps Olwethu get ready for her first day of school?</p>	<p>Her gogo, her older sister Zinzi, and her mother.</p>
<p>How did Olwethu feel when it was time to go home from school?</p>	<p>She felt sad. / She didn't want to go home!</p>
Why question	Possible response
<p>Why didn't Olwethu want to go home at the end of the story?</p>	<ul style="list-style-type: none"> • Because she liked school! • Because she made a friend. • Because she had fun. • Because she was having fun and she didn't want the day to end.



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

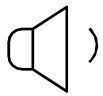
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - backpack
 - heavy
 - light

Rhyme or song	Actions
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
If you're happy and you know it and you really want to show it,	<i>Hug yourself</i>
If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>

DISCUSSION OF SHARED READING TEXT

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



Phonemic Awareness and Phonics:

15 minutes

Word Find

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

a	s	p
t		

MODEL

- 1 Remind learners of the sounds of the week: /t/ and /p/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /t/ – /a/ – /p/
- 5 Remind learners they can make a word using any of the sounds.

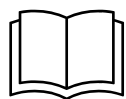
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **t, p**.
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **at, sap, tap, pat, sat, pats, taps**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: MAKE CONNECTIONS

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they liked in the story: Olwethus first day
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of something they **connect to** in the story, like: **When Olwethu** wants to stay home, **that reminds me of when** I have to do new things, sometimes I also feel scared.
- 3 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 4 Instruct learners to think about **a connection** they can make with the story.
- 5 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 6 Explain and correct any common problems to learners.
- 7 Instruct learners to **turn and talk** and share their **own** recount with a partner. *(They should not memorise what the teacher has said. This should be learners own ideas!)*



Group Guided Reading

30 minutes

GROUPS: _____

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