

|                                     |  |
|-------------------------------------|--|
| <b>Week</b>                         | 3  |
| <b>Lesson Number</b>                | Monday - Friday  |
| <b>Lesson Title / Theme</b>         | Celebrating birthdays  |
| <b>Lesson Time</b>                  | 7 hrs  |
| <b>Policy &amp; Outcomes</b>        |  |
| <b>COVID-19 Information</b>         | <ul style="list-style-type: none"> <li>Remind learners of the daily routine tests when coming to school.</li> <li>Encourage learners to stay at home when ill.</li> <li>Teach learners how to greet without touching.</li> <li>Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.</li> </ul>   |
| <b>Psychosocial Support</b>         | <ul style="list-style-type: none"> <li>Find out how the pandemic affected your students and their families.</li> <li>Describe the way the pandemic affected you. Saying how we felt and what we struggled with reassures our students that their feelings, doubts and uncertainties are valid and natural in a time of upheaval.</li> <li>Discuss the effects of the pandemic worldwide, so that children develop an understanding and empathy for others and can think about solutions to the problems we face in times of crisis</li> </ul>  |
| <b>Language Component</b>           | Listening and speaking. Handwriting, Shared Reading, Writing and phonemic and phonics  |
| <b>Content(Concept Development)</b> | <p><b>Listening and Speaking</b><br/> <b>Oral Activities</b> – Theme Vocabulary<br/> Rhyme or Song</p> <p><b>Handwriting</b><br/> Write new letter(s) / words / sentences</p> <p><b>Shared Reading:</b><br/> Pre-Read:<br/> Comprehension strategy: Predict</p> <p>First Read<br/> Comprehension strategy: make connections</p> <p><b>Writing:</b><br/> Write a list of gift you would like to receive for your birthday<br/> Draw a picture and write list</p> <p><b>Group Guided Reading</b><br/> Reading Worksheet</p> <p><b>Phonemic Awareness and Phonics</b><br/> Introduce sound,</p> |
| <b>1. Classwork Activity</b>        | Learners complete writing activity   |
| <b>2. Homework Activity</b>         | Learners complete homework / Worksheet   |



## INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Mandla's big birthday party in the Big Book story: A forgotten birthday
- 2 Tell learners that we are starting a new theme called: Celebrating birthdays
- 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:
- 7 What is a birthday?
- 8 What do people in our community normally do for someone's birthday?
- 9 When have you been to a celebration of someone's birthday?

## THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - celebrate
  - celebration
  - surprise

| Rhyme or song                    | Actions  |
|----------------------------------|--|
| You're seven, you're seven,      | <i>Hold up seven fingers</i>                     |
| Four years from eleven!          | <i>Hold up four fingers</i>                      |
| You're eight, you're eight,      | <i>Hold up eight fingers</i>                     |
| I'm so glad you're my mate!      | <i>Give a thumbs up</i>                          |
| You're nine, you're nine,        | <i>Hold up nine fingers</i>                      |
| <b>I hope you feel fine!</b>     | <i>Shake hands with a partner</i>                |
| Let's celebrate, let's celebrate | <i>Skip or dance on the spot</i>                 |
| 'Cause birthdays are great!      | <i>Jump up in the air and throw your arms up</i> |



## Handwriting

15 minutes

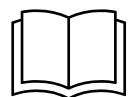
- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a cat
  - b dog
  - c bag
  - d man
  - e tin
  - f pot
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 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 forgotten birthday
- 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 list of gifts you would like to receive for your birthday.

**TASK:** Draw a picture and write a list

**WRITING FRAME:**

My birthday present wishlist:

1 \_\_\_\_\_

2 \_\_\_\_\_

### MODELLING

- 1 Explain that today, learners will write about **some gifts they would like to receive for their birthday**.
- 2 Read the writing frame to learners.
- 3 Point out the **heading** (*My birthday present wishlist*). Explain that a heading tells us what the list will be about.
- 4 Explain that today we will make a **list**. This means we will choose two gifts we would like to receive and write each gift next to a number.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Tell learners some ideas you have for filling in the writing frame, like: I always like getting new books for my birthday. I think I would like a new book. I also need new shoes!
- 7 Use **modelling** to draw a picture of yourself, thinking about the gifts you would like to receive.
- 8 Explain which words you will write. **Draw a line for each word.**
- 9 Use **modelling** to complete the first item on the list: **1.** I would like to receive a new book.
- 10 Use **modelling** to complete the second item on the list: **2.** I would like to receive new shoes.
- 11 **Say words slowly like a tortoise and write the sounds you know.**
- 12 **Use resources**, like sight words and theme vocabulary words.
- 13 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

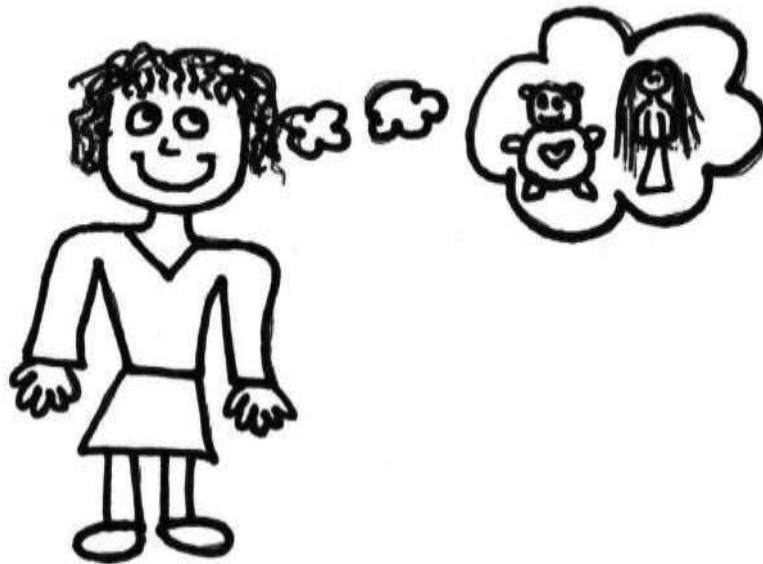
### ORAL INSTRUCTIONS

1. Ask learners: What gifts would you like to receive for your birthday?
2. Instruct learners to **think before they write**.

- 1 Call on 2–3 learners to tell you a gift they would like to receive.
3. They must say: I would like to receive ...
4. Explain that learners will now draw and write a their own wishlists!

## WRITING

- 1 Hand out **learners' books**.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 Encourage learners.



My birthday present wishlist:  
1. I would like to get a teddy bear.  
2. I would like to get a barbie.



## 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: **/pr/**
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /p/ and a /r/ together, we say it as one sound: / pr/Ask learners: Can you think of words that begin with **/pr/?**
- 4 Brainstorm words with learners, like: **pray, price, prince**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **pray, prick, preen, press, prank, proud**
- 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): **PR pr**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each 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/sentences into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.

 PR PR pr pr

 pray pray

 prick prick

 preen preen

 press press

 prank prank

 proud proud

 I am proud that I pray.



### ALTERNATE HANDWRITING PROGRAMME

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

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

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

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## Shared Reading:

15 Minutes

### First Read

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

| Text   | First Read (Think Aloud)   |
|--|--|
| <p><u>A forgotten birthday</u></p> <p>It was Mandla's 8<sup>th</sup> birthday. Usually everyone said 'Happy birthday!' But not today.</p> <p>His family was busy outside. His father was busy carrying wood. His sister was busy riding her bicycle. His mother was busy watering the garden.</p> <p>No one said 'Happy birthday!' to him.</p> <p>'This is the worst birthday ever,' thought Mandla.</p> | <p><b>I wonder</b> why no one said 'Happy birthday' to Mandla? <b>If I were</b> Mandla, <b>I would</b> think everyone had forgotten my birthday.</p>   |
| <p>Then Mandla saw his grandmother and grandfather at the gate. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi everyone!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>  | <p>Mandla thinks that this is the worst birthday ever. It must be because no one has said 'Happy birthday' to him. If no one wished me happy birthday, <b>I would</b> be feeling very sad!</p> |
| <p>Then Mandla saw his Uncle Tom, Aunt Mapula and his cousins, Thabo and Nomsa. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'How is everyone today?'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>  | <p>Shame, poor Mandla! <b>If I were</b> Mandla, <b>I would</b> probably be crying.</p>   |

| Text   | First Read (Think Aloud)  |
|--|---|
| <p>Then Mandla saw his best friend, Steve and his little sister. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi Mandla!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p> | <p>If my best friend forgot my birthday, <b>I would</b> think my friend didn't care about me! <b>I would</b> feel so sad.</p>   |
| <p>Mandla went up to his room. 'No one remembers my birthday!' he thought, sadly, 'poor me!'</p> <p>He heard his parents and his grandparents talking in the backyard. 'They don't even care that I'm not there!' he thought.</p>  | <p>Mandla must think 'poor me' because he is feeling so sad for himself. He must be thinking that his friends and family forgot his special day. If everyone forgot my birthday, <b>I would</b> feel so sad.</p>  |
| <p>Then Mandla's mother called him. He walked to the back of the house.</p>  | <p>--</p>   |
| <p>'Surprise! Surprise! Happy birthday Mandla!' his friends and family shouted.</p>  |   |
| <p>'I thought you forgot my birthday!' shouted Mandla.</p> <p>'We really surprised you!' said Mandla's father.</p> <p>'Let's eat some cake,' said grandfather.</p>   | <p>Oh! Mandla must be feeling better. <b>If I were</b> Mandla, <b>I would</b> feel so special that my friends and family worked hard to surprise me.</p>  |
| <p>'Open your presents,' said Steve. Mandla unwrapped his presents. He shouted, 'I always wanted a spaceship!' 'Wow! Look at this dinosaur!' 'I have been wanting to read this book!'</p> <p>'This is the best birthday ever,' thought Mandla.</p>                             | <p>Wow! What great presents! <b>That reminds me</b> of when my family and friends gave me birthday presents! I felt so special.</p>   |
| Follow up questions  | Possible responses  |
| <p>Whose birthday is it?</p>   | <p>It is Mandla's birthday.</p>   |
| <p>Who surprised Mandla for his surprise party?</p>  | <p>His mom, dad, sister, grandmother, grandfather, Uncle Tom, Aunt Mapula, his cousins, his friend Steve and Steve's sister.</p>  |
| Why question   | Possible responses  |
| <p>Why does Mandla think 'poor me' when he is alone in his room?</p>   | <ul style="list-style-type: none"> <li>· Mandla is feeling sad.</li> <li>· Mandla is feeling sad because he thinks everyone forgot his birthday.</li> <li>· Mandla thinks that no one remembered his birthday.</li> <li>· Mandla does not know about the party because it is a surprise party.</li> <li>· Maybe Mandla thinks no one cares about him.</li> <li>· Maybe Mandla thinks no one loves him.</li> </ul> |

Week 3 • Theme: Celebrating  
birthdays

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## Group Guided Reading

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30 minutes

### GROUPS:

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- 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.



## THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - remember
  - forget
  - forgotten

| Rhyme or song                    | Actions                                   |
|----------------------------------|---|
| You're seven, you're seven,      | Hold up seven fingers                     |
| Four years from eleven!          | Hold up four fingers                      |
| You're eight, you're eight,      | Hold up eight fingers                     |
| I'm so glad you're my mate!      | Give a thumbs up                          |
| You're nine, you're nine,        | Hold up nine fingers                      |
| <b>I hope you feel fine!</b>     | Shake hands with a partner                |
| Let's celebrate, let's celebrate | Skip or dance on the spot                 |
| 'Cause birthdays are great!      | Jump up in the air and throw your arms up |

## 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: **/igh/**
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /i/, /g/ and a /h/ together, we say it as one sound:

/igh/ (long I sound)

- 4 Ask learners: Can you think of words that have the sound /igh/?
- 5 Brainstorm words with learners, like: **light, sight, bright**
- 6 Ask learners: Can you think of words that end with /igh/?
- 7 Brainstorm words with learners, like: **thigh, high, sigh**

#### INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **light, high, fight, tight, night, right**
- 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): **IGH igh**
- 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/sentences written.

 IGH IGH igh igh

 light light

 high high

 fight fight

 tight tight

 night night

 right right

 I will not fight in the light.

### ALTERNATE HANDWRITING PROGRAMME

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

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

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



### Writing:

30 minutes

### Plan and Draft

**TOPIC:** Write a list of gifts you would like to receive for your birthday.

**TASK:** Draw a picture and write a list using commas

**WRITING FRAME:**

My birthday present wishlist:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

I would like \_\_\_\_\_ and \_\_\_\_\_.

### MODELLING

- 1 Explain that today, learners will add to their writing from Monday.
- 2 Today they will add one item to their list of presents they began on Monday.
- 3 Then, they will write the list in a sentence using commas.
- 4 Read the new writing frame to learners.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Explain some ideas you have for filling in the new parts of writing frame, like: I would like to receive a new jersey. I always love cool jerseys.
- 7 Use **modelling** to add to your drawing, like: yourself, thinking about a new jersey.
- 8 Explain which words you will write. **Draw a line for each word.**
- 9 Use **modelling** to complete the third item on the list: **3.** I would like a new jersey.
- 10 Use **modelling** to fill in the last sentence of the writing frame. Explain that this last sentence is a different kind of list. We must choose the three gifts we chose and fill them into this list. Explain that a comma or the word and separates the items on this list, like: I would like a book, shoes and a jersey.
- 11 **Say words slowly like a tortoise and write the sounds you know.**

- 12 **Use resources** (sight words, theme vocabulary word) to help you write words you struggle with.
- 13 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

### ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about a gifts we would like to receive for our birthdays.
- 2 Today we will add to our lists.
- 3 Ask learners: What other gift would you like to receive?
- 4 Instruct learners to **think before they write.**
- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 Instruct learners to **turn and talk** with a partner about the gifts on their list.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what three gifts they have chosen.
- 9 They must say: I would like ..., ... and ...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

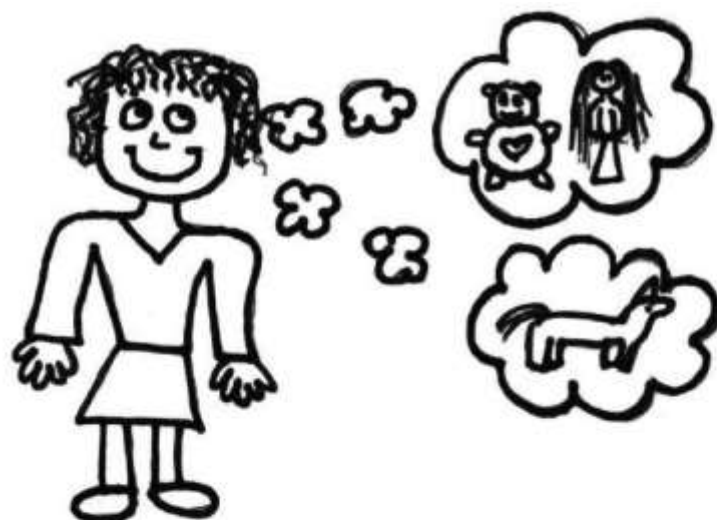
### WRITING

- 1 **Hand out learner books.** Instruct learners to find their writing from Monday. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences.**
- 3 Ask learners to **read their writing.**
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources.**
- 6 **Encourage learners.**

### TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.
- 3 *Hang up learners' writing at **learner eye-level** around the room. This helps learners have conversations about the theme.*





My birthday present wishlist :

1. I would like to get a teddy bear.
2. I would like to get a barbie.
3. I would like to get a unicorn toy.

I would like a teddy bear, a barbie and a unicorn toy.



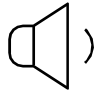
## Group Guided Reading

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: Segmenting and Blending

15 minutes

### I DO...

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

### WE DO...

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

### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

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

| Text  | Second Read (Think Aloud)  |
|---|--|
| <p><u>A forgotten birthday</u></p> <p>It was Mandla's 8<sup>th</sup> birthday. Usually everyone said 'Happy birthday!' But not today.</p> <p>His family was busy outside. His father was busy carrying wood. His sister was busy riding her bicycle. His mother was busy watering the garden.</p>         | <p>Oh no! Mandla feels like everyone is too busy for him. <b>That reminds me</b> of when my mom has so much work to do, that she doesn't have time for me. It makes me feel sad.</p>                   |
| <p>No one said 'Happy birthday!' to him.</p> <p>'This is the worst birthday ever,' thought Mandla.</p>  |  |
| <p>Then Mandla saw his grandmother and grandfather at the gate. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi everyone!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>                           | <p><b>If I were</b> Mandla, <b>I would</b> feel really sad. My grandparents always remember my birthday!</p>   |
| <p>Then Mandla saw his Uncle Tom, Aunt Mapula and his cousins, Thabo and Nomsa. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'How is everyone today?'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p> | <p>No one is wishing Mandla happy birthday. <b>If I were</b> Mandla, <b>I would</b> feel like I wasn't very important or special. <b>I would</b> feel very sad.</p>                                    |
| <p>Then Mandla saw his best friend, Steve and his little sister. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi Mandla!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>                            | <p><b>This reminds me</b> of once, when my best friend forgot my birthday. I felt so sad.</p>  |
| <p>Mandla went up to his room. 'No one remembers my birthday!' he thought, sadly, 'poor me!'</p> <p>He heard his parents and his grandparents talking in the backyard. 'They don't even care that I'm not there!' he thought.</p>   | <p>Mandla can hear everyone talking and having fun in the backyard. <b>If that were me</b>, I would think that everyone was having fun without me. <b>I would</b> think they didn't care about me.</p> |

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p>Then Mandla's mother called him. He walked to the back of the house.</p> <p>'Surprise! Surprise! Happy birthday Mandla!' his friends and family shouted.</p>  | <p>Oh! Everyone only pretended to forget Mandla's birthday. Then, Mandla was surprised! <b>That reminds me</b> of when my dad turned 60 years old. My mom planned a big surprise party for him. No one said happy birthday to him. When he came back from work, we all jumped out and said 'surprise!' He thought we forgot his birthday, but we just wanted him to be surprised.</p> |
| <p>'I thought you forgot my birthday!' shouted Mandla.</p> <p>'We really surprised you!' said Mandla's father.</p> <p>'Let's eat some cake,' said grandfather.</p>   | <p>Mandla can see that everyone worked so hard to surprise him. <b>If I were</b> Mandla, <b>I would</b> be feeling so special that everyone worked so hard to plan a special party for me.</p>  |
| <p>'Open your presents,' said Steve. Mandla unwrapped his presents. He shouted, 'I always wanted a spaceship!' 'Wow! Look at this dinosaur!' 'I have been wanting to read this book!'</p> <p>'This is the best birthday ever,' thought Mandla.</p> | <p>Mandla looks so happy. <b>If I were</b> Mandla, <b>I would</b> feel so special that my family and friends got me presents that I really wanted.</p>  |
| Follow up questions  | Responses   |
| <p>How would you feel if your family had forgotten your birthday?</p>  | <p>(Listen to learner responses)</p>  |
| <p>Did Mandla's family really forget his birthday?</p>   | <p>No, Mandla's family pretended to forget his birthday so he would be surprised.</p>   |
| Why question   | Possible response   |
| <p>Why is Mandla happy at the end of the story?</p>  | <p>Mandla is happy because there is a party for him.</p> <p>Mandla is happy because he gets presents.</p> <p>Mandla is happy because there is a cake for him.</p> <p>Mandla realised that no one forgot his birthday.</p> <p>Mandla realised that everyone was really coming for his party.</p> <p>Mandla knows that his friends and family care about him and love him.</p>          |

Week 3 • Theme:

Celebrating  
birthdays



## Group

### Guided Reading

30 minutes

GROUPS:

-----  
-----

WEEK 3

# Friday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - gift
  - grateful
  - relieved

| Rhyme or song                    | Actions  |
|----------------------------------|--|
| You're seven, you're seven,      | <i>Hold up seven fingers</i>                     |
| Four years from eleven!          | <i>Hold up four fingers</i>                      |
| You're eight, you're eight,      | <i>Hold up eight fingers</i>                     |
| I'm so glad you're my mate!      | <i>Give a thumbs up</i>                          |
| You're nine, you're nine,        | <i>Hold up nine fingers</i>                      |
| <b>I hope you feel fine!</b>     | <i>Shake hands with a partner</i>                |
| Let's celebrate, let's celebrate | <i>Skip or dance on the spot</i>                 |
| 'Cause birthdays are great!      | <i>Jump up in the air and throw your arms up</i> |

## DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard: In this story...

If I were Mandela, I would think...

In the end, I think Mandela must feel...

- 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>pr</b> | <b>igh</b> | <b>t</b>  |
| <b>a</b>  | <b>l</b>   | <b>nk</b> |
| <b>n</b>  | <b>ee</b>  | <b>s</b>  |

#### MODEL

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

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **pr, igh**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others):
- 5 prank, preen, preens, pranks, tight, light, sigh, night, sat, seen, sank, tank, lank

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE

#### ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they liked in the story: **A forgotten birthday**.
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of something they **connect to** in the story, like: **When Mandla** feels surprised at his party, **that reminds me of when** my mom surprised my dad.
- 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 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

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

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|  |  |
|--|--|
| <b>1. Week</b>                         | 4  |
| <b>2. Lesson Number</b>                | Monday - Friday  |
| <b>3. Lesson Title / Theme</b>         | Celebrating birthdays  |
| <b>4. Lesson Time</b>                  | 7 hrs  |
| <b>5. Policy &amp; Outcomes</b>        |  |
| <b>6. COVID-19 Information</b>         | <ul style="list-style-type: none"> <li>Remind learners of the daily routine tests when coming to school.</li> <li>Encourage learners to stay at home when ill.</li> <li>Teach learners how to greet without touching.</li> <li>Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.</li> </ul>   |
| <b>7. Psychosocial Support</b>         | <ul style="list-style-type: none"> <li>Find out how the pandemic affected your students and their families.</li> <li>Describe the way the pandemic affected you. Saying how we felt and what we struggled with reassures our students that their feelings, doubts and uncertainties are valid and natural in a time of upheaval.</li> <li>Discuss the effects of the pandemic worldwide, so that children develop an understanding and empathy for others and can think about solutions to the problems we face in times of crisis.</li> </ul>   |
| <b>8. Language Component</b>           | Listening and speaking, Hand writing, Writing and Shared Reading and Group Guided Reading, Phonemic awareness and phonics  |
| <b>9. Content(Concept Development)</b> | <p><b>Listening and Speaking</b><br/> <b>Oral Activities</b> – Theme Vocabulary<br/> Rhyme or Song</p> <p><b>Handwriting</b><br/> Write new letter(s) / words / sentences</p> <p><b>Shared Reading:</b><br/> Second-Read:<br/> Comprehension strategy: I wonder / make inferences<br/> Post Read<br/> Comprehension strategy: summarise / make inferences</p> <p><b>Writing:</b><br/> Write about your dream birthday celebration</p> <p><b>Group Guided Reading</b><br/> Reading Worksheet 3</p> <p><b>Phonemic Awareness and Phonics</b><br/> Blending and segmenting, word find</p> |
| <b>10. Classwork Activity</b>          | Learner complete writing activity  |
| <b>11. Homework Activity</b>           | Learner complete homework / Worksheet to read at home  |



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture that shows Zanele writing the invitations for her birthday party in the Big Book: Zanele's birthday party
- 2 Tell learners that we are continuing our theme: Celebrating birthdays
- 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:
- 7 What are some different things that happen in a birthday party?
- 8 Who comes to a birthday party?
- 9 How might people feel at a birthday party?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - invite
  - invitation
  - envelope

| Rhyme or song                    | Actions  |
|----------------------------------|--|
| You're seven, you're seven,      | <i>Hold up seven fingers</i>                     |
| Four years from eleven!          | <i>Hold up four fingers</i>                      |
| You're eight, you're eight,      | <i>Hold up eight fingers</i>                     |
| I'm so glad you're my mate!      | <i>Give a thumbs up</i>                          |
| You're nine, you're nine,        | <i>Hold up nine fingers</i>                      |
| <b>I hope you feel fine!</b>     | <i>Shake hands with a partner</i>                |
| Let's celebrate, let's celebrate | <i>Skip or dance on the spot</i>                 |
| 'Cause birthdays are great!      | <i>Jump up in the air and throw your arms 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:
  - a pray
  - b press
  - c prank
  - d light
  - e tight
  - f right
- 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: PREDICTION

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



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Write about your dream birthday celebration.

**TASK:** Draw a picture and write two sentences. This will be part of a class book for the reading corner.

**WRITING FRAME:**

My dream birthday celebration would be...  
I would invite...

#### MODELLING

- 1 Explain that today, learners will write about their dream birthday celebration.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for filling in the writing frame, like: My dream birthday celebration is a party at home with my friends. There would be lots of pizza and a big chocolate cake!
- 4 Use **modelling** to draw a picture of yourself at home with all your friends.
- 5 Explain which words you will write. **Draw a line for each word.**
- 6 Use **modelling** to complete the writing frame: My dream birthday celebration would be at my house. I would invite all my best friends.
- 7 **Say words slowly like a tortoise and write the sounds you know.**
- 8 **Use resources**, like sight words and theme vocabulary words.
- 9 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

WEEK 4

#### ORAL INSTRUCTIONS

- 1 Ask learners: What is your dream birthday celebration?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Instruct learners to **turn and talk** with a partner about what they will write about.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you who they will write about.
- 7 They must say: My dream birthday celebration would be...
- 8 Explain that learners will now use the writing frame to draw and write their own ideas!

## WRITING

- 1 Hand out **learners' books**.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 Encourage learners.



My dream birthday celebration would  
be a soccer party. I would invite all  
my friends and family.



## Group Guided Reading

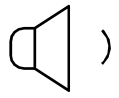
30 minutes

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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: **/sw/**
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /s/ and a /w/ together, we say it as one sound: /sw/
- 4 Ask learners: Can you think of words that begin with **/sw/**?
- 5 Brainstorm words with learners, like: **swing, swish, swim**

#### INTRODUCE NEW WORDS

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

WEEK 4

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Handwriting:

15 minutes

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

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

\_\_\_\_\_



 S W SW s w sw

 swing swing

 swim swim

 swop swop

 sway sway

 sway sway

 I will sway when I swim.

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>Zanele's birthday party</u></p> <p>Zanele's eighth birthday was coming up. Zanele's mother told her she could have any kind of party she wanted. Zanele couldn't decide what to do. She had so many ideas!</p> <p>First, Zanele thought about having a mystery party. She thought everyone could wear a mask as a disguise. But Zanele didn't have a mask.</p>  | <p>Zanele gets to choose her own type of party. I <b>wonder</b> what type of party she will choose? I don't think she will choose a mystery party, because she doesn't have a good disguise!</p>     |
| <p>Next, Zanele thought she could have a fancy tea party. She thought everyone could wear fancy <b>outfits and drink tea out of teacups. But Zanele</b> didn't have a beautiful, fancy dress. And she didn't really like the taste of tea.</p>  | <p>I <b>wonder</b> what type of party Zanele will choose? I don't think she will choose a fancy tea party, <b>because she doesn't have a fancy outfit!</b></p>                                       |
| <p>Then, Zanele thought she could have a silly hat party. She thought everyone could wear a crazy hat and look silly. But Zanele didn't have a crazy, silly hat.</p>  | <p>I <b>wonder</b> what type of party Zanele will choose? I don't think she will choose a silly hat party without a special, silly hat!</p>  |
| <p>The next day, Zanele received a package in the mail from her auntie all the way in London.</p> <p>'Can I open it? Please! Please!' Zanele begged her mother.</p> <p><b>She tore open the brown package to find a new, blue swimming costume. It had a yellow ruffle</b> around the bottom. Zanele immediately knew what kind of party she would have. 'Mum,' she said, 'I want to have a beach party!'</p> | <p>Oh! I can <b>infer</b> that Zanele decided on a beach <b>party because she has the right kind of outfit!</b> She must want to have a swimming party so she can wear her new swimming costume!</p> |
| <p>Zanele spent the next day thoughtfully writing 23 invitations – one for each of her classmates. She carefully wrote the name of each classmate on one of the blue envelopes.</p>   | <p>--</p>  |
| <p>The next morning, Zanele woke up late. She ran into her room and picked up the big pile of invitations from her desk.</p>  | <p>I can <b>infer</b> that Zanele is in a big hurry, so she didn't pick up the invitations carefully. Look – she accidentally knocked one behind her desk!</p>                                       |

| Text   | First Read (Think Aloud)  |
|--|---|
| <p>When Zanele got to school, she took the pile of invitations from her bag, and showed her teacher, ‘Look Mr. Thapelo! I am having my birthday party this weekend! I have invitations for everyone!’</p> <p>‘I will help you hand them out. Let’s put them on everyone’s desk!’ Mr Thapelo said.</p> <p>Zanele gave him half of the big stack. They put one on each learner’s desk.</p> <p>But neither of them realised that there was no envelope for Rachel.</p>  | <p>Oh no! I think that, because they are sharing the work, they don’t notice the missing invitation! I <b>wonder</b> how Rachel will feel when she doesn’t receive one?</p> |
| <p>After school, Patience, Boitumelo, Michael, and Rachel were standing outside with Zanele. Patience held up her invitation, ‘I can’t wait for your party!’ she said, waving it all around.</p> <p>‘Yes! I love to swim in the waves!’ Michael said.</p> <p>‘I have the perfect swimming costume to wear!’ Boitumelo added.</p> <p>But then, Rachel rolled her eyes. ‘Swimming parties are boring. Your party isn’t going to be any fun!’ she said. Then, she walked away. Zanele’s smiled faded. Rachel was Zanele’s best friend! How could she say something so horrible?</p> | <p>I <b>wonder</b> why Rachel said that? I <b>infer</b> that it’s because she didn’t get an invitation to the party but all of the other children did!</p>                  |
| <p>When Zanele walked into her bedroom later, <b>she noticed something blue on the floor.</b> She reached behind her desk and found the envelope with Rachel’s name on it.</p> <p>‘Oh no!’ Zanele said, thinking about Rachel’s unkind words. ‘She must have been angry because she thinks she isn’t invited.’ She put the envelope in her school bag, so she wouldn’t forget it in the morning.</p>   | <p>I <b>wonder</b> what Rachel will say when Zanele gives her the invitation?</p>   |
| <p>The next morning, Zanele searched for Rachel. Zanele held up the blue envelope for Rachel to see. ‘I didn’t see this fall behind my desk!’</p> <p>Rachel took the envelope, smiling.</p> <p>‘Do you really think swimming parties are stupid?’ Zanele asked.</p> <p>Rachel’s cheeks turned red. ‘I’m sorry I said that. I thought you didn’t want me to come to your party!’ Rachel said.</p> <p>‘I’m sorry,’ said Zanele, ‘you’re my best friend. My party wouldn’t be any fun without you!’</p>   | <p>I can <b>infer</b> that Zanele wants Rachel to know it was just a mistake! She really wants Rachel to come to her party.</p>   |

| Follow up questions                      | Possible responses  |
|--|---|
| Who did Zanele write invitations for?    | She wrote out invitations for all the learners in her class.  |
| Who didn't receive an invitation?        | Rachel didn't receive an invitation.  |
| Why question                             | Possible responses  |
| Why didn't Rachel receive an invitation? | <ul style="list-style-type: none"> <li>· The invitation fell behind Zanele's desk.</li> <li>· Zanele didn't see that the invitation fell behind the desk.</li> <li>· Mr. Thapelo and Zanele put the invitations on the learners' desks, but they didn't realise there wasn't one for Rachel.</li> <li>· It was just a mistake.</li> </ul> |



## Group Guided Reading

30 minutes

WEEK 4

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

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

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

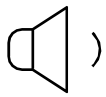
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - give
  - receive
  - confused

| Rhyme or song                    | Actions  |
|----------------------------------|--|
| You're seven, you're seven,      | <i>Hold up seven fingers</i>                     |
| Four years from eleven!          | <i>Hold up four fingers</i>                      |
| You're eight, you're eight,      | <i>Hold up eight fingers</i>                     |
| I'm so glad you're my mate!      | <i>Give a thumbs up</i>                          |
| You're nine, you're nine,        | <i>Hold up nine fingers</i>                      |
| <b>I hope you feel fine!</b>     | <i>Shake hands with a partner</i>                |
| Let's celebrate, let's celebrate | <i>Skip or dance on the spot</i>                 |
| 'Cause birthdays are great!      | <i>Jump up in the air and throw your arms up</i> |

### CREATIVE STORYTELLING

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





## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: **/i – e/ (long I sound)**
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how in English, when we see a /i/ followed by a consonant and an /e/ at the end of the word, we say it as one sound: /i – e/ (long I sound)
- 4 Ask learners: Can you think of words that **have the /i – e/ sound?**
- 5 Brainstorm words with learners, like: **kite, bite, hike**

#### INTRODUCE NEW WORDS

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

WEEK 4

#### ALTERNATE PHONICS PROGRAMME

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

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



## Handwriting:

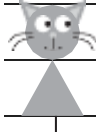
15 minutes

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

- 1 Teach learners to correctly form the upper and lower case letter(s): **I – E i-e**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each 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/sentences written.

 I E I E i e

 kite kite


 bite bite

 hike hike

 bike bike

 slime slime

 crime crime

 It is a crime to bite  
 the slime

ALTERNATE HANDWRITING PROGRAMME

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

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

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



**Writing:**

30 minutes

**Plan and Draft**

**TOPIC:** Write about your dream birthday celebration.

**TASK:** Draw a picture and write two sentences. This will be part of a class book for the reading corner.

**WRITING FRAME:**

My dream birthday celebration would be...

I would invite...

We would eat...

We would...

MODELLING

- 1 Explain that today, learners will add two sentences to their writing from Monday.
- 2 Today they will think about what they would want to eat and play at the celebration they wrote about on Monday.
- 3 Read the new writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Explain some ideas you have for filling in the writing frame, like: I would want to eat chocolate cake and pizza. I would like everyone to play fun games together.
- 6 Use **modelling** to add to your drawing, like: Yourself sitting behind a big chocolate cake.
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use **modelling** to complete the writing frame, like: **We would eat** pizza and chocolate cake! **We would** have so much fun playing games.
- 9 **Say words slowly like a tortoise and write the sounds you know.**
- 10 **Use resources** (sight words, theme vocabulary word) to help you write words you struggle with.
- 11 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**



### ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about a our dream birthday celebration.
- 2 Today we will add sentences to our writing.
- 3 Ask learners: What would like to eat at your dream birthday celebration? What would you like to do?
- 4 Instruct learners to **think before they write**.
- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 Instruct learners to **turn and talk** with a partner about their dream birthday celebrations.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what they would eat, and what they would like to do.
- 9 They must say: We would eat... We would...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

### WRITING

- 1 **Hand out learner books.** Instruct learners to find their writing from Monday. They will **add** to this!
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.
- 4 Help learners complete the writing frame.
- 5 Help learners **say words slowly like a tortoise** and **use resources**.
- 6 **Encourage learners**.

### TURN AND TALK

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

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



My dream birthday celebration would be a soccer party. I would invite all my friends and family. We would eat cake! We would play soccer all day.



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

### WE DO...

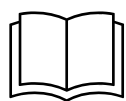
- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **swim**
- 3 Ask learners: What is the first sound in the word? /sw/
- 4 Ask learners: What is the middle sound in the word? /i/
- 5 Ask learners: What is the last sound in the word? /m/
- 6 Ask learners to segment the word into each individual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

### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Shared Reading: Second Read

15 minutes

### READING STRATEGIES: I WONDER / MAKE INFERENCES

| Text  | Second Read (Think Aloud)  |
|---|--|
| <p><u>Zanele's birthday party</u></p> <p>Zanele's eighth birthday was coming up. Zanele's mother told her she could have any kind of party she wanted. Zanele couldn't decide what to do. She had so many ideas!</p>  | Zanele must feel special because she gets to choose any type of party she wants!   |
| <p>First, Zanele thought about having a mystery party. She thought everyone could wear a mask as a disguise. But Zanele didn't have a mask.</p>   | --   |
| <p>Next, Zanele thought she could have a fancy tea party. She thought everyone could wear fancy <b>outfits and drink tea out of teacups. But Zanele</b> didn't have a beautiful, fancy dress. And she didn't really like the taste of tea.</p>  | --   |
| <p>Then, Zanele thought she could have a silly hat party. She thought everyone could wear a crazy hat and look silly. But Zanele didn't have a crazy, silly hat.</p>  | --   |
| <p>The next day, Zanele received a package in the mail from her auntie all the way in London.</p> <p>'Can I open it? Please! Please!' Zanele begged her mother.</p> <p><b>She tore open the brown package to find a new, blue swimming costume. It had a yellow ruffle</b> around the bottom. Zanele immediately knew what kind of party she would have. 'Mum,' she said, 'I want to have a beach party!'</p> | I can <b>infer</b> that Zanele's auntie sent her a package for her birthday! I can <b>infer</b> that Zanele is very excited – she doesn't even want to wait to open the package! |
| <p>Zanele spent the next day thoughtfully writing 23 invitations – one for each of her classmates. She carefully wrote the name of each classmate on one of the blue envelopes.</p>   | I can <b>infer</b> that Zanele is excited about her party, because she writes all the invitations so beautifully – and in just one night!  |
| <p>The next morning, Zanele woke up late. She ran into her room and picked up the big pile of invitations from her desk.</p>  | I can <b>infer</b> that Zanele didn't notice that Rachel's invitation fell! Oh no! I remember that this causes Rachel to feel very upset later in the story!                     |

| Text   | Second Read (Think Aloud)  |
|--|--|
| <p>When Zanele got to school, she took the pile of invitations from her bag, and showed her teacher, 'Look Mr. Thapelo! I am having my birthday party this weekend! I have invitations for everyone!'</p> <p>'I will help you hand them out. Let's put them on everyone's desk!' Mr Thapelo said.</p> <p>Zanele gave him half of the big stack. They put one on each learner's desk.</p> <p>But neither of them realised that there was no envelope for Rachel.</p>                                  | <p>--</p>  |
| <p>After school, Patience, Boitumelo, Michael, and Rachel were standing outside with Zanele. Patience held up her invitation, 'I can't wait for your party!' she said, waving it all around.</p> <p>'Yes! I love to swim in the waves!' Michael said.</p>  | <p>Everyone is talking about how fun Zanele's party will be! But Rachel thinks she isn't invited. I can <b>infer</b> that Rachel said that because she was angry that she did not receive an invitation!</p> |
| <p>'I have the perfect swimming costume to wear!' Boitumelo added.</p> <p>But then, Rachel rolled her eyes. 'Swimming parties are boring. Your party isn't going to be any fun!' she said. Then, she walked away. Zanele's smile faded. Rachel was Zanele's best friend! How could she say something so horrible?</p>  |  |
| <p>When Zanele walked into her bedroom later, <b>she noticed something blue on the floor.</b> She reached behind her desk and found the envelope with Rachel's name on it.</p> <p>'Oh no!' Zanele said, thinking about Rachel's unkind words. 'She must have been angry because she thinks she isn't invited.' She put the envelope in her school bag, so she wouldn't forget it in the morning.</p>   | <p>Zanele only realises now that Rachel didn't get an invitation like everyone else! She <b>infers</b> that Rachel said something mean because she was feeling hurt and left out!</p>                        |
| <p>The next morning, Zanele searched for Rachel. Zanele held up the blue envelope for Rachel to see. 'I didn't see this fall behind my desk!'</p> <p>Rachel took the envelope, smiling.</p> <p>'Do you really think swimming parties are stupid?' Zanele asked.</p> <p>Rachel's cheeks turned red. 'I'm sorry I said that. I thought you didn't want me to come to your party!' Rachel said.</p> <p>'I'm sorry,' said Zanele, 'you're my best friend. My party wouldn't be any fun without you!'</p> | <p>Oh! Rachel only said unkind things about Zanele's party because she was upset. She never really thought that. But, sometimes when we are angry or upset, we say things we don't really mean.</p>          |

| Follow up questions                                  | Responses   |
|--|---|
| What kind of party did Zanele decide to have?        | She decided to have a beach / swimming party.   |
| What was the unkind thing that Rachel said?          | She said that swimming parties are boring, and that Zanele's party isn't going to be any fun.   |
| Why question   | Possible response   |
| Why did Rachel say that swimming parties are stupid? | <ul style="list-style-type: none"> <li>· She thought that she wasn't invited to the party.</li> <li>· She did not get an invitation</li> <li>· She was upset because she did not receive an invitation.</li> <li>· Everyone else got an invitation but she did not.</li> <li>· She said something mean because she was angry.</li> <li>· She only said it because she was upset.</li> <li>· Sometimes when we're angry we say things that aren't true.</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

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### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - apologise
  - accidental
  - mistake

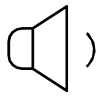
| Rhyme or song                    | Actions  |
|----------------------------------|--|
| You're seven, you're seven,      | <i>Hold up seven fingers</i>                     |
| Four years from eleven!          | <i>Hold up four fingers</i>                      |
| You're eight, you're eight,      | <i>Hold up eight fingers</i>                     |
| I'm so glad you're my mate!      | <i>Give a thumbs up</i>                          |
| You're nine, you're nine,        | <i>Hold up nine fingers</i>                      |
| <b>I hope you feel fine!</b>     | <i>Shake hands with a partner</i>                |
| Let's celebrate, let's celebrate | <i>Skip or dance on the spot</i>                 |
| 'Cause birthdays are great!      | <i>Jump up in the air and throw your arms up</i> |

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard: In this story...

I think (Rachel/Zanele) was wrong, because... I think this story teaches us...

- 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>sw</b> | <b>i-e</b> | <b>t</b>  |
| <b>i</b>  | <b>m</b>   | <b>a</b>  |
| <b>k</b>  | <b>b</b>   | <b>sl</b> |

#### MODEL

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

WEEK 4

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **sw, i-e**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **swim, swam, swat, time, mite, kite, bike, slime, mat, slim, bat, mit**

#### ALTERNATE PHONICS PROGRAMME

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

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





## Shared Reading:

15 minutes

### Post-Read

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#### COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

#### 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.

#### Zanele's birthday party

- 1 What kind of birthday party did Zanele choose to have?

**Zanele chose to have...**

- 2 How did Zanele **infer** that Rachel was angry?

**Zanele inferred Rachel was angry because...**

- 3 What did Zanele find behind her desk?

**Zanele found...behind her desk.**

#### Zanele's birthday party

- 1 What kind of birthday party did Zanele choose to have?

**Zanele chose to have a beach party.**

- 2 How did Zanele **infer** that Rachel was angry?

**Zanele inferred Rachel was angry because she said unkind things about her birthday party.**

- 3 What did Zanele find behind her desk?

**Zanele found Rachel's invitation behind her desk.**



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







