

GRADE 3

**FIRST ADDITIONAL
LANGUAGE
LESSON PLAN
ENGLISH**

TERM 2 2021

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Resources Provided

Please note that all resources provided belong to the school.

In Term 2, the PSRIP provides you with the following resources:

ITEM	QUANTITY	NOTES
Term 2 Lesson Plan	1	Use this lesson plan to see what to teach on a daily basis. The core methodologies included tell you how to teach each lesson.
Term 2 Management Document	1	Use this document to complete your ATP and Term Planner. Tick off and date each activity as it is done. Reflect on your teaching. Your Programme of Assessment can be found at the back of this document
Term 2 Big Book	1	Use the big book stories during Shared Reading lessons. There are 5 stories for the term – one story per cycle.
Term 2 Resource Pack	1	All flashcard words and theme word illustrations are included in the Resource Pack. Cut them up and store them in an orderly fashion. You will use these resources with the display boards.
Term 2 Worksheet Pack	10 Worksheets	In this pack there is one worksheet per week to be used during group guided reading. Please make additional copies if required, so that every learner has access to a worksheet. Train learners to keep these worksheets in a plastic sleeve, so that you can collect and reuse them.

All resources are available for download from the NECT website: www.nect.org.za

Weekly Routine

- The learning programme follows the same routine every week.
 - This makes it easy for teachers and learners to follow.
 - Learners can prepare for the next activity once they know the routine.
- The routine is based on the CAPS maximum time for EFAL: 4 hours per week.
- Please display this routine in your classroom and try to learn it off by heart!

GRADE 3 WEEKLY ROUTINE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	10			Daily Activities	10			Daily Activities	10
Phonemic Awareness & Phonics	5	Shared Reading Pre-Read / Second Read	15	Phonemic Awareness & Phonics	5	Shared Reading First Read / Post-Read	15	Phonemic Awareness and Phonics	5
		Writing Plan & Draft / Edit	30			Writing Plan & Draft / Publish & Present	30		
								Language Use	30
Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15
Total	30	Total	60	Total	30	Total	60	Total	60

Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	GROUP GUIDED READING TEXT	INDEPENDENT READING TEXT
1	Practise makes perfect!	Bheki's new bike	Select a reading text to suit the level of each group. Use the Group Guided Reading Tracker to carefully note what each group has read.	Worksheet 1
2				Worksheet 2
3	Families caring for each other!	Hot toast coming up		Worksheet 3
4				Worksheet 4
5	Bullying	Jojo's new school		Worksheet 5
6				Worksheet 6
7	We are writers!	Mandu's secret diary		Worksheet 7
8				Worksheet 8
9	Things that frighten us!	There's a monster in my cupboard		Worksheet 9
10				Worksheet 10

Daily Activities

These are the oral activities that you will do at the start of the EFAL lesson on Monday, Wednesday and Friday. These are the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak.

Daily Activities: Greetings

1. The greeting part of the daily activities should be very brief (1 to 2 minutes only).
2. Use common English phrases to welcome and greet different children every morning.
3. Each child should respond and greet you back. For example:
 - a) *Greeting 1: Hello, (child's name). How are you this morning?*
 - b) *Response 1: Hello, Teacher. I am fine, thank you. How are you?*
 - c) *Greeting 2: Good morning, (child's name). How are you today?*
 - d) *Response 2: Good morning, Teacher. I am well, thank you. How are you?*
4. This establishes a ROUTINE. The learners soon know that the English lesson begins every day after the greeting.

Daily Activities: Song / Rhyme / Finger Play

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

Daily Activities: Theme Vocabulary

1. Every time you do Daily Activities, you will teach new theme vocabulary words to learners, just before the Question of the Day.
2. Use the methodology 'PATS' to teach new vocabulary.
3. PATS is an acronym for Point, Act, Tell and Say.

4. It is not always possible to do all four actions for each theme word – just do what is appropriate.
 - a. P - POINT to a picture or real item, if possible.
 - b. A - ACT out the theme word, if possible.
 - c. T - TELL learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
 - d. S - SAY the word in a sentence, and have the learners repeat the word after you.
5. Once you have taught the theme vocabulary for the week, display the words on the yellow display board.

Daily Activities: The Question of the Day

Every day after the new vocabulary words are introduced, learners use these new words to answer a question. This method of vocabulary introduction ensures that learners interact with each new theme vocabulary word. This activity creates a context for learners to think about, discuss, and answer questions using new vocabulary words.

The purpose of the question of the day:

1. The question of the day reinforces new theme vocabulary for learners.
2. It helps learners to use and repeat the target vocabulary words in complete oral sentences.
3. It creates regular opportunities for learners to hear and speak simple English in a real context.
4. It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
5. The question of the day asks learners an opinion based question (there is no right or wrong answer) or a prediction type question, or a question about what they know or like. These types of questions allow learners to interact with new words without the fear or stress of making a mistake.

Getting ready for the question of the day:

1. If you have a large class, divide them into groups for the Question of the Day. Then, call only one group per day to answer the question. For example, if you are a Grade 3 teacher, you could divide your class into 6 groups:
 - a. On Week 1 Mondays, Group 1 will answer
 - b. On Week 1 Wednesdays, Group 2 will answer
 - c. On Week 1 Fridays, Group 3 will answer
 - d. On Week 2 Mondays, Group 4 will answer
 - e. On Week 2 Wednesdays, Group 5 will answer
 - f. On Week 2 Fridays, Group 6 will answer
2. Write the question of the day on the chalkboard before the lesson begins.

1. Draw a two or three column graph below the question of the day, and fill in the options.
2. Label each column with an answer word.
3. Draw or display matching pictures where possible.

For example:

Question of the day: **Who do you have the most fun with?**

my family	my friends	my teacher

Filling out the graph:

Modelling:

1. Read the question out loud to the learners.
2. Point to and read the options from which learners may choose.
3. Explain which option you prefer.
4. Write your vote in the correct column by drawing an X.

Learners:

1. Give learners a few seconds to think about which option they will choose.
2. Call a group to come up to the chalkboard to write their answers onto the graph. It is important that you choose a system for this, and that it is always the same so that the learners get used to the routine.
3. Learners line up at the chalkboard.
4. Learners draw their cross on the graph.
5. Once learners have added their response, they return quietly to their seats.
6. As learners answer on the graph, you should repeat their answers so that they hear their choices articulated, with the vocabulary words repeated many times. For example, encourage dialogue, such as:

*Teacher: Pretty, who do **you** have the most fun with?*

Pretty: I have the most fun with my teacher.

*Teacher: **She** has the most fun with her teacher.*

(For African language speakers learning English, pronouns are a particularly difficult language feature to learn. For this reason, it is important to model the correct use of pronouns for learners, whenever possible. The question of the day gives teachers an opportunity to do this authentically and in context.)

7. Once learners have added their response, they return quietly to their seats.

Discussing the question of the day:

1. Together with the learners count aloud the number of crosses in each column.
2. Write the total number at the bottom of each column.
3. Ask learners to identify which fruit was liked the most.
4. Ask individual learners the questions provided in the weekly lesson plans. You can help learners here by using modelling to answer the questions before you ask the learners. For example if the question is “Who do you have the most fun with?” You could say:
 - I have the most fun with my friends.
 - I see that 6 learners have the most fun with their friends.
 - If you have the most fun with your friends, raise your hand. (*Instruct learners to raise their hands*)
 - Peter, who do you have the most fun with? (*Ask individual learners*)

Daily Activities: Sight words

1. From Monday to Thursday, show learners the flashcards of the targeted sight words, and repeat three times.
2. Next, ask learners to repeat each sight word after you, three times.
3. Finally, call on a few individual learners to read each word.
4. On Fridays, do the following:
 - a. Write the sentence on the board.
 - b. Read the sentence to learners, pointing to each word.
 - c. Instruct learners to read the sentence while you point to each word.
 - d. Read the sentence fluently.
 - e. Instruct learners to repeat the sentence fluently.
 - f. Call on a few learners to come and read the sentence while pointing to each word.

Shared Reading with Comprehension Strategies

In Grade 3, a new story is read every second week.

Shared Reading is done as follows:

Week 1 Tuesday: Pre-Read

Week 1 Thursday: First Read

Week 2 Tuesday: Second Read

Week 2 Thursday: Post-Read

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

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

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

- a. The learners experience what it is like to read an entire story that is more complex than they are able to read alone. Because learners are not worried about the technical part of reading, they can focus on the storyline and the characters. The learners can also enjoy the stories, and develop a love for reading.
- b. As the teacher reads the story aloud, she incidentally models certain reading skills: she reads from the first to the last page; she reads from the top of the page to the bottom; she reads from left to right; she responds to punctuation marks; she reads fluently and at a good pace; and she reads with expression, which adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.
- c. As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and watching her, the learners are acquiring new language skills.
- d. Then, very importantly, during Shared Reading, the teacher must teach the learners how to think about a story, and how to build their understanding of a story. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies. The following comprehension strategies are used:
 1. Predict
 2. Visualise
 3. Search the text
 4. Summarise
 5. Think about the text (wonder)
 6. Make connections
 7. Make inferences
 8. Make evaluations

Comprehension strategies

The table below provides information on each strategy.

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

Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story in their minds as it happens.
Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Say: Now we are going to visualise the story as if we were watching a movie. 3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind. 4. Read the text again. 5. Tell learners what you visualised. (Model the skill.) 6. Ask learners: What did you see? (What happened in your movie?) 7. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the story.
Examples	<ol style="list-style-type: none"> 1. I visualised when Joe won the race. I could see the sweat coming off his head and flying everywhere. I could see his eyes focussed on the finish line, and his body working as hard as it could. 2. What did you visualise? What happened in your movie?

Strategy 3: Search the text	
Explanation	<i>Search the text</i> questions are the most basic type of comprehension questions. These questions ask learner to think about or look at the words on the page, and to recall information.
Purpose	These questions are a basic check for understanding of the words on the page.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners a question about the information in the text, like: Who did Joe want to beat in the race? 3. Let learners answer the question. 4. NOTE: There is only one correct answer to this type of question. If the learner answers the question incorrectly, you must read the sentence with the correct answer out loud and/or point to the picture for support. Then, give the correct answer to the question. It is important that the learner knows if their answer was incorrect, and that they hear the correct answer.
Examples	<p>These kind of questions usually begin with:</p> <ul style="list-style-type: none"> • Who? • What? • When? • Where? <p>For example:</p> <ol style="list-style-type: none"> 1. <u>Who</u> did Joe want to beat in the race? 2. <u>What</u> did Joe do before the race? 3. <u>When</u> did Joe train for the race? 4. <u>Where</u> was the race being held?

Strategy 4: Summarise	
Explanation	When learners summarise, they think about the most important points in a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding.
Steps	<ol style="list-style-type: none"> 1. Read the text. 2. Remind learners: When we summarise, we think of the most important parts of a story. 3. Explain: Today we will summarise the story we just read. That means we will explain what happened in the story in a few sentences. 4. Give learners a minute to think about the story. 5. Instruct learners to turn and talk and tell their summary to a friend (oral recount). 6. Next, instruct learners to write their summary down.
Examples	<p>Story: Joe wins the race</p> <p><u>Learners should summarise the story into a few sentences as follows:</u></p> <ol style="list-style-type: none"> 1. Sizwe always won everything at school. 2. The school was holding a big cross country race. 3. Joe trained every day after school when he ran home. 4. Joe beat Sizwe in the race. 5. Everyone was happy for Joe.

Strategy 5: Think about the text (Wonder)	
Explanation	When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text.
Purpose	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the Read One and Read Two columns in the lesson plans.) 3. Say: I see / I notice ... 4. Say: I wonder ... 5. Let learners think about the question. 6. Give a sample answer to the question. 7. Learners do not need to answer the question.
Example	<u>I see</u> that Sizwe laughed at Joe when he entered the race. <u>I wonder</u> if this will upset Joe?

Strategy 6: Make connections	
Explanation	When learners <i>make connections</i> , they compare the story to their own lives, or to another text. Sometimes, they think about how something from the story is like something in their own lives. Sometimes, these questions ask learners to think about what they would have done if they were in the story. Sometimes, learners must connect the character’s feelings and actions to those of characters in other stories they have read.
Purpose	These kinds of questions help learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy and understanding for the feelings and experiences of other people.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners a question, like: When was a time that you wanted to win something, like Joe? 3. Use modelling to give a sample answer, like: When Joe wanted to win the race, it reminded me of how I used to compete with my sister at school. She always got top marks for everything, and my parents were so proud. I wanted my parents to feel proud of me too.
Examples	<ol style="list-style-type: none"> 1. How does this remind you of your own life? 2. Tell me about a time when something similar happened to you. 3. If you were Joe, what do you think you would have done when Sizwe laughed at you? 4. How do you think Sizwe felt when Joe beat him? 5. Which other character does this remind you of?

Strategy 7: Make inferences	
Explanation	<p>Making an inference involves using what you know to make a good guess about what you don't know. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something using what they have read together with their own experiences and knowledge.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p>
Purpose	<p>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.</p>
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we guess about this? Is there something that the text does not say? 4. Listen to and discuss learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...
Example	<p>Text:</p> <p>My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.</p> <p>Inference:</p> <p>Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.</p>

Strategy 8: Make Evaluations	
Explanation	When we evaluate a text, we make a judgement about an aspect of the text.
Purpose	Learners must be taught that they must always evaluate what they read, and must be able to support or justify their evaluations.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3. Listen to and discuss learners' answers. Make sure learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because x
Example	<p>Some evaluation questions start with:</p> <ol style="list-style-type: none"> 1. Do you think... 2. Do you agree with... 3. In your view... 4. Did you like...

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

Shared Reading: Pre-Read

Comprehension Strategy: Predict

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

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

Shared Reading: First Read

Comprehension Strategy: *The strategy that must be used is identified in the lesson plan.*

In the First Read, we first build comprehension skills by reading and explaining the story to learners. We also model how to think about the story.

- Before reading, tell the class what you are going to do. Say something like: *'Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story.. This means that as I read, I will make a movie of the story in my mind.'*
1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
 2. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This gives learners a clear understanding of the story.
 3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
 4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
 5. Once you have read and explained the page to learners, pause and show that you are thinking. Then, read or say the text in block 1. By doing this, you are modelling how to think about the story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
 6. On the last page of the story, there are a few questions in block 1.
 7. Ask different learners to answer the questions.
 8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

Shared Reading: Second Read

Comprehension Strategy: The strategy that must be used is identified in the lesson plan.

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

- Once again, tell the class what you are going to do. Say something like: *'Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story.. This means that as I read, I will make a movie of the story in my mind.'*
1. Next, read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
 2. This time, try to avoid code switching.
 3. At the same time, during the Second Read, you will model how to think about the story.
 4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
 5. Once you have read and explained the page to learners, pause and show that you are thinking. Then, read or say the text in block 2. By doing this, you are modelling how to think about the story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
 6. On the last page of the story, there are a few questions in block 2.
 7. Ask different learners to answer the questions.
 8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

Shared Reading: Post-Read

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

In Grade 3 during the post-read, you will do one of the following activities:

- Act out the story
- Recount the story
- Illustrate the story
- Written comprehension

Act out the story (oral activity)

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

Recount the story (oral activity)

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

Illustrate the Story (written activity)

Modelling

1. Begin by modelling the activity for learners.
2. Explain that today, learners will draw their **favourite** part of the story.
3. Use **modelling to think before you write**.
4. Use **modelling to explain** your favourite part of the story.
5. Use **modelling** to draw a picture of the part of the story you like best.
6. Use **modelling** to add a label to your drawing.

Oral Instructions:

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story. (*Learners can point to the picture that they like best if they cannot yet use English words.*)
6. Explain that learners can try to add a label.

Writing:

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
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 down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.

Written comprehension (written activity)

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

Phonemic Awareness and Phonics

You will need to master three phonemic awareness and phonic activities for use in Grade 3.

Monday example lesson and purpose

INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard **/sh-/** for learners to see.
2. Say the sound and instruct learners to repeat the sound. Do this three times.
3. Explain that when we see the letters **s** and **h** together in a word, we must not say the sounds separately. We must say one sound: **/sh-/**
4. Say each word loudly and clearly as you show the flashcard: **ship, shop, shut, shed, shell, shack, shock, shall**
5. Ask learners to repeat each word after you.
6. Stick up the flashcards on the Phonics Display Board.

ship	shell
shop	shack
shut	shock
shed	shall

PURPOSE OF THE ACTIVITY

- Learners must make the connection between written letters and spoken sounds. Showing the letter and saying the sound helps learners make this connection.
- Learners must understand that written letters can have more than one sound. Learners must learn to distinguish between sounds in English and in the home language.
- Learners must learn to hear and see patterns in words. This helps learners write and read new words more easily.

Wednesday example lesson and purpose

SEGMENTING AND BLENDING (I DO)

1. Say the word **ship**
2. Segment the word into the individual sounds: /sh/ - /i/ - /p/
3. Say the beginning sound of the word: /sh/
4. Say the middle sound of the word: /i/
5. Say the end sound of the word: /p/
6. Write the word on the board: **ship**
7. Model pointing and blending the sounds to make a word: /sh/ - /i/ - /p/ = **ship**
8. Remind learners that in English, when **s** and **h** are together in a word they must be read together as one sound: /sh/
9. Repeat this with the word **shut**

SEGMENTING AND BLENDING (WE DO)

1. Say the word **shell**
2. Ask learners: What is the first sound in the word? /sh/
3. Ask learners: What is the middle sound in the word? /e/
4. Ask learners: What is the last sound in the word? /ll/
5. Ask learners to segment the word into each individual sound: /sh/ - /e/ - /ll/
6. Write the word: **shell**
7. Instruct learners to blend the sounds in the word with you: /sh/ - /e/ - /ll/ = **shell**
8. Repeat this with the word **shock**

SEGMENTING AND BLENDING (YOU DO)

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **sh- words**.
3. Instruct learners to write the numbers 1-8.
4. *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*
5. Say each of the following words. Instruct learners to write the word in their books.

ship	shop	shut	shed	shell	shack	shock	shall
------	------	------	------	-------	-------	-------	-------

6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.
7. Instruct learners to practise reading the phonic words for **homework**.

PURPOSE OF THE ACTIVITY

- Learners must understand that words are made up of distinct sounds. These sounds can be put together (blended) or taken apart (segmented).
- Learners must be able to hear and isolate the sounds in words.
- Learners must be able to blend the sounds they hear into a full word. Children can often segment a word (point to and say the individual sounds in a word) but have trouble putting the sounds back together to make a full word. Blending is a critical skill for children to be able to decode words.

Friday example lesson and purpose

WORD FIND

Write the following table on the chalkboard:

bl-	i	p
oo	d	a
nk	e	m

MODEL

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

LEARNERS DO

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

PURPOSE OF THE ACTIVITY

- Learners must understand that words are made up of distinct sounds. These sounds can be put together (blended) or taken apart (segmented).
- Learners must be able to blend and segment on their own in order to form new words.

Group Guided Reading

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

What to do with the rest of the class:

1. Before you begin the group guided reading session with a group, you must first settle the rest of the class with their exercise books and decodable Reading Worksheets.
2. Make sure the worksheets are protected, by using flip files or plastic sleeves.
3. Train learners on the routine of Group Guided Reading as follows:
 - a. Settle the class with their reading worksheets
 - b. Explain the worksheet activity that must be completed
 - c. Call a group to read for you
- d. Once you have listened to every learner in the group, send the group back to their seats
4. It is a good idea to seat a weaker reader next to a stronger reader, so that as learners read the worksheets, some peer tutoring can take place.

Structure of the Reading Worksheets:

1. Each weekly worksheet consists of 5 activities. There are 5 group guided reading sessions per week, so learners must complete one activity per group guided reading session.
2. However, learners who finish before the end of the session must be allowed to select another book or text for independent reading.
3. Try to build a class library for this purpose.
4. **Icons remind the learners of what to do on each day:**
 - a. The mouth reminds learners to sound out words.
 - b. The eye reminds learners that they must read these words by sight.
 - c. The single child reminds learners to read on their own.
 - d. The two children remind learners to read with a partner.
 - e. The hand holding a pen reminds learners that they must draw or write.
5. A master list of all phonic and sight words taught is kept. New stories are structured using the phonic and sight words of the week, and by including phonic and sight words that were previously taught. This means that learners never encounter words on the worksheet that they have not seen before.

Assigning groups and text selection for Group Guided Reading:

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

8. In a class of 40 learners, there may be:

- No full group at level 1, only a few individual learners
- 1 group at level 2
- 2 groups at level 3
- 1 group at level 4
- No full group at level 5, only a few individual learners

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

What to do with each group during Group Guided Reading:

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

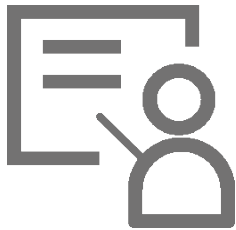
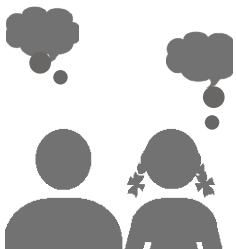

- c. **Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
- d. **Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they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

Care of the Reading Worksheets:

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

Writing Strategies

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

STRATEGY 1: TEACHER MODELS WRITING FIRST	
<ol style="list-style-type: none"> a. The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do). b. By watching the teacher, the learners have a clear idea of the task. 	
STRATEGY 2: WRITERS THINK BEFORE THEY WRITE	
<ol style="list-style-type: none"> a. Writing is the act of putting thoughts onto paper. b. This means that writers must think first and decide what to write about before writing. c. It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about. d. Always build in time for learners to think about what they want to write. 	
STRATEGY 3: WRITERS DRAW A LINE FOR EACH WORD	
<ol style="list-style-type: none"> a. Learners think about the sentence they want to write, and say it aloud. b. They count how many words there are in the sentence, and draw a line to represent each word. c. Lines must be drawn from left to right and from the top of the page to the bottom. d. Lines must be the approximate length of the words. e. Spaces must be left between words. f. At the end of the sentence, the learner puts a full stop. g. With lines in place, the learner fills in words that are known, or must try to write down the starting sounds of a word before asking for help. h. This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way. 	

STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS

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



STRATEGY 5: WRITERS USE THEIR MEMORIES TO WRITE WORDS




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



STRATEGY 6: WRITERS SAY WORDS SLOWLY LIKE A TORTOISE

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



STRATEGY 7: WRITERS READ WHAT THEY WRITE	
<ul style="list-style-type: none"> a. Learners read their sentences aloud to themselves or to a peer. Reading one’s writing to a classmate makes the writing process more meaningful. b. As they do this, they check they have not left out any words. c. They also check that the word order is correct. d. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written. 	
STRATEGY 8: WRITERS TURN AND TALK	
<ul style="list-style-type: none"> a. At different times in the lesson, learners can turn to a partner, and take turns to talk to each other. b. This can be used to share ideas about what to write about, to read their writing to each other, to tell each other about their pictures, or to check that they understand what to do. c. Teach learners to face each other and talk quietly when they turn and talk. 	
STRATEGY 9: HOLD MINI-CONFERENCES	
<ul style="list-style-type: none"> a. This is a useful strategy to use as learners are writing. b. Walk around the room, and stop where you see a learner struggling. c. Hold a mini-conference with that learner. d. Engage with the learner’s work, listen to the learner, and help the learner as needed. e. Remember to try and give all learners some individual attention, and to praise their efforts and improvements. 	

GRADE 3 - TERM 2

WEEK
1

THEME:
PRACTICE MAKES PERFECT!

'Winners never quit and quitters never win.'
-Vince Lombardi

WEEK 1: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of someone learning to ride a bike, someone who looks determined, a whistle, someone practicing something at night.
5. Do some research on the internet to prepare for the theme. For example: the importance of teaching children perseverance.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's talk, page 42 & 43
Activity 2	DBE Workbook 1: Let's read, page 42
Activity 3	DBE Workbook 1: Let's write, page 44
Activity 4	Draw a picture of a something you want to learn.

TERM 2: WEEK 1									
OVERVIEW									
THEME	Practice makes perfect!								
THEME VOCABULARY	pedal, balance, determined, give up, practise, confident, succeed, fail, tipped over, embarrassed, wobbled, shook								
SIGHT WORDS	tried, wanted, felt, asked, please								
PHONICS	/ea/ - team, steam, cream, dream, peach, beach, teach, reach								
WRITING FRAME	Topic: Write a paragraph about a time you practised and practised something new.								
	<table border="1"> <thead> <tr> <th>Monday</th> <th>Thursday</th> </tr> </thead> <tbody> <tr> <td>I wanted to learn...</td> <td>I kept on...</td> </tr> <tr> <td>I practised and practised...</td> <td>Finally...</td> </tr> <tr> <td>It was...</td> <td>I felt...because...</td> </tr> </tbody> </table>	Monday	Thursday	I wanted to learn...	I kept on...	I practised and practised...	Finally...	It was...	I felt...because...
	Monday	Thursday							
I wanted to learn...	I kept on...								
I practised and practised...	Finally...								
It was...	I felt...because...								

TERM 2: WEEK 1	
INTRODUCE THE THEME	
PICTURE	Picture where Bheki looks upset while trying to ride his bike in the Big Book story: <u>Bheki's new bike</u>
SHOW	Show learners the picture of Bheki looking upset while trying to ride his bike. Explain that sometimes it is frustrating to not be good at something straight away!
SAY	<ol style="list-style-type: none"> 1. Explain that for the next two weeks, learners will think about trying and practising in order to learn something new. 2. Ask learners: When was a time you needed to practise something? 3. Listen to learner responses. This will help you understand what learners already know! 4. Explain that we will think about learning new things. We will think about the ways we can be determined when we learn new things! We can be determined by practising. We can be determined by not giving up. When we learn something new, we must keep trying, even if we can't do something new right away!
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 1: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME (can be sung to the tune of 'Row, row, row your boat')	Lyrics	Actions
	Ride, ride, ride your bike	<i>Move your hands around in a circular motion</i>
	You will go so fast!	-
	Wear your helmet, pedal your feet	<i>Pretend to put a helmet over your head</i>
	Watch the trees go past!	-
THEME VOCABULARY	pedal, balance, determined, give up	
QUESTION OF THE DAY		
Question	Have you ever tried to ride a bike?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have tried to ride a bike?	
Answer	__ learners have tried to ride a bike.	
Question	How many learners have never tried to ride a bike?	
Answer	__ learners have never tried to ride a bike.	
Question	Have more learners tried to ride a bike or not?	
Answer	More learners have __ tried to ride a bike.	
Question	Have fewer learners tried to ride a bike or not?	
Answer	Fewer learners have __ tried to ride a bike.	
Question	Have you ever tried to ride a bike?	
Answer	Yes, I have tried to ride a bike.	
Answer	No, I have never tried to ride a bike.	
READING	Practise reading the sight words for the week.	

WEEK 1: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	/ea/ (long e)								
FLASHCARDS	team, steam, cream, dream peach, beach, teach, reach								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> 1. Say the sound and hold up the flashcard /ea/ for learners to see. 2. Say the sound and instruct learners to repeat the sound. Do this three times. 3. Explain that when we see the letters e and a together at the end of a word, we must not say the sounds separately. We must say one sound: /ea/ (long e) 4. Show each flashcard and help learners break the word up into individual sounds: /t/ - /ea/ - /m/ /st/ - /ea/ - /m/ /cr/ - /ea/ - /m/ /dr/ - /ea/ - /m/ /p/ - /ea/ - /ch/ /b/ - /ea/ - /ch/ /t/ - /ea/ - /ch/ /r/ - /ea/ - /ch/ 5. Ask learners to repeat each word after you. 6. Stick up the flashcards on the Phonics Display Board. 7. Call on a different learner to read each of the phonic words: <table border="1" data-bbox="594 1326 1064 1601"> <tbody> <tr> <td>team</td> <td>peach</td> </tr> <tr> <td>steam</td> <td>beach</td> </tr> <tr> <td>cream</td> <td>teach</td> </tr> <tr> <td>dream</td> <td>reach</td> </tr> </tbody> </table>	team	peach	steam	beach	cream	teach	dream	reach
team	peach								
steam	beach								
cream	teach								
dream	reach								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 1: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 1: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Bheki's new bike</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> 1. Show learners the front cover of the story: <u>Bheki's new bike</u> 2. Read the title of the story. 3. Ask learners: What do you think will happen in this story? 4. Display the Big Book for learners to see. Make sure all learners can see the pictures in the book. 5. Show learners the first picture. 6. Ask learners: What do you think is happening here? 7. Discuss the picture with learners. 8. Ask learners: What do you think might happen next? 9. Go through each picture in the book and ask learners these questions. 10. When you get to the last picture, ask learners: How do you think this story will end? 11. Thank learners for their predictions. 12. Read through the story once. Code switch where necessary. 	

WEEK 1: TUESDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about a time you practised and practised something new.
TASK	PLANNING & DRAFTING
WRITING FRAME	I wanted to learn... I practised and practised... It was...

Modelling:

1. Explain that this week, learners will write a short paragraph about a time they practised and practised something.
2. Remind learners that a **paragraph** is a group of sentences that are all about the same topic. Explain that a paragraph has three important parts: A topic sentence which tells us the main point of the paragraph; supporting sentences which explain the topic sentence; and a concluding sentence which ends of our paragraph.
3. Explain that today, learners will write the **topic sentence**. This tells the reader what the paragraph will be all about. Then, learners will add two **supporting sentences**. These are sentences that help explain the topic sentence.
4. Read the writing frame to learners.
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 tried to learn how to whistle. My father showed me how to do it. I tried and tried to blow air through my lips, but for days and days, no sound came out of my mouth! But I knew I needed to just practise and practise.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the writing frame: I wanted to learn how to whistle. I practised and practised blowing air out of my lips. It was difficult, and it took many days of practise.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What is something new you wanted to learn? What is something you had to practise and practise to get good at?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Call on 2-3 learners to tell you what they wanted to learn. They must say: I wanted to learn...
5. Explain that this will be learners' topic sentence.
6. Ask learners: How did you learn that? How did you practise and practise?

7. Instruct learners to **think before they write**.
8. Instruct learners to **turn and talk** and share their ideas with a partner.
9. Call on 2-3 learners to tell you how they practised. They must say: **I practised and practised...**
10. Explain that learners will now use the writing frame to draw and write 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 **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.

I wanted to learn to nit. I
practised and practised with
the needles. It was hard to
rememba what to do.

WEEK 1: TUESDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 1: WEDNESDAY: DAILY ACTIVITIES (10 minutes)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Ride, ride, ride your bike</td> <td><i>Move your hands around in a circular motion</i></td> </tr> <tr> <td>You will go so fast!</td> <td>-</td> </tr> <tr> <td>Wear your helmet, pedal your feet</td> <td><i>Pretend to put a helmet over your head</i></td> </tr> <tr> <td>Watch the trees go past!</td> <td>-</td> </tr> </tbody> </table>	Lyrics	Actions	Ride, ride, ride your bike	<i>Move your hands around in a circular motion</i>	You will go so fast!	-	Wear your helmet, pedal your feet	<i>Pretend to put a helmet over your head</i>	Watch the trees go past!	-
	Lyrics	Actions									
	Ride, ride, ride your bike	<i>Move your hands around in a circular motion</i>									
	You will go so fast!	-									
Wear your helmet, pedal your feet	<i>Pretend to put a helmet over your head</i>										
Watch the trees go past!	-										
THEME VOCABULARY	practise, confident, succeed, fail										
QUESTION OF THE DAY											
Question	<p><i>Explain to learners that in order to learn something new, we need to practise and practise. We have to make mistakes and learn from them and keep practising. We must be determined to learn. We must be determined to not give up, even when we make lots of mistakes. That is how we can succeed!</i></p> <p>Ask learners: How do you feel when you succeed?</p>										
Graph	3 COLUMN GRAPH										
Options	confident / proud / amazing										
Follow up questions											
Question	How many learners feel confident when they succeed?										
Answer	__ learners feel confident when they succeed.										
Question	How many learners feel proud when they succeed?										
Answer	__ learners feel proud when they succeed.										
Question	How many learners feel amazing when they succeed?										
Answer	__ learners feel amazing when they succeed.										
Question	How do most learners feel when they succeed?										
Answer	Most learners feel __ when they succeed.										
Question	How do fewest learners feel when they succeed?										
Answer	Fewest learners feel __ when they succeed.										

Question	How do you feel when you succeed?
Answer	I feel confident when I succeed.
Answer	I feel proud when I succeed.
Answer	I feel amazing when I succeed.
READING	Practise reading the sight words for the week.

WEEK 1: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/ea/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word dream Segment the word into the individual sounds: /dr/ - /ea/ - /m/ Say the beginning sound of the word: /dr/ Say the middle sound of the word: /ea/ Say the end sound of the word: /m/ Write the word on the board: dream Model pointing and blending the sounds to make a word: /dr/ - /ea/ - /m/ = dream Remind learners that in English, when e and a are together in a word they must be read together as one sound: /ea/ Repeat this with the word teach <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word beach Ask learners: What is the first sound in the word? /b/ Ask learners: What is the middle sound in the word? /ea/ Ask learners: What is the last sound in the word? /ch/ Ask learners to segment the word into each individual sound: /b/ - /ea/ - /ch/ Write the word: beach Instruct learners to blend the sounds in the word with you: /b/ - /ea/ - /ch/ = beach Repeat this with the word cream

	<p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: ea words. 3. Instruct learners to write the numbers 1-8. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>team</td> <td>steam</td> <td>cream</td> <td>dream</td> <td>beach</td> <td>peach</td> <td>teach</td> <td>reach</td> </tr> </table> <ol style="list-style-type: none"> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework. 	team	steam	cream	dream	beach	peach	teach	reach
team	steam	cream	dream	beach	peach	teach	reach		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
ACTIVITY	

WEEK 1: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 1: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Bheki's new bike</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Make inferences
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves.</p> <p>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.</p>
Story	Think aloud: First read
All Bheki's friends had bicycles. Bheki had to walk to school alone, because all of his friends rode their bikes to school. Bheki also had to play on the playground alone, because after school, his friends all rode their bikes. 'I wish I had a bike too!' Bheki thought, as his friends rode by.	I can infer that Bheki wants a bike because all of his friends have bikes! Bheki must feel left because all his friends can ride together but he can't join them!
Bheki begged and begged his parents for a bicycle, but they always said no. 'We don't have enough money to just go and buy a bicycle,' his mother said. 'Maybe someday?' his father said. But on his 8 th birthday, Bheki walked downstairs to find a bright red bike! 'Oh thank you, Mama! Thank you, Papa!' Bheki shouted.	I can infer that Bheki really wants a bike so he can ride with all of his friends. I can infer that he is so excited because now he will be able to ride just like his friends!
Bheki took his new bike outside. He jumped excitedly onto his new bike. Then, he lifted his feet and tried to pedal, but the bike fell over. Bheki tried again and again, but every time Bheki lifted his feet to the pedals, he tipped over!	I can infer that this is the first time Bheki is riding a bike. I can infer that he didn't know that riding a bike takes lots of practise!

<p>Bheki quickly pushed his new bike back inside. He didn't want his friends to ride by – he didn't want them to know that he had a new bicycle that he couldn't ride!</p> <p>'What will my friends think of me if they know I can't ride a bike?' Bheki wondered. He decided he wouldn't tell anyone.</p>	<p>I can infer that Bheki is worried that his friends will laugh at him if they know he can't ride a bike. I can infer that they are all good at riding bikes because they ride all the time!</p>
<p>'Why don't you go and ride with your friends?' asked Bheki's mother. 'I am busy making a new hooter for my bike,' Bheki replied.</p> <p>As Bheki worked on his new hooter, he thought about all of his falls.</p> <p>'How will I ever learn to ride a bike?' Bheki thought.</p>	<p>I can infer that Bheki's mother doesn't even know that he can't ride his new bike!</p> <p>I wonder why Bheki wanted a bike if he couldn't ride? Oh! It must be because all his friends had bikes!</p>
<p>That night, Bheki lay in bed, looking out the window. Then suddenly, he got an idea! 'I know! If I practise riding at night, no one will ever see me!' Bheki thought. He sneaked into the garden where no one else would see him if he fell. He tried and he tried but he just could not balance!</p> <p>'How will I ever learn to ride a bike?' Bheki thought.</p>	<p>Bheki wanted a bike to ride with his friends. But I can infer that he didn't realise riding a bike would be such a challenge! I wonder if he is still so excited about getting a new bike?</p>
<p>Just then, Jane from next door yelled to him. 'Bheki, let me hold the bike so that it stays up! Then you won't fall!'</p> <p>'Oh no!' Bheki thought. 'I didn't want anyone to know!' But then Bheki thought about how Jane had already seen him fall, 'Okay, thanks,' he said.</p>	<p>--</p>
<p>Jane held the bike and ran behind Bheki. The bike shook and wobbled, but Bheki didn't fall down. Bheki rode faster and faster with Jane holding the bike.</p>	<p>I can infer that Jane knows how to ride a bike. I can infer that someone probably helped Jane learn to ride just like she is helping Bheki!</p>

<p>Once he was going fast enough, Jane let go! ‘Yippee! You’re riding on your own!’ screamed Jane.</p> <p>‘Yay!’ screamed Bheki as he pedalled quickly. They practised and practised until Bheki didn’t need Jane’s help at all.</p> <p>‘Tomorrow I can go to school by bike! Thanks Jane!’ Bheki said confidently.</p>	<p>I can infer that Bheki is excited about his new bike again. He must be excited because he will finally be able to ride with his friends – just like he wanted!</p>
<p>The next morning, Bheki took his bike outside early.</p> <p>‘Wait for me!’ he shouted as his friends rode by.</p> <p>‘Wow, you got a bike!’ they yelled, ‘Yippee!’ Bheki rode with his friends all the way to school. He didn’t fall once!</p>	--
Follow up questions	Possible responses
What does Bheki get for his 8 th birthday?	He gets a new bike.
Who does Bheki tell that he cannot ride a bike?	He doesn’t tell anyone!
Why question	Possible responses
Why did Bheki beg his parents for a bike?	<ul style="list-style-type: none"> • Because he wanted to be able to ride with his friends. • Because all his friends could ride bikes. • Because he felt left out for not having a bike.

WEEK 1: THURSDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about a time you practised and practised something new.
TASK	PLANNING & DRAFTING
WRITING FRAME	I kept on... Finally... I felt...because...

Modelling:

1. Explain that today, learners will add sentences to their paragraphs. Remind learners that we wrote our topic sentence and two supporting sentences on Tuesday. Today, we will add two more supporting sentences. Then we will add a conclusion sentence.
2. Explain that a **conclusion sentence** summarises the paragraph.
3. Read the new writing frame to learners.
4. Remind learners that they will continue with the same topic as Tuesday. Remind learners that you were writing about **learning how to whistle**.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: I kept trying and practising until a sound finally came out of my lips! When I heard the sound, I jumped up and down out of excitement. I kept practising until I could whistle songs that I know. Learning how to whistle was frustrating sometimes, but it was also fun in the end!
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the writing frame, like: **I kept on** blowing until a sound came out! **Finally**, I could whistle. **I felt** proud **because** I finally succeeded after working hard!
9. **Say words slowly like a tortoise and write the sounds you know**.
10. **Use resources**, like sight words and theme vocabulary words.
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 on Tuesday, we began to write about something new we wanted to learn. Today we will add sentences to our paragraphs.
2. Instruct learners to think about the topic they chose on Tuesday! They must continue writing the same topic because a paragraph is a group of sentences all about the same topic.
3. Ask learners: How did you finally succeed?
4. Explain that learners should come up with their own ideas – they should **not** copy your ideas.
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 2-3 learners to tell you about how they finally succeeded. They must say: **I kept on... Finally...**

8. Ask learners: How did you feel when you finally learned something new?
9. Instruct learners to **think before they write**.
10. Explain that this sentence will be the **concluding sentence**.
11. Call on 2-3 learners to tell you about how they felt. They must say: **I felt...because...**
12. 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. Remind learners that they will add to what they wrote to complete their whole paragraph.
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**.

I wanted to learn to nit. I
practised and practised with
the needls. It was hard to
rememba what to do.

I kept on trying hard. Finally,
I could knit. I felt happy
because I could nit a jersey.

WEEK 1: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 1: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Ride, ride, ride your bike	<i>Move your hands around in a circular motion</i>
	You will go so fast!	-
	Wear your helmet, pedal your feet	<i>Pretend to put a helmet over your head</i>
	Watch the trees go past!	-
THEME VOCABULARY	tipped over, embarrassed, wobbled, shook	
QUESTION OF THE DAY		
Question	How do you think Bheki felt when he wobbled, shook, and fell off his bike?	
Graph	3 COLUMN GRAPH	
Options	frustrated / embarrassed / sad	
Follow up questions		
Question	How many learners think Bheki felt frustrated when he wobbled, shook, and fell off his bike?	
Answer	__ learners think Bheki felt frustrated when he wobbled, shook, and fell off his bike.	
Question	How many learners think Bheki felt embarrassed when he wobbled, shook, and fell off his bike?	
Answer	__ learners think Bheki felt embarrassed when he wobbled, shook, and fell off his bike.	
Question	How many learners think Bheki felt sad when he wobbled, shook, and fell off his bike?	
Answer	__ learners think Bheki felt sad when he wobbled, shook, and fell off his bike.	
Question	How do most learners think Bheki felt when he wobbled, shook, and fell off his bike?	
Answer	Most learners think Bheki felt __ when he wobbled, shook, and fell off his bike.	

Question	How do fewest learners think Bheki felt when he wobbled, shook, and fell off his bike?
Answer	Fewest learners think Bheki felt ___ when he wobbled, shook, and fell off his bike.
Question	How do you think Bheki felt when he wobbled, shook, and fell off his bike?
Answer	I think Bheki felt frustrated when he wobbled, shook, and fell off his bike.
Answer	I think Bheki felt embarrassed when he wobbled, shook, and fell off his bike.
Answer	I think Bheki felt sad when he wobbled, shook, and fell off his bike.
READING	Practise reading the sight words for the week.

WEEK 1: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/ea/									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="601 397 1057 606"> <tr> <td>ea</td> <td>i</td> <td>p</td> </tr> <tr> <td>ch</td> <td>d</td> <td>dr</td> </tr> <tr> <td>t</td> <td>m</td> <td>b</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /ea/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /t/ - /ea/ - /m/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /ea/. 6. Show learners how to make another word, like: /dr/ - /i/ - /p/ 7. Remind learners they can make words using the target sound, like team, or words without the target sound, like drip. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: ea words 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): team, dream, peach, teach, beach, meat, cheap, drip, chip, tip, pit, dip 	ea	i	p	ch	d	dr	t	m	b
ea	i	p								
ch	d	dr								
t	m	b								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 1: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	VERBS
ACTIVITY	
<p>EXPLANATION</p> <ol style="list-style-type: none"> 1. Explain that today, learners will think about verbs. 2. Explain that a verb is an action word. Verbs tell us what is happening in a sentence. 3. Explain that every sentence we write (or say!) must have a verb. <p>I DO (Teacher models)</p> <ol style="list-style-type: none"> 1. Write the following on the board: <ol style="list-style-type: none"> a. They go to the shop. b. She runs home quickly. c. He feels excited to see his cousins. d. I talk to my mother on the phone. e. They sleep like babies. f. We say, 'hi!' g. She brings some delicious food to our house h. You laugh and laugh! 2. Explain that today, we will think about verbs. We will find the verbs in the sentences written. 3. Use modelling to complete the first two for learners: <ol style="list-style-type: none"> a. They <u>go</u> to the shop. b. She <u>runs</u> home quickly 4. Explain that these words tell us about what the people in the sentence are doing. They are the actions words! 	

WE DO (Teacher and learners do together):

1. Next, ask learners for help to find the verbs in the next two sentences:
2. He feels excited to see his cousins.
3. I talk to my mother on the phone
4. Ask learners: What are some verbs that you know?
5. Make a list of verbs on the board, like: walk, write, run, read, drink, eat, search, feel, play, etc.

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to find and write the verb for the remaining sentences (e – h). They do not need to write the entire sentence! Just the verb from the sentence.
 - e. sleep
 - f. say
 - g. brings
 - h. laugh, laugh
6. Use modelling to complete the first two for learners:
 - a. They go to the shop.
 - b. She runs home quickly
7. Explain that these words tell us about what the people in the sentence are doing. They are the actions words!

WE DO (Teacher and learners do together):

1. Next, ask learners for help to find the verbs in the next two sentences:
2. He feels excited to see his cousins.
3. I talk to my mother on the phone
4. Ask learners: What are some verbs that you know?
5. Make a list of verbs on the board, like: walk, write, run, read, drink, eat, search, feel, play, etc.

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to find and write the verb for the remaining sentences (e – h). They do not need to write the entire sentence! Just the verb from the sentence.
 - e. sleep
 - f. say
 - g. brings
 - h. laugh, laugh
3. Explain once they are done with this, they must choose 3 verbs from the class list. They must write their own sentences with these verbs.
4. As learners are writing, walk around the room and complete **mini conferences**.
5. Ask learners to **read their sentences** to you.
6. Help learners correctly identify **verbs**.
7. **Encourage learners.**

WEEK 1: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 1: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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.

GRADE 3 - TERM 2



THEME:
PRACTICE MAKES PERFECT!

'If at first you don't succeed, dust yourself off and try again.'
– Aaliyah Haughton

WEEK 2: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of someone learning to ride a bike, someone who looks determined, a whistle, someone practising something at night.
5. Do some research on the internet to prepare for the theme. For example: how to teach children the value of good practice.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's write, page 45 & 47
Activity 2	DBE Workbook 1: Let's do, page 46 & 47
Activity 3	DBE Workbook 1: Word work, page 47
Activity 4	Draw a picture of yourself practising something you would like to be good at.

TERM 2: WEEK 2	
OVERVIEW	
THEME	Practice makes perfect!
THEME VOCABULARY	whistle, shout, stomp, beg, taught, patient, challenging, simple, hooter, sneaked, hold, scream
SIGHT WORDS	helped, friend, couldn't, fell, again
PHONICS	/sm/ - smug, smart, smash, smashed, smell, smelling, smelled, smelly
WRITING FRAME	Topic: Write a paragraph about a time you practised and practised something new.
	Tuesday
	Thursday
	Editing
	Publishing & Presenting

TERM 2: WEEK 2	
INTRODUCE THE THEME	
PICTURE	The front cover of the Big Book: <u>Bheki's new bike</u>
SHOW	Show learners the front cover. Remind learners that this is the story that is related to our theme: Practice makes perfect!
SAY	<ul style="list-style-type: none"> • Ask learners: Why does Bheki need to practice? • Listen to learner responses. Help learners revise some of the theme vocabulary from WEEK 1. • Remind learners that Bheki cannot ride his new bike. He must practise and practise until he can ride without falling over! • Explain that this week, we will be thinking more about how we learn new things.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 2: MONDAY: DAILY ACTIVITIES (10 minutes)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I tried and tried to whistle but I couldn't make a sound.</td> <td><i>Pretend to try to whistle</i></td> </tr> <tr> <td>I blew and blew but nothing! I stomped my foot on the ground.</td> <td><i>Stomp your foot on the ground</i></td> </tr> <tr> <td>But I felt so determined, I practised night and day!</td> <td><i>Raise your fist in the air</i></td> </tr> <tr> <td>Finally, a sound came out! I laughed and shouted YAY!</td> <td><i>Shout YAY</i></td> </tr> </tbody> </table>	Lyrics	Actions	I tried and tried to whistle but I couldn't make a sound.	<i>Pretend to try to whistle</i>	I blew and blew but nothing! I stomped my foot on the ground.	<i>Stomp your foot on the ground</i>	But I felt so determined, I practised night and day!	<i>Raise your fist in the air</i>	Finally, a sound came out! I laughed and shouted YAY!	<i>Shout YAY</i>
	Lyrics	Actions									
	I tried and tried to whistle but I couldn't make a sound.	<i>Pretend to try to whistle</i>									
	I blew and blew but nothing! I stomped my foot on the ground.	<i>Stomp your foot on the ground</i>									
But I felt so determined, I practised night and day!	<i>Raise your fist in the air</i>										
Finally, a sound came out! I laughed and shouted YAY!	<i>Shout YAY</i>										
THEME VOCABULARY	whistle, shout, stomp, beg										
QUESTION OF THE DAY											
Question	Have you ever tried to whistle?										
Graph	2 COLUMN GRAPH										
Options	yes / no										
Follow-up questions											
Question	How many learners have tried to whistle?										
Answer	__ learners have tried to whistle.										
Question	How many learners have never tried to whistle?										
Answer	__ learners have never tried to whistle.										
Question	Have more learners ever tried to whistle or not?										
Answer	More learners have __ tried to whistle.										
Question	Have fewer learners ever tried to whistle or not?										
Answer	Fewer learners have __ tried to whistle.										
Question	Have you ever tried to whistle?										
Answer	Yes, I have tried to whistle.										
Answer	No, I have never tried to whistle.										
READING	Practice reading the sight words for the week.										

WEEK 2: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	/sm/								
FLASHCARDS	smug, smart, smash, smashed, smell, smelling, smelled, smelly								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> 1. Say the sound and hold up the flashcard /sm/ for learners to see. 2. Say the sound and instruct learners to repeat the sound. Do this three times. 3. Explain that when we see the letters s and m together in a word, we must not say the sounds separately. We must say one sound: /sm/ 4. Show each flashcard and help learners break the word up into individual sounds: /sm/ - /u/ - /g/ /sm/ - /ar/ - /t/ /sm/ - /a/ - /sh/ /sm/ - /a/ - /sh/ - /ed/ /sm/ - /e/ - /ll/ /sm/ - /e/ - /ll/ - /ing/ /sm/ - /e/ - /ll/ - /ed/ /sm/ - /e/ - /ll/ - /y/ 5. Ask learners to repeat each word after you. 6. Stick up the flashcards on the Phonics Display Board. 7. Call on a different learner to read each of the phonic words: <table border="1" data-bbox="601 1284 966 1561"> <tbody> <tr> <td>smug</td> <td>smell</td> </tr> <tr> <td>smart</td> <td>smelling</td> </tr> <tr> <td>smash</td> <td>smelled</td> </tr> <tr> <td>smashed</td> <td>smelly</td> </tr> </tbody> </table>	smug	smell	smart	smelling	smash	smelled	smashed	smelly
smug	smell								
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smash	smelled								
smashed	smelly								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 2: MONDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Bheki's new bike</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Make inferences
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves. Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.
Story	Think aloud: Second read
All Bheki's friends had bicycles. Bheki had to walk to school alone, because all of his friends rode their bikes to school. Bheki also had to play on the playground alone, because after school, his friends all rode their bikes. 'I wish I had a bike too!' Bheki thought, as his friends rode by.	I can infer that it must be lonely for Bheki to be the only friend without a bike!
Bheki begged and begged his parents for a bicycle, but they always said no. 'We don't have enough money to just go and buy a bicycle,' his mother said. 'Maybe someday?' his father said. But on his 8 th birthday, Bheki walked downstairs to find a bright red bike! 'Oh thank you, Mama! Thank you, Papa!' Bheki shouted.	I bet Bheki is thinking about showing his new bike to his friends!
Bheki took his new bike outside. He jumped excitedly onto his new bike. Then, he lifted his feet and tried to pedal, but the bike fell over. Bheki tried again and again, but every time Bheki lifted his feet to the pedals, he tipped over!	I can infer that Bheki didn't know too much about riding a bike when he begged his parents for one. I can infer that he was only thinking about riding with his friends, but he wasn't thinking about all the work it would take to learn how to ride a bike!

<p>Bheki quickly pushed his new bike back inside. He didn't want his friends to ride by – he didn't want them to know that he had a new bicycle that he couldn't ride!</p> <p>'What will my friends think of me if they know I can't ride a bike?' Bheki wondered. He decided he wouldn't tell anyone.</p>	<p>I can infer that all of Bheki's friends are good at riding bikes. I can infer that they make riding a bike look easy! Bheki must feel embarrassed that he can't do something that is easy for all of his friends!</p>
<p>'Why don't you go and ride with your friends?' asked Bheki's mother. 'I am busy making a new hooter for my bike,' Bheki replied.</p> <p>As Bheki worked on his new hooter, he thought about all of his falls.</p> <p>'How will I ever learn to ride a bike?' Bheki thought.</p>	<p>I can infer that Bheki feels embarrassed that he cannot ride a bike. He doesn't want anyone to know, and he doesn't want to ask for help. It is hard to learn how to do something new if we feel embarrassed to ask for help! I wonder what Bheki will do?</p>
<p>That night, Bheki lay in bed, looking out the window. Then suddenly, he got an idea! 'I know! If I practise riding at night, no one will ever see me!' Bheki thought. He sneaked into the garden where no one else would see him if he fell. He tried and he tried but he just could not balance!</p> <p>'How will I ever learn to ride a bike?' Bheki thought.</p>	<p>Bheki only wants to ride in the dark, which lets me infer that he is so embarrassed that he cannot ride a bike like his friends.</p>
<p>Just then, Jane from next door yelled to him. 'Bheki, let me hold the bike so that it stays up! Then you won't fall!'</p> <p>'Oh no!' Bheki thought. 'I didn't want anyone to know!' But then Bheki thought about how Jane had already seen him fall, 'Okay, thanks,' he said.</p>	<p>I can infer that Bheki doesn't even want Jane to know he can't ride a bike. I can infer that he is embarrassed that Jane has seen him try and fail!</p>
<p>Jane held the bike and ran behind Bheki. The bike shook and wobbled, but Bheki didn't fall down. Bheki rode faster and faster with Jane holding the bike.</p>	<p>I can infer that it is much easier to ride a bike if you have help! It must be difficult to learn how to ride a bike if you have no one to help you!</p>
<p>Once he was going fast enough, Jane let go! 'Yippee! You're riding on your own!' screamed Jane.</p> <p>'Yay!' screamed Bheki as he pedalled quickly. They practised and practised until Bheki didn't need Jane's help at all.</p> <p>'Tomorrow I can go to school by bike! Thanks Jane!' Bheki said confidently.</p>	<p>Jane is so excited that Bheki can ride! I can infer that she feels good about helping him! It is fun to help someone learn something new!</p>

<p>The next morning, Bheki took his bike outside early. ‘Wait for me!’ he shouted as his friends rode by. ‘Wow, you got a bike!’ they yelled, ‘Yippee!’ Bheki rode with his friends all the way to school. He didn’t fall once!</p>	<p>I wonder what would have happened if Bheki had asked his friends for help? I don’t think they would have laughed at him. I think they would have been happy to help him!</p>
<p>Follow up questions</p>	<p>Possible responses</p>
<p>How did Bheki finally learn to ride a bike?</p>	<p>He rode at night in the garden, and his neighbour Jane helped him!</p>
<p>What inference can you make about learning to ride a bike?</p>	<ul style="list-style-type: none"> • It is easier to learn how to ride a bike with help. • It is difficult to learn how to ride a bike. • Riding a bike takes practice!
<p>Why question</p>	<p>Possible responses</p>
<p>Why didn’t Bheki want his friends to see that he couldn’t ride a bike?</p>	<ul style="list-style-type: none"> • Because they could all ride bikes • Because he didn’t know what his friends would think of him if they knew he couldn’t ride a bike. • Because his friends made riding a bike look easy! • Because he felt embarrassed that he didn’t know how to ride a bike like his friends.
<p>Formulating questions</p>	
<ul style="list-style-type: none"> • Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. • Next ask learners to think about the story, and to try and formulate their own question. • Tell learners to ‘turn and talk’ and ask each other their questions. • Ask a few learners to share their questions with the whole class. • Correct any errors with the form or content of the questions. • Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear. 	

WEEK 2: TUESDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about a time you practised and practised something new.
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

i wanted to learn how to **wissle**. I practised and practised blowing air out of my **lip**. **it is** difficult and it took many days of practise.

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. **i** wanted to learn how **wissle whistle**. (*The first word must be capitalised. Also, we must check for spelling. Sometimes, reading sentences out loud helps us find words that haven't been spelled right.*)
 - b. I practised and practised blowing air out of my **lips**. (Lip is singular, but it should be plural because we have two lips. *We need to add an 's'*)
 - c. **it is was** difficult and it took many days of practise. (*The first word must be capitalised. We are talking about something that already happened, so we must use the past tense*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed paragraphs from Monday and Tuesday. Instruct learners to find their writing from Monday and Tuesday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more details or sentences to their paragraphs.
8. Encourage learners.

I wanted to learn to knit (nit). I
practised and practised with
the (needles) It was hard to
rememb er what to do.

I kept on trying hard. Finally,
I could knit. I felt happy
because I could (nit) a (jersey)
knit jersey

WEEK 2: TUESDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: WEDNESDAY: DAILY ACTIVITIES (10 minutes)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I tried and tried to whistle but I couldn't make a sound.</td> <td><i>Pretend to try to whistle</i></td> </tr> <tr> <td>I blew and blew but nothing! I stomped my foot on the ground.</td> <td><i>Stomp your foot on the ground</i></td> </tr> <tr> <td>But I felt so determined, I practised night and day!</td> <td><i>Raise your fist in the air</i></td> </tr> <tr> <td>Finally, a sound came out! I laughed and shouted YAY!</td> <td><i>Shout YAY</i></td> </tr> </tbody> </table>	Lyrics	Actions	I tried and tried to whistle but I couldn't make a sound.	<i>Pretend to try to whistle</i>	I blew and blew but nothing! I stomped my foot on the ground.	<i>Stomp your foot on the ground</i>	But I felt so determined, I practised night and day!	<i>Raise your fist in the air</i>	Finally, a sound came out! I laughed and shouted YAY!	<i>Shout YAY</i>
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But I felt so determined, I practised night and day!	<i>Raise your fist in the air</i>										
Finally, a sound came out! I laughed and shouted YAY!	<i>Shout YAY</i>										
THEME VOCABULARY	taught, patient, challenging, simple										
QUESTION OF THE DAY											
Question	What is most challenging for you?										
Graph	3 COLUMN GRAPH										
Options	reading / writing / math										
Follow-up questions											
Question	How many learners think reading is most challenging?										
Answer	__ learners think reading is most challenging.										
Question	How many learners think writing is most challenging?										
Answer	__ learners think writing is most challenging.										
Question	How many learners think math is most challenging?										
Answer	__ learners think math is most challenging.										
Question	What do most learners think is most challenging?										
Answer	Most learners think __ is most challenging.										
Question	What do fewest learners think?										
Answer	Fewest learners think __ is most challenging.										
Question	What do you think is most challenging?										
Answer	I think reading is most challenging.										
Answer	I think writing is most challenging.										

Answer	I think math is most challenging.
READING	Practise reading the sight words for the week.

WEEK 2: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/sm/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word smash Segment the word into the individual sounds: /sm/ - /a/ - /sh/ Say the beginning sound of the word: /sm/ Say the middle sound of the word: /a/ Say the end sound of the word: /sh/ Write the word on the board: smash Model pointing and blending the sounds to make a word: /sm/ - /a/ - /sh/ = smash Remind learners that in English, when s and m are together in a word they must be read together as one sound: /sm/ Repeat this with the word smell <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word smelling Ask learners: What is the first sound in the word? /sm/ Ask learners: What are the middle sounds in the word? /e/ - /ll/ Ask learners: What is the last sound in the word? /ing/ Ask learners to segment the word into each individual sound: /sm/ - /e/ - /ll/ - /ing/ Write the word: smelling Instruct learners to blend the sounds in the word with you: /sm/ - /e/ - /ll/ - /ing/ = smelling Repeat this with the word smelled <p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> Instruct learners to take out their exercise books. Instruct learners to write the heading: sm words. Instruct learners to write the numbers 1-8. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> Say each of the following words. Instruct learners to write the word in their books.

	<table border="1"> <tr> <td>smug</td> <td>smart</td> <td>smash</td> <td>smashed</td> <td>smell</td> <td>smelling</td> <td>smelled</td> <td>smelly</td> </tr> </table>	smug	smart	smash	smashed	smell	smelling	smelled	smelly
smug	smart	smash	smashed	smell	smelling	smelled	smelly		
	<p>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</p> <p>7. Instruct learners to practise reading the phonic words for homework.</p>								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 2: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)
GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Bheki's new bike</u>
ACTIVITY	WRITTEN COMPREHENSION
PURPOSE	A written comprehension allows learners to formulate their own answers to questions, with the help of the sentence starters. This also gives learners the opportunity to practise the skill of 'searching the text'.

POST-READING ACTIVITY

Getting Ready:

Before class begins, write the following questions and sentence starters on the board:

- Why did Bheki want a new bike?
Bheki wanted a new bike because...
- What is the problem in the story?
The problem in the story is that...
- How is the problem fixed?
The problem is fixed when...
- What happens at the end of the story?
At the end of the story...

Oral Instructions:

- Explain that today, learners will think about the story **Bheki's new bike**. They will answer some questions in their exercise books about the story.
- Instruct learners to **think** about the story.
- Read the questions out loud to learners.
- Explain that learners do not need to write the questions. They only need to write the **answer** next to the correct number in their exercise book.
- Explain that learners should start their answers with the sentence starter provided.
- Tell learners that if they struggle, they should first TURN AND TALK and discuss the answers with a partner, before writing.

Writing:

- Hand out learner books.
- Instruct learners to write the answers in their books.
- As learners write, walk around and help struggling learners.
- Carry the Big Book with you, in case learners need to look for the answer in the text.*

Sample answers

- Bheki wanted a new bike because** all of his friends have bikes.
- The problem in the story is that** Bheki can't ride his new bike.
- The problem is fixed when** Jane helps Bheki to ride his bike.
- At the end of the story** Bheki rides to school with his friends.

WEEK 2: THURSDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about a time you practised and practised something new.
WRITING FRAME	I wanted to learn... I practised and practised... It was... I kept on... Finally... I felt...because...
TASK	PUBLISHING and SHARING

Getting Ready:

- Write one of your sentences on the board, with a corrected mistake, like:
I wanted to learn how ~~wistle~~ whistle.

Modelling:

- Explain that today, we will **publish** our work so that people can read it.
- Remind learners that when we **publish**, we rewrite our sentences without mistakes.
- Explain that learners must look at the corrections they made with their partners yesterday.
- Explain that learners can **illustrate** (add pictures) their work if they have time.
- Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like:
I wanted to learn how to whistle

Writing:

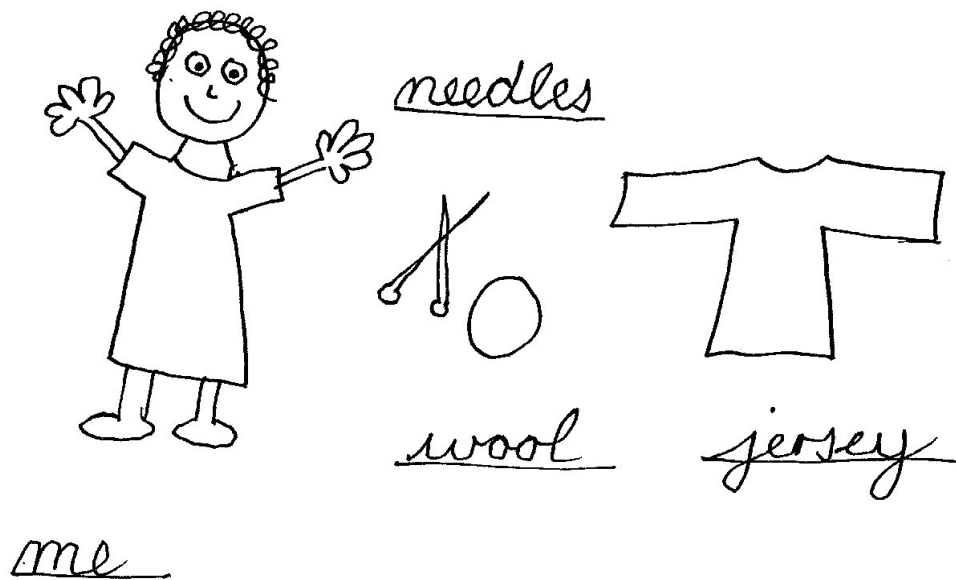
- Hand out learner books.
- Instruct learners to find their **drafts** from Tuesday and Thursday and their **editing checklist**.
- Instruct learners to begin **publishing**.
- Remind learner to fix their mistakes as they **publish**. They can also add or change their ideas if they think they can make something sound better!
- Walk around the room and complete **mini conferences**.
- Help learners to correct their mistakes.
- Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner.
- As you walk around, **encourage writers**.

Turn and Talk:

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

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations using the new theme vocabulary.*

I wanted to learn to knit. I practised and practised with the needles. It was hard to remember what to do. I kept on trying hard. Finally, I could knit. I felt happy because I could knit a jersey.


WEEK 2: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)
GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: FRIDAY: DAILY ACTIVITIES (10 minutes)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I tried and tried to whistle but I couldn't make a sound.</td> <td><i>Pretend to try to whistle</i></td> </tr> <tr> <td>I blew and blew but nothing! I stomped my foot on the ground.</td> <td><i>Stomp your foot on the ground</i></td> </tr> <tr> <td>But I felt so determined, I practised night and day!</td> <td><i>Raise your fist in the air</i></td> </tr> <tr> <td>Finally, a sound came out! I laughed and shouted YAY!</td> <td><i>Shout YAY</i></td> </tr> </tbody> </table>	Lyrics	Actions	I tried and tried to whistle but I couldn't make a sound.	<i>Pretend to try to whistle</i>	I blew and blew but nothing! I stomped my foot on the ground.	<i>Stomp your foot on the ground</i>	But I felt so determined, I practised night and day!	<i>Raise your fist in the air</i>	Finally, a sound came out! I laughed and shouted YAY!	<i>Shout YAY</i>
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Finally, a sound came out! I laughed and shouted YAY!	<i>Shout YAY</i>										
THEME VOCABULARY	hooter, sneaked, hold, scream										
QUESTION OF THE DAY											
Question	Do you think Bheki could've learned to ride a bike without Jane's help?										
Graph	2 COLUMN GRAPH										
Options	yes / no										
Follow-up questions											
Question	How many learners think Bheki could've learned to ride a bike without Jane's help?										
Answer	__ learners think Bheki could've learned to ride a bike without Jane's help.										
Question	How many learners think Bheki couldn't have learned to ride a bike without Jane's help?										
Answer	__ learners think Bheki couldn't have learned to ride a bike without Jane's help.										
Question	What do more learners think?										
Answer	More learners think Bheki __ learned to ride a bike without Jane's help.										
Question	What do fewer learners think?										
Answer	Fewer learners think Bheki __ learned to ride a bike without Jane's help.										

Question	Do you think Bheki could've learned to ride a bike without Jane's help?
Answer	Yes, I think Bheki could've learned to ride a bike without Jane's help.
Answer	No, I don't think Bheki could've learned to ride a bike without Jane's help.
READING	Practise reading the sight words for the week.

WEEK 2: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/sm/									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>sm</td> <td>sh</td> <td>ing</td> </tr> <tr> <td>t</td> <td>a</td> <td>e</td> </tr> <tr> <td>ll</td> <td>ed</td> <td>p</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /sm/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /sm/ - /a/ - /sh/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /sm/. 6. Show learners how to make another word, like: /t/ - /a/ - /ll/. 7. Remind learners they can make words using the target sound, like smash, or words without the target sound, like tall. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: sm words. 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): smash, smashed, smashing, smell, smelled, smelling, small, tall, tap, pat, pet, shell, shall 	sm	sh	ing	t	a	e	ll	ed	p
sm	sh	ing								
t	a	e								
ll	ed	p								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 2: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	PRESENT PROGRESSIVE TENSE
ACTIVITY	
<p>EXPLANATION</p> <ol style="list-style-type: none"> 1. Explain that today, learners will learn about the present progressive tense. 2. Explain that we use this tense when we are talking about something we are doing right now. 3. When we use the present progressive tense, we must think about verbs (just like we did last week!) 4. Remember: a verb is an action word! <p>I DO (Teacher models)</p> <ol style="list-style-type: none"> 1. Today we will learn about the present progressive tense. This is how we talk about something that is happening right now. 2. Explain that we use the present tense of helping verb 'to be' PLUS the present participle of the verb (the verb with an -ing ending) to form the present progressive tense. 3. Remind learners of the present tense of the verb 'to be': <ol style="list-style-type: none"> a. I am b. You are c. He / she is d. We are e. They are 4. Write the following on the board: <ol style="list-style-type: none"> a. They go home. b. She feels sad. c. He reads a book. d. I walk quickly. e. They sleep in bed. f. We write cards. g. She learns maths. h. You laugh loudly. 	

5. Explain that we will need to change these all into present progressive tense. That means we will need to add the verb 'to be'. Then they will need to change the other verb in the sentence to have an -ing ending.
6. Use modelling to complete the first two for learners:
 - a. They **are going** home.
 - b. She **is feeling** sad.

WE DO (Teacher and learners do together):

1. Ask learners: How do we change the rest into present progressive tense?
2. Complete the rest together with the learners:
 - a. He **is reading** a book.
 - b. I **am walking** quickly.
 - c. They **are sleeping** in bed.
 - d. We **are writing** cards.
 - e. She **is learning** maths.
 - f. You **are laughing** loudly.
3. Explain that now, these sentences show that these things are happening now!
4. Ask learners: What are some verbs that you know?
5. Make a list of verbs on the board, like: walk, write, run, read, drink, eat, search, feel, play, etc.

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to choose three verbs.
3. Instruct learners to write sentences using the present progressive tense
4. As learners are writing, walk around the room and complete **mini conferences**.
5. Ask learners to **read their sentences** to you.
6. Help learners correctly use **present progressive tense**.
7. **Encourage learners**.

SHARING:

1. When there are a few minutes left, call on a few learners to share a sentence in the present progressive tense.
2. Write the sentence on the board. Correct any mistakes in the sentence.
3. Make sure learners understand how to use the present progressive tense!

WEEK 2: FRIDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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.

GRADE 3 - TERM 2



THEME:
FAMILIES CARING FOR EACH OTHER!

'Caring about people is an act of maturity.'
- Tracy Mcmillan

WEEK 3: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: cardboard cut-out of a heart/flowers, a teddy-bear, some plasters, picture of people caring for one another, a giftwrapped box, child's handwritten thank-you note.
5. Do some research on the internet to prepare for the theme. For example: how to teach care and compassion in the classroom.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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: Let's write, page 51 & 53
Activity 2	DBE Workbook 1: Let's read, page 52
Activity 3	DBE Workbook 1: Let's talk, page 52
Activity 4	Draw a picture of you caring for someone in your family.

TERM 2: WEEK 3											
OVERVIEW											
THEME	Families caring for each other!										
THEME VOCABULARY	caring, toast, toaster, turn, offer, supposed to, often, look after, puppet, puppet show, serve, perform										
SIGHT WORDS	sick, mother, made, laugh, better										
PHONICS	/a-e/ - cake, bake, take, make, came, game, same, name										
WRITING FRAME	Topic: Write a list of the ways the people in your family take care of each other.										
	<table border="1"> <thead> <tr> <th>Tuesday</th> <th>Thursday</th> </tr> </thead> <tbody> <tr> <td>Ways people in my family care for me:</td> <td>Ways I care for people in my family:</td> </tr> <tr> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> </tr> <tr> <td>3.</td> <td>3.</td> </tr> </tbody> </table>	Tuesday	Thursday	Ways people in my family care for me:	Ways I care for people in my family:	1.	1.	2.	2.	3.	3.
	Tuesday	Thursday									
Ways people in my family care for me:	Ways I care for people in my family:										
1.	1.										
2.	2.										
3.	3.										

TERM 2: WEEK 3	
INTRODUCE THE THEME	
PICTURE	Picture of Sibongile giving her mother toast in the Big Book story: <u>Hot toast coming up!</u>
SHOW	Show learners the picture of Sibongile serving her mother toast in bed. Explain that Sibongile is trying to show her mom that she cares.
SAY	<ol style="list-style-type: none"> 1. Explain that for the next two weeks, we will think about the ways we are caring and kind to the people in our families. 2. Ask learners: What are some ways families care for each other? 3. Listen to learner responses. This will help you understand what learners already know! 4. Explain that we will think about different ways we can show the people in our families we care about them. We will think about the ways people in our family show us they care too!
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 3: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I am kind to the people I know,	<i>Smile at your friend</i>
	I care for others wherever I go!	<i>Give your friend a hug</i>
	When I'm caring in little ways,	<i>Pinch your two fingers together</i>
	I help make the world a kinder place!	-
THEME VOCABULARY	caring, toast, toaster, turn	
QUESTION OF THE DAY		
Question	Do you like to eat toast when you are sick?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners like to eat toast when they are sick?	
Answer	__ learners like to eat toast when they are sick.	
Question	How many learners don't like to eat toast when they are sick?	
Answer	__ learners don't like to eat toast when they are sick.	
Question	Do more learners like to eat toast or not when they are sick?	
Answer	More learners __ like to eat toast when they are sick.	
Question	Do fewer learners like to eat toast or not when they are sick?	
Answer	Fewer learners __ like to eat toast when they are sick.	
Question	Do you like to eat toast when you are sick?	
Answer	Yes, I like to eat toast when I am sick.	
Answer	No, I don't like to eat toast when I am sick.	
READING	Practise reading the sight words for the week.	

WEEK 3: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	/a-e/ (magic e)								
FLASHCARDS	cake, bake, take, make came, game, same, name								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /a-e/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters a and a consonant, followed by an e at the end of a word, we must not say the sounds separately. We must say one sound: /a - e/ (long a) Show each flashcard and help learners break the word up into individual sounds: /c/ - /a/ - /ke/ /b/ - /a/ - /ke/ /t/ - /a/ - /ke/ /m/ - /a/ - /ke/ /c/ - /a/ - /me/ /g/ - /a/ - /me/ /s/ - /a/ - /me/ /n/ - /a/ - /me/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" data-bbox="594 1328 898 1606"> <tbody> <tr> <td>cake</td> <td>came</td> </tr> <tr> <td>bake</td> <td>game</td> </tr> <tr> <td>take</td> <td>same</td> </tr> <tr> <td>make</td> <td>name</td> </tr> </tbody> </table>	cake	came	bake	game	take	same	make	name
cake	came								
bake	game								
take	same								
make	name								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 3: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Hot toast coming up</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> 1. Show learners the front cover of the story: <u>Hot toast coming up!</u> 2. Read the title of the story. 3. Ask learners: What do you think will happen in this story? 4. Display the Big Book for learners to see. Make sure all learners can see the pictures in the book. 5. Show learners the first picture. 6. Ask learners: What do you think is happening here? 7. Discuss the picture with learners. 8. Ask learners: What do you think might happen next? 9. Go through each picture in the book and ask learners these questions. 10. When you get to the last picture, ask learners: How do you think this story will end? 11. Thank learners for their predictions. 12. Read through the story once. Code switch where necessary. 	

WEEK 3:TUESDAY: WRITING (30 minutes)

TOPIC	Write a list of the ways the people in your family take care of each other.
TASK	PLANNING & DRAFTING
WRITING FRAME	Ways people in my family care for me: 1. 2. 3.

Modelling:

1. Explain that today, learners will make a list with a heading.
2. Explain that a heading tells us what the list will be about. Point to the heading (*Ways people in my family care for me*)
3. Explain that when we write a list, we use numbers (*point to the numbers on the writing frame*).
4. Read the writing frame to learners. Explain that today, we will make a list of thing that people in our family do to take care of us!
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: My husband always listens to me when I feel sad, my son cooks dinner for me, my husband brings me books from town.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: **Ways people in my family care for me:**
1. My husband listens to me. 2. My son cooks dinner for me. 3. My husband brings me books so I can learn new things!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources** like sight words and theme vocabulary words!
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What things do people in your family do to care for you?
2. Explain that learners can think of anything that makes them feel loved and cared for.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas.
6. Call on 3-5 learners to tell you about one thing way they feel cared for. They must say: **I feel cared for when...**
7. Explain that learners will now use the writing frame to draw and write 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 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.

Ways people in my family care
for me:

1. My mom cook dinner every nite
2. My sister helps me with my
home work.
3. My dad works hard for money.

WEEK 3: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I am kind to the people I know,	<i>Smile at your friend</i>
	I care for others wherever I go!	<i>Give your friend a hug</i>
	When I'm caring in little ways,	<i>Pinch your two fingers together</i>
	I help make the world a kinder place!	-
THEME VOCABULARY	offer, supposed to, often, look after	
QUESTION OF THE DAY		
Question	Who offers to help you most often?	
Graph	4 COLUMN GRAPH	
Options	my mom / my dad / my brother / my sister	
Follow up questions		
Question	How many learners say their mom offers to help them most often?	
Answer	__ learners say their mom offers to help them most often.	
Question	How many learners say their dad offers to help them most often?	
Answer	__ learners say their dad offers to help them most often.	
Question	How many learners say their brother offers to help them most often?	
Answer	__ learners say their brother offers to help them most often.	
Question	How many learners say their sister offers to help them most often?	
Answer	__ learners say their sister offers to help them most often.	
Question	Who do most learners say offers to help them often?	
Answer	Most learners say their __ offers to help the most often.	
Question	Who do fewest learners say offers to help them often?	
Answer	Fewest learners say their __ offers to help them most often.	

Question	Who offers to help you most often?
Answer	My mom offers to help me most often.
Answer	My dad offers to help me most often.
Answer	My brother offers to help me most often.
Answer	My sister offers to help me most often.
READING	Practise reading the sight words for the week.

WEEK 3: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/a - e/ (magic e)
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word cake Segment the word into the individual sounds: /c/ - /a/ - /ke/ Say the beginning sound of the word: /c/ Say the middle sounds of the word: /a/ Say the end sound of the word: /ke/ Write the word on the board: cake Model pointing and blending the sounds to make a word: /c/ - /a/ - /ke/ = cake Remind learners that in English, when we see the letters a and a consonant, followed by an e at the end of a word, we must not say the sounds separately. We must say one sound: /a - e/ (long a) Repeat this with the word same <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word game Ask learners: What is the first sound in the word? /g/ Ask learners: What is the middle sound in the word? /a/ Ask learners: What is the last sound in the word? /me/ Ask learners to segment the word into each individual sound: /g/ - /a/ - /me/ Write the word: game Instruct learners to blend the sounds in the word with you: /g/ - /a/ - /me/ = game Repeat this with the word take

	<p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: a-e words. 3. Instruct learners to write the numbers 1-8. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table border="1" style="margin: 10px auto;"> <tr> <td>cake</td> <td>bake</td> <td>take</td> <td>make</td> <td>came</td> <td>game</td> <td>same</td> <td>name</td> </tr> </table> <ol style="list-style-type: none"> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework. 	cake	bake	take	make	came	game	same	name
cake	bake	take	make	came	game	same	name		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 3: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Hot toast coming up</u>	
ACTIVITY	FIRST READ	
COMPREHENSION STRATEGY	I wonder... Make evaluations	
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.	
	Story	Think aloud: First read
	When Sibongile got home from school, she found her mother sick in bed. 'Oh no Mama!' Sibongile said, 'I will take care of you!'	Oh no! I wonder if this is the first time Sibongile has ever seen her mother sick?
	Sibongile thought about all the things her mother did for her when she was sick. 'Mama always makes me toast!' Sibongile thought. She went to the kitchen to make her mother some nice hot toast.	--
	Sibongile's little brother Siphso came into the kitchen. 'Mama always looks after us when we're sick,' she told Siphso, 'now it's our turn! Please help me to make some toast!' Sibongile wanted to do something extra special for her mother. 'I need to go find something – I'll be right back!' she said.	I wonder what extra special thing Sibongile will do for her mother? I wonder why she is working so hard to make her mother's day special? It must be because her mother takes really good care of her when she is sick!
	Sibongile went to find her old sock – the one with holes in it. 'This will be perfect!' she thought. She took the sock and went to find the other things she would need.	I wonder what Sibongile is going to do with an old sock? I wonder how that will help her mother?

<p>She walked through the kitchen. Siphon was supposed to be making the toast, but he was playing with their puppy. The toast was still sitting in the toaster. It was cold!</p> <p>‘Siphon! You’re supposed to be helping me take care of Mama!’ Sibongile said. She put new slices of bread in the toaster.</p> <p>‘Please watch the toast! You must bring it to Mama while it is hot!’ she said.</p> <p>‘I need to go find something – I’ll be right back!’ she said.</p>	<p>--</p>
<p>Sibongile went into her mother’s room.</p> <p>‘I am making something extra special for you – do you like monsters or snakes better?’ she asked.</p> <p>‘Monsters,’ her mother replied.</p> <p>‘Ok! I will be back soon!’ Sibongile said.</p>	<p>I wonder what Sibongile could be doing? I wonder why she needs to know if her mother likes monsters or snakes better?</p>
<p>She walked through to the kitchen again. Siphon was supposed to be making the toast, but now he was reading a book. The toast was sitting in the toaster. It was cold!</p> <p>‘Siphon! You’re supposed to be helping me take care of Mama!’ Sibongile said. She put new slices of bread in the toaster.</p> <p>‘Please watch the toast! You must bring it to Mama while it is hot!’ she said.</p> <p>‘I need to go do something – I’ll be right back!’ she said.</p>	<p>--</p>
<p>Sibongile found her markers and paint. She put the red sock on the table. She drew a nose and eyes on the sock. ‘A little monster puppet!’ Sibongile said, as she put on the puppet on her hand and ran to her mother’s room.</p>	<p>I wonder why Sibongile is making a puppet? I wonder what she will do with the puppet?</p>
<p>‘I’m going to put on a puppet show for you!’ Sibongile said.</p> <p>Sibongile made her little monster puppet talk and dance. She felt happy as she watched her mother smile and laugh. ‘I loved your puppet show!’ Mama said at the end.</p>	<p>I wonder where Sibongile got the idea to put on a puppet show for her mother? I wonder if her mother has ever put on a puppet show for her?</p>

<p>'I'm feeling hungry,' Mama said, getting up. Sibongile froze!</p> <p>'No, no! I made you toast! I forgot!' Sibongile cried. 'Stay in bed, I will bring it!'</p>	<p>I wonder what Siphos is doing? He was supposed to be looking after the toast!</p>
<p>Sibongile ran to the kitchen. Siphos was drawing with his crayons. The toast was cold. There was no more bread. 'I hope mom likes cold toast,' thought Sibongile.</p>	<p>I wonder if Sibongile's mother will eat the cold toast?</p>
<p>The toast was cold, but there was enough for Mama, Sibongile, Siphos and the little monster puppet to eat together!</p>	--
Follow up questions	Possible responses
<p>What does Siphos get distracted by?</p>	<p>He gets distracted by a puppy, a book, and his crayons.</p>
<p>What kind of puppet does Sibongile make for her mother?</p>	<p>A little monster puppet.</p>
Why question	Possible responses
<p>Why did Sibongile serve her mother cold toast?</p>	<ul style="list-style-type: none"> • Because she was trying to make a puppet show for her. • Because her brother was supposed to be helping her, but he kept forgetting about the toast. • Because Sibongile was so busy with her puppet show that she forgot about the toast. • Because she made the toast so many times she ran out of bread!

WEEK 3: THURSDAY: WRITING (30 minutes)

TOPIC	Write a list of the ways the people in your family take care of each other.
TASK	PLANNING & DRAFTING
WRITING FRAME	Ways I care for people in my family: 1. 2. 3.

Modelling:

1. Explain that today, learners will add another section to their lists.
2. Explain that they will add a heading. Point to the new heading (*Ways I care for people in my family*)
3. Remind learners that when we write a list, we use numbers (*point to the numbers on the writing frame*).
4. Read the writing frame to learners. Explain that today, we will make a list of things that we do to care for people in our families. We are young, but we can still care for others in so many different ways!
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: I pay my children's school fees, I give everyone in my family lots of hugs, I go to the shop and buy food for my family.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame, like: **Ways I care for people in my family:**
1. I work hard to pay school fees. 2. I give my family hugs. 3. I buy food so my family can eat.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources** like sight words and theme vocabulary words!
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 Tuesday, we thought about things other people in our family do to care for us. Today we will think about different ways we show people in our family that we care about them!
2. Ask learners: What do you do to care for people in your family?
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas with a partner.
6. Call on 3-5 learners to tell you one thing they do to care for someone in their family. They must say: **I show that I care about...when I...**
7. 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 Tuesday. They will **add** a heading and a list to their writing!
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 writing.

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations using the theme vocabulary words.*

1. My mom cook dinner every nite.
2. My sister helps me with my home work.
3. My dad works hard for money.

Ways I care for people in my family:

1. I wash the dishes for my mom.
2. I help to change my baby brothers nap.
3. I set the table for dinner

WEEK 3: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 3: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I am kind to the people I know,	<i>Smile at your friend</i>
	I care for others wherever I go!	<i>Give your friend a hug</i>
	When I'm caring in little ways,	<i>Pinch your two fingers together</i>
	I help make the world a kinder place!	-
THEME VOCABULARY	puppet, puppet show, serve, perform	
QUESTION OF THE DAY		
Question	What do you think is a more caring thing to do for someone who is sick?	
Graph	2 COLUMN GRAPH	
Options	perform a puppet show / serve them toast	
Follow up questions		
Question	How many learners think it is more caring to perform a puppet show for someone who is sick?	
Answer	__ learners think it is more caring to perform a puppet show for someone who is sick.	
Question	How many learners think it is more caring to serve toast to someone who is sick?	
Answer	__ learners think it is more caring to serve toast to someone who is sick.	
Question	What do more learners think is a more caring thing to do for someone who is sick?	
Answer	More learners think __ is a more caring thing to do for someone who is sick.	
Question	What do fewer learners think is a more caring thing to do for someone who is sick?	
Answer	Fewer learners think __ is a more caring thing to do for someone who is sick.	

Question	What do you think is a more caring thing to do for someone who is sick?
Answer	I think performing a puppet show is a more caring thing to do for someone who is sick.
Answer	I think serving toast is a more caring thing to do for someone who is sick.
READING	Practise reading the sight words for the week.

WEEK 3: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/a - e/									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>a-e</td> <td>b</td> <td>k</td> </tr> <tr> <td>s</td> <td>n</td> <td>t</td> </tr> <tr> <td>c</td> <td>m</td> <td>e</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /a- e/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /c/ - /a/ - /ke/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /a- e/. 6. Show learners how to make another word, like: /m/ - /e/ - /t/ 7. Remind learners they can make words using the target sound, like cake, or words without the target sound, like met. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: a - e. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): same, name, tame, sake, cake, bake, make, take, met, net, bet, set, men, ten 	a-e	b	k	s	n	t	c	m	e
a-e	b	k								
s	n	t								
c	m	e								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 3: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	Countable and uncountable nouns
ACTIVITY	
<p>EXPLANATION</p> <ol style="list-style-type: none"> 1. Explain that today, learners will think about different types of nouns. 2. Remind learners that a noun is a person, a place, or a thing (object). 3. Brainstorm some examples of nouns with learners, like: school, children, dog, sun, shoes 4. Explain that today we will think about countable and uncountable nouns. Explain that you can add a number in front of countable nouns, but you can't to uncountable nouns. <p>I DO (Teacher models)</p> <ol style="list-style-type: none"> 1. Explain that one way families care for each other is to go to the shop to buy things that are needed in the house. Sometimes when we go to the shop, we make a list so we can remember what we need to buy. 2. Say: Let's pretend we are making a shopping list to help someone in our family. We need to write down all the things we must buy at the shop so that we don't forget what we need! 3. Brainstorm items for the shopping list with learners. Write the items on the board, like: <ol style="list-style-type: none"> a. milk b. eggs c. coffee d. tomatoes e. onions f. yogurt g. bananas h. sugar i. potatoes j. flour 	

4. Explain that today, we will try to figure out which of the nouns on our list are countable and which nouns are uncountable.
5. Use modelling to complete the first two for learners:
 - a. Milk: uncountable (Explain that we can't say one milk or two milks – we say some milk. We can say one *bottle* of milk or one *glass* of milk, because a bottle and a glass are countable.)
 - b. Eggs: countable (Explain that we can put a number in front of the amount of eggs we need. We can say one egg or ten eggs.)
6. **WE DO (Teacher and learners do together):**
7. Complete the next two examples together with the learners, like:
8. coffee: uncountable (Explain that we can't say one coffee or two coffees – we say some coffee. We can say one *packet* of coffee or one *cup* of coffee, because a packet and a cup are countable.)
9. tomatoes: countable (Explain that we can put a number in front of the amount of tomatoes we need. We can say one tomato or ten tomatoes.)

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to write down the remaining items on the shopping list. They must work with a partner to decide if each noun is countable or uncountable.
3. If the noun is countable, they must write how many of the item they want to buy!
4. If the item is uncountable, they must write 'some' next to the noun.
5. As learners are writing, walk around the room and complete **mini conferences**.
6. Help learners correctly identify **countable and uncountable nouns**.
7. **Encourage learners.**
8. Answer examples:
 - a. **Some** milk
 - b. **6** eggs
 - c. **Some** coffee
 - d. **4** tomatoes
 - e. **2** onions
 - f. **Some** yoghurt
 - g. **5** bananas
 - h. **Some** sugar
 - i. **12** potatoes
 - j. **Some** flour

WEEK 3: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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.

GRADE 3 - TERM 2

WEEK
4

THEME:
FAMILIES CARING FOR EACH OTHER!

'Without a sense of caring, there can be no sense of community.'
- Anthony D'angelo

WEEK 4: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: cardboard cut-out of a heart/flowers, a teddy-bear, some plasters, picture of people caring for one another, a giftwrapped box, child's handwritten thank-you note..
5. Do some research on the internet to prepare for the theme. For example: activities to teach children about care and love.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's write, page 54 & 55
Activity 2	DBE Workbook 1: Word work, page 54
Activity 3	DBE Workbook 1: Let's read, page 56
Activity 4	Draw a picture of something that you do for your family or friend that is helpful.

TERM 2: WEEK 4	
OVERVIEW	
THEME	Families caring for each other!
THEME VOCABULARY	annoyed, distracted, focused, furious, freeze, froze, realise, kitchen, expected, dishes, laundry, helpful
SIGHT WORDS	felt, brother, wants, eat, forgot
PHONICS	/i - e/ - hide, pride, slide, wide, ice, mice, nice, rice (note the soft /c/)
WRITING FRAME	Topic: Write a list of the ways the people in your family take care of each other.
	Tuesday
	Thursday
	Editing
	Publishing & Presenting

TERM 2: WEEK 4	
INTRODUCE THE THEME	
PICTURE	The front cover of the Big Book: <u>Hot toast coming up!</u>
SHOW	Show learners the picture on the front cover of the story. Remind learners that last week we spoke about caring for others.
SAY	<ul style="list-style-type: none"> • Ask learners: How does Sibongile care for others? • Listen to learner responses. Help learners revise some of the theme vocabulary from WEEK 3. • Remind learners that Sibongile cares for her mother while she is sick by making her toast and performing a puppet show for her. She shows that she really cares about taking good care of her mom! • Explain that this week, we will be thinking more about how we care for our families.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 4: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Today I thought of many things	<i>Put your finger on your head as if you are thinking</i>
	That I am thankful for.	<i>Put your hands together</i>
	I thought of toys and sweets,	-
	But then I thought some more!	<i>Put your finger on your head as if you are thinking</i>
	I thought about my family	-
	Who love and care for me.	<i>Hug yourself tightly</i>
	Family is better than anything,	-
	It is easy to see!	<i>Put your fingers on your eyes</i>
THEME VOCABULARY	annoyed, distracted, focused, furious	
QUESTION OF THE DAY		
Question	If you were Sibongile, how would you feel when Siphon got distracted?	
Graph	3 COLUMN GRAPH	
Options	annoyed / grumpy / furious	
Follow-up questions		
Question	How many learners would feel annoyed when Siphon got distracted?	
Answer	__ learners would feel annoyed when Siphon got distracted.	
Question	How many learners would feel grumpy when Siphon got distracted?	
Answer	__ learners would feel grumpy when Siphon got distracted.	
Question	How many learners would feel furious when Siphon got distracted?	
Answer	__ learners would feel furious when Siphon got distracted.	
Question	How would most learners feel when Siphon got distracted.	
Answer	Most learners would feel __ when Siphon got distracted.	

Question	How would fewest learners feel when Sipho got distracted?
Answer	Fewest learners would feel __ when Sipho got distracted.
Question	How would you feel when Sipho got distracted?
Answer	I would feel annoyed when Sipho got distracted.
Answer	I would feel grumpy when Sipho got distracted.
Answer	I would feel furious when Sipho got distracted.
READING	Practise reading the sight words for the week.

WEEK 4: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/i - e/ (magic e)								
FLASHCARDS	hide, pride, slide, wide ice, mice, nice, rice (note the soft /c/)								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /i - e/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters i and a consonant, followed by an e at the end of a word, we must not say the sounds separately. We must say one sound: /i - e/ (long i) Show each flashcard and help learners break the word up into individual sounds: /h/ - /i/ - /de/ /pr/ - /i/ - /de/ /sl/ - /i/ - /de/ /w/ - /i/ - /de/ /i/ - /ce/ (note the soft /c/) /m/ - /i/ - /ce/ (note the soft /c/) /n/ - /i/ - /ce/ (note the soft /c/) /r/ - /i/ - /ce/ (note the soft /c/) Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>hide</td> <td>ice</td> </tr> <tr> <td>pride</td> <td>mice</td> </tr> <tr> <td>slide</td> <td>nice</td> </tr> <tr> <td>wide</td> <td>rice</td> </tr> </table>	hide	ice	pride	mice	slide	nice	wide	rice
hide	ice								
pride	mice								
slide	nice								
wide	rice								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 4: MONDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Hot toast coming up</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Make evaluations
PURPOSE	<p>Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.</p> <p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves.</p>
Story	Think aloud: Second read
When Sibongile got home from school, she found her mother sick in bed. 'Oh no Mama!' Sibongile said, 'I will take care of you!'	I can make an evaluation that Sibongile is a caring person. She wants to care for her mother, just like her mother cares for her!
Sibongile thought about all the things her mother did for her when she was sick. 'Mama always makes me toast!' Sibongile thought. She went to the kitchen to make her mother some nice hot toast.	I can make an evaluation that Sibongile is caring because her mother didn't ask for help, but Sibongile offers on her own! She really wants her mother to feel loved and cared for.
Sibongile's little brother Sipho came into the kitchen. 'Mama always looks after us when we're sick,' she told Sipho, 'now it's our turn! Please help me to make some toast!' Sibongile wanted to do something extra special for her mother. 'I need to go find something – I'll be right back!' she said.	I wonder if Sipho is as kind and caring as his big sister?

<p>Sibongile went to find her old sock – the one with holes in it. ‘This will be perfect!’ she thought. She took the sock and went to find the other things she would need.</p>	<p>--</p>
<p>She walked through the kitchen. Siphos was supposed to be making the toast, but he was playing with their puppy. The toast was still sitting in the toaster. It was cold! ‘Siphos! You’re supposed to be helping me take care of Mama!’ Sibongile said. She put new slices of bread in the toaster. ‘Please watch the toast! You must bring it to Mama while it is hot!’ she said. ‘I need to go find something – I’ll be right back!’ she said.</p>	<p>I can make the evaluation that Siphos isn’t as caring as Sibongile. Siphos didn’t offer to help care for his mom. And, he keeps forgetting to help Sibongile even though she has asked him to help her!</p>
<p>Sibongile went into her mother’s room. ‘I am making something extra special for you – do you like monsters or snakes better?’ she asked. ‘Monsters,’ her mother replied. ‘Ok! I will be back soon!’ Sibongile said.</p>	<p>--</p>
<p>She walked through to the kitchen again. Siphos was supposed to be making the toast, but now he was reading a book. The toast was sitting in the toaster. It was cold! ‘Siphos! You’re supposed to be helping me take care of Mama!’ Sibongile said. She put new slices of bread in the toaster. ‘Please watch the toast! You must bring it to Mama while it is hot!’ she said. ‘I need to go do something – I’ll be right back!’ she said.</p>	<p>I can make the evaluation that Siphos gets distracted easily! First, he got distracted by their puppy and now he is distracted by his book! He is not as focused on helping his mother as Sibongile is.</p>
<p>Sibongile found her markers and paint. She put the red sock on the table. She drew a nose and eyes on the sock. ‘A little monster puppet!’ Sibongile said, as she put on the puppet on her hand and ran to her mother’s room.</p>	<p>--</p>
<p>‘I’m going to perform a puppet show for you!’ Sibongile said. Sibongile made her little monster puppet talk and dance. She felt happy as she watched her mother smile and laugh. ‘I loved your puppet show!’ Mama said at the end.</p>	<p>I can make the evaluation that Sibongile is a creative person! She made her own puppet and made up her own puppet show to help me mom smile and laugh!</p>

'I'm feeling hungry,' Mama said, getting up. Sibongile froze! 'No, no! I made you toast! I forgot!' Sibongile cried. 'Stay in bed, I will bring it!'	Oh no! Sibongile worked so hard to make the day special for her mother. I wonder if she will feel annoyed with her brother for not helping with the toast?
Sibongile ran to the kitchen. Siphon was drawing with his crayons. The toast was cold. There was no more bread. 'I hope mom likes cold toast,' thought Sibongile.	I can make the evaluation that Sibongile is a very kind and understanding person. Siphon is not being helpful, but she doesn't become cross or shout! The only thing she is focused on is taking care of her mother.
The toast was cold, but there was enough for Mama, Sibongile, Siphon and the little monster puppet to eat together!	--
Follow up questions	Possible responses
What kind of person do you think Siphon is?	I can make the evaluation that Siphon is... because...
What kind of person do you think Sibongile is?	I can make the evaluation that Sibongile is... because...
Why question	Possible responses
Why did Sibongile work so hard to take care of her mother?	<ul style="list-style-type: none"> • Because her mother always takes good care of her when she is sick. • Because she wants to show her mother she loves and cares about her. • Because she is a caring person. • Because she is a kind person. • Because she wants her mother to feel better!
Formulating questions	
<ul style="list-style-type: none"> • Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. • Next ask learners to think about the story, and to try and formulate their own question. • Tell learners to 'turn and talk' and ask each other their questions. • Ask a few learners to share their questions with the whole class. • Correct any errors with the form or content of the questions. • Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear. 	

WEEK 4: TUESDAY: WRITING (30 minutes)

TOPIC	Write a list of the ways the people in your family take care of each other.
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

Ways people in my family care for me:

1. My husband listens to me
2. My **soon** cooks dinner for me.
3. **my** husband **bring** me books so I can learn new things!

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. My husband listens to me. (*Check for punctuation!*)
 - b. My **soon son** cooks dinner for me (*We must check for spelling. Sometimes, reading sentences out loud helps us find words that haven't been spelled right.*)
 - c. **my** husband **brings** me books so I can learn new things! (*The first word must be capitalised. When we talk about one person doing something, the verb must have an 's' at the end. When we read our sentences out loud, we can sometimes hear when something like this sounds wrong!*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed paragraphs from Monday and Tuesday. Instruct learners to find their writing from Monday and Tuesday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner.
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more details or sentences to their paragraphs.
8. Encourage learners.

1. My mom cooks dinner every night.
2. My sister helps me with my homework.
3. My dad works hard for money.

Tuesday

Ways I care for people in my family:

1. I wash the dishes for my mom.
2. I help to change my baby brother's nappy.
3. I set the table for dinner dinner.

WEEK 4: TUESDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Today I thought of many things	<i>Put your finger on your head as if you are thinking</i>
	That I am thankful for.	<i>Put your hands together</i>
	I thought of toys and sweets,	-
	But then I thought some more!	<i>Put your finger on your head as if you are thinking</i>
	I thought about my family	-
	Who love and care for me.	<i>Hug yourself tightly</i>
	Family is better than anything,	-
It is easy to see!	<i>Put your fingers on your eyes</i>	
THEME VOCABULARY	freeze, froze, realise, kitchen	
QUESTION OF THE DAY		
Question	<i>Remind learners that in the story, Sibongile froze when her mother says that she is hungry. She realises that the toast is still sitting in the kitchen!</i> Ask learners: Why do you think Sibongile freezes?	
Graph	2 COLUMN GRAPH	
Options	She feels upset that she forgot about the toast! / She is so furious with her brother for not bringing the toast!	
Follow-up questions		
Question	How many learners think Sibongile freezes because she feels upset that she forgot about the toast?	
Answer	__ learners think Sibongile freezes because she feels upset that she forgot about the toast.	
Question	How many learners think Sibongile freezes because she is so furious with her brother for not bringing the toast?	
Answer	__ learners think Sibongile freezes because she is so furious with her brother for not bringing the toast.	

Question	Why do more learners think Sibongile freezes?
Answer	More learners think Sibongile freezes because ___.
Question	Why do fewer learners think Sibongile freezes?
Answer	Fewer learners think Sibongile freezes because ___.
Question	Why do you think Sibongile freezes?
Answer	I think Sibongile freezes because she feels upset that she forgot about the toast.
Answer	I think Sibongile freezes because she is so furious with her brother for not bringing the toast.
READING	Practise reading the sight words for the week.

WEEK 4: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/i - e/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word pride Segment the word into the individual sounds: /pr/ - /i/ - /de/ Say the beginning sound of the word: /pr/ Say the middle sound of the word: /i/ Say the end sound of the word: /de/ Write the word on the board: pride Model pointing and blending the sounds to make a word: /pr/ - /i/ - /de/ = pride Remind learners that in English, when they see the letters i and a consonant, followed by an e at the end of a word, we must not say the sounds separately. We must say one sound: /i - e/ (long i) Repeat this with the word mice <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word rice Ask learners: What is the first sound in the word? /r/ Ask learners: What is the middle sound in the word? /i/ Ask learners: What is the last sound in the word? /ce/ - note the soft /c/ sound Ask learners to segment the word into each individual sound: /r/ - /i/ - /ce/ Write the word: rice Instruct learners to blend the sounds in the word with you: /r/ - /i/ - /ce/ = rice

	<p>8. Repeat this with the word slide</p> <p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: i - e words. 3. Instruct learners to write the numbers 1-8. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table border="1" style="margin: 10px auto;"> <tr> <td>hide</td> <td>pride</td> <td>slide</td> <td>wide</td> <td>ice</td> <td>mice</td> <td>nice</td> <td>mice</td> </tr> </table> <ol style="list-style-type: none"> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework. 	hide	pride	slide	wide	ice	mice	nice	mice
hide	pride	slide	wide	ice	mice	nice	mice		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 4: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Hot toast coming up</u>
ACTIVITY	RECOUNT THE STORY
COMPREHENSION STRATEGY	Summarise Make evaluations
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
SENTENCE FRAME	In the story... Sibongile... I think...because...

INSTRUCTIONS

1. Explain that when we **summarise** a story, we think about the most important things that happened!
2. Remind learners that when we make an evaluation, we also say what we think about something in the story.
3. Explain that learners will summarise and make an evaluation about the story: Hot toast coming up!
4. Use **modelling** to show learners how to give a 2-3 sentence summary of the story like: **In the story**, Sibongile takes care of her mother, who is sick! She brings her mother toast and puts on a show. **Sibongile** is so caring and tries to make her mother feel happy.
5. Use modelling to make an evaluation about this story, like: **I think** Sibongile is kinder than her brother **because** her brother doesn't do anything nice for their mother at all!
6. Hold up the pictures. Instruct learners to look at the pictures and think about the most important events in the story.
7. Instruct learners to think about their **summary** and **evaluation** of the story.
8. Instruct learners to **turn and talk** and share their **own** recount with a partner (***they should not memorise what the teacher has said. This should be learners own ideas!***)
9. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
10. Explain and correct any common problems to learners.

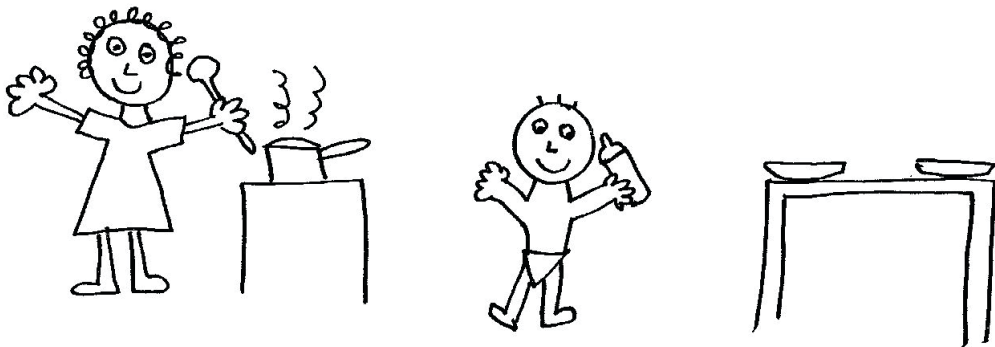
WEEK 4: THURSDAY: WRITING (30 minutes)	
TOPIC	Write a list of the ways the people in your family take care of each other.
WRITING FRAME	<p>Ways people in my family care for me:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Ways I care for people in my family:</p> <ol style="list-style-type: none"> 1. 2. 3.
TASK	PUBLISHING and SHARING
<p>Getting Ready:</p> <ol style="list-style-type: none"> 1. Write one of your sentences on the board, with a corrected mistake, like: My husband listens to me. <p>Modelling:</p> <ol style="list-style-type: none"> 1. Explain that today, we will publish our work so that people can read it. 2. Remind learners that when we publish, we rewrite our sentences without mistakes. 3. Explain that learners must look at the corrections they made with their partners yesterday. 4. Explain that learners can illustrate (add pictures) their work if they have time. 5. Use modelling to show learners how to publish. You must rewrite your sentence and fix your mistake, like: My husband listens to me. <p>Writing:</p> <ol style="list-style-type: none"> 1. Hand out learner books. 2. Instruct learners to find their drafts from Tuesday and Thursday and their editing checklist. 3. Instruct learners to begin publishing. 4. Remind learner to fix their mistakes as they publish. They can also add or change their ideas if they think they can make something sound better! 5. Walk around the room and complete mini conferences. 6. Help learners to correct their mistakes. 7. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner. 8. As you walk around, encourage writers. <p>Turn and Talk:</p> <ol style="list-style-type: none"> 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 paragraphs. <p><i>Hang up learner drawings at learner eye-level around the room. This helps learners have conversations using the new theme vocabulary.</i></p>	

Ways people in my family care for me:

1. My mom cooks dinner every night.
2. My sister helps me with my homework.
3. My dad works hard for money.

Ways I care for people in my family:

1. I wash the dishes for my mom.
2. I help to change my baby brother's nappy.
3. I set the table for dinner.



WEEK 4: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 4: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Today I thought of many things	<i>Put your finger on your head as if you are thinking</i>
	That I am thankful for.	<i>Put your hands together</i>
	I thought of toys and sweets,	-
	But then I thought some more!	<i>Put your finger on your head as if you are thinking</i>
	I thought about my family	-
	Who love and care for me.	<i>Hug yourself tightly</i>
	Family is better than anything,	-
	It is easy to see!	<i>Put your fingers on your eyes</i>
THEME VOCABULARY	expected, dishes, laundry, helpful	
QUESTION OF THE DAY		
Question	What are you expected to do to help in your home?	
Graph	3 COLUMN GRAPH	
Options	wash the dishes / fold the laundry / cook	
Follow-up questions		
Question	How many learners are expected to wash the dishes in their home?	
Answer	__ learners are expected to wash the dishes in their home.	
Question	How many learners are expected to fold the laundry in their home?	
Answer	__ learners are expected to fold the laundry in their home.	
Question	How many learners are expected to cook in their home?	
Answer	__ learners are expected to cook in their home.	
Question	What are most learners expected to do to help in their home?	
Answer	Most learners are expected to __ to help in their home.	
Question	What are fewest learners expected to do to help in their home?	
Answer	Fewest learners are expected to __ to help in their home.	

Question	What are you expected to do to help in your home?
Answer	I am expected to wash the dishes to help in my home.
Answer	I am expected to fold the laundry to help in my home.
Answer	I am expected to cook to help in my home.
READING	Practise reading the sight words for the week.

WEEK 4: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/i - e/									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>i - e</td> <td>a</td> <td>c</td> </tr> <tr> <td>pr</td> <td>m</td> <td>h</td> </tr> <tr> <td>r</td> <td>d</td> <td>w</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /i - e/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /w/ - /i/ - /de/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /i - e/. 6. Show learners how to make another word, like: /pr/ - /a/ - /m/. 7. Remind learners they can make words using the target sound, like wide, or words without the target sound, like pram. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: i - e words. 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): pride, wide, ride, hide, ice, mice, rice, price, dice, prime, mad, dam, ham, pram, 	i - e	a	c	pr	m	h	r	d	w
i - e	a	c								
pr	m	h								
r	d	w								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 4: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	Countable and uncountable nouns a few / a little how many / how much
ACTIVITY	
<p>EXPLANATION</p> <ol style="list-style-type: none"> 1. Explain that today, learners will think about some of the articles we use with countable and uncountable nouns. 2. Remind learners that last week we learned about countable and uncountable nouns. Remind them that you can add a number in front of countable nouns, but you can't to uncountable nouns. 3. Explain that we don't always use an exact number when we are talking! Explain that when we are using countable nouns, we can use the term: a few. But, when we are using uncountable nouns, we must rather say: a little. For example: I want a few sweets. I want a little sugar. 4. Explain when we are asking someone about countable nouns, we can ask: How many? But, when we are asking about uncountable nouns, we can ask: How much? For example: How many sweets do you want? How much sugar do you need? <p>I DO (Teacher models)</p> <ol style="list-style-type: none"> 1. Rewrite the countable and uncountable nouns you brainstormed in WEEK 3 on the board, like: <ol style="list-style-type: none"> a. milk b. eggs c. coffee d. tomatoes e. onions f. yogurt g. bananas h. sugar i. potatoes j. flour 	

2. Explain that today we will update our list: we want to give someone an idea of **how many** or **how much** of each item we will need! We want to help make sure whoever uses our shopping list only buy a few or a little bit of things on the list!
3. Explain that today, we will think about which nouns are countable. We will add '**a few**' to these items on the list.
4. Then, we will think about which nouns are uncountable. We will add '**a little**' to these items on the list.
5. Use modelling to complete the first two for learners:
 - a. Say: How much milk do we need?
Write: A little milk.
 - b. Say: How many eggs do we need?
Write: A few eggs

WE DO (Teacher and learners do together):

1. Complete the next two examples together with the learners, like:
 - a. Ask learners: How much coffee do we need?
Write: A little coffee.
 - b. Say: How many tomatoes do we need?
Write: A few tomatoes

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to read through the remaining items on the shopping list. They must work with a partner to decide if they ask: How many? OR How much?
3. Then they write down each item on the list.
4. If the noun is countable, they must write 'a few' next to the noun.
5. If the item is uncountable, they must write 'a little' next to the noun.
6. As learners are writing, walk around the room and complete **mini conferences**.
7. Help learners correctly identify countable and uncountable nouns and use 'a few' and 'a little'
8. **Encourage learners.**
9. Answer examples:
 - a. A little milk
 - b. A few eggs
 - c. A little coffee
 - d. A few tomatoes
 - e. A few onions
 - f. A little yogurt
 - g. A few bananas
 - h. A little sugar
 - i. A few potatoes
 - j. A little flour

WEEK 4: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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.

GRADE 3 - TERM 2

WEEK
5

THEME:
BULLYING

'If you turn and face the other way when someone is being bullied,
you might as well be the bully too.'

- Unknown

WEEK 5: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: soccer boot, picture of someone being bullied, cardboard cutout of a speech bubble or broken heart, someone looking sad talking to their mom or dad.
5. Do some research on the internet to prepare for the theme. how to encourage young learners to speak out against bullies and bullying.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's talk, page 56
Activity 2	DBE Workbook 1: Word work, page 57 & 58
Activity 3	DBE Workbook 1: Let's write, page 57 & 59
Activity 4	Draw a picture of someone being picked on.

TERM 2: WEEK 5									
OVERVIEW									
THEME	Bullying								
THEME VOCABULARY	ashamed, pick on, bully, tease, group, single, alone, spend time with, continue, cruel, knock (down), talented								
SIGHT WORDS	idea, soccer, boots, score, goal								
PHONICS	/o - e/ - joke, woke, broke, spoke								
WRITING FRAME	Topic: Write a story about someone who is getting picked on.								
	<table border="1"> <thead> <tr> <th>Monday</th> <th>Tuesday</th> </tr> </thead> <tbody> <tr> <td>Once there was...</td> <td>He/she...</td> </tr> <tr> <td>He/she...</td> <td>Finally...</td> </tr> <tr> <td>Then...</td> <td>After that...</td> </tr> </tbody> </table>	Monday	Tuesday	Once there was...	He/she...	He/she...	Finally...	Then...	After that...
	Monday	Tuesday							
Once there was...	He/she...								
He/she...	Finally...								
Then...	After that...								

TERM 2: WEEK 5	
INTRODUCE THE THEME	
PICTURE	The front cover of the Big Book: Jojo's new school
SHOW	Remind learners that we have been talking about caring for others - in this theme we will continue to do this, but in a different way.
SAY	<ul style="list-style-type: none"> • Ask learners: Have you ever been bullied? • Listen to learner responses. • Remind learners that in the previous two themes we spoke about caring for friends and our families. In this theme, we will talk about standing up to bullies - another way of caring for others.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 5: MONDAY: DAILY ACTIVITIES (10 minutes)													
GREETING	Greet the learners in English.												
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>This little bully threw a punch</td> <td><i>Show baby finger Pretend to punch someone</i></td> </tr> <tr> <td>This little bully stole my lunch</td> <td><i>Show ring finger Pretend to grab something from someone</i></td> </tr> <tr> <td>This little bully called me names</td> <td><i>Show middle finger Sneer, and pretend to be calling someone a name</i></td> </tr> <tr> <td>This little bully spoilt my game</td> <td><i>Show index finger Look sad</i></td> </tr> <tr> <td>So I went to play with other friends, and had lots of fun!</td> <td><i>Show a thumb's up Then fold arms across chest; look proud</i></td> </tr> </tbody> </table>	Lyrics	Actions	This little bully threw a punch	<i>Show baby finger Pretend to punch someone</i>	This little bully stole my lunch	<i>Show ring finger Pretend to grab something from someone</i>	This little bully called me names	<i>Show middle finger Sneer, and pretend to be calling someone a name</i>	This little bully spoilt my game	<i>Show index finger Look sad</i>	So I went to play with other friends, and had lots of fun!	<i>Show a thumb's up Then fold arms across chest; look proud</i>
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So I went to play with other friends, and had lots of fun!	<i>Show a thumb's up Then fold arms across chest; look proud</i>												
THEME VOCABULARY	ashamed, pick on, bully, tease												
QUESTION OF THE DAY													
Question	How would you feel if someone picked on you?												
Graph	3 COLUMN GRAPH												
Options	sad / ashamed / angry												
Follow up questions													
Question	How many learners would feel sad if someone picked on them?												
Answer	__ learners would feel sad if someone picked on them.												
Question	How many learners would feel ashamed if someone picked on them?												
Answer	__ learners would feel ashamed if someone picked on them.												
Question	How many learners would feel angry if someone picked on them?												
Answer	__ learners would feel angry if someone picked on them.												
Question	How would most learners feel if someone picked on them?												
Answer	More learners would feel __ if someone picked on them.												

Question	How would fewest learners feel if someone picked on them?
Answer	Fewest learners would feel ___ if someone picked on them.
Question	How would you feel if someone picked on you?
Answer	I would feel sad if someone picked on me.
Answer	I would feel ashamed if someone picked on me.
Answer	I would feel angry if someone picked on me.
READING	Practise reading the sight words for the week.

WEEK 5: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/o - e/ (magic e)				
FLASHCARDS	joke, woke, broke, spoke				
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /o - e/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters o and a consonant, followed by an e at the end of a word, we must not say the sounds separately. We must say one sound: /o - e/ (long o) Show each flashcard and help learners break the word up into individual sounds: /j/ - /o/ - /ke/ /w/ - /o/ - /ke/ /br/ - /o/ - /ke/ /sp/ - /o/ - /ke/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" style="margin-left: 40px;"> <tr><td>joke</td></tr> <tr><td>woke</td></tr> <tr><td>broke</td></tr> <tr><td>spoke</td></tr> </table>	joke	woke	broke	spoke
joke					
woke					
broke					
spoke					

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 5: MONDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Jojo's new school</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> 1. Show learners the front cover of the story: <u>Jojo's new school</u> 2. Read the title of the story. 3. Ask learners: What do you think will happen in this story? 4. Display the Big Book for learners to see. Make sure all learners can see the pictures in the book. 5. Show learners the first picture. 6. Ask learners: What do you think is happening here? 7. Discuss the picture with learners. 8. Ask learners: What do you think might happen next? 9. Go through each picture in the book and ask learners these questions. 10. When you get to the last picture, ask learners: How do you think this story will end? 11. Thank learners for their predictions. 12. Read through the story once. Code switch where necessary. 	

WEEK 5: TUESDAY: WRITING (30 minutes)

TOPIC	Write a story about someone who is getting picked on.
TASK	PLANNING & DRAFTING
WRITING FRAME	Once there was... He/she... Then...

Modelling:

1. Explain that this week, learners will write a short story about someone who gets bullied.
2. Explain that today, learners will think about who the **characters** in their story will be. That means they will think about the people who will be in their story. They must think about who will get bullied, and who the bully is!
3. Explain that today, learners will also need to think about **why** their character is getting bullied.
4. Read the writing frame to learners.
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 am going to write about a little boy named Thembi. He is getting bullied because he just got new glasses. He is getting bullied by a girl in his class named Sindiswa
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: **Once there was** a boy named Thembi. **He** was so excited because he got brand new glasses! **He** could finally see at school. But **then** at break, Sindiswa threw his glasses on the ground!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: Who will you choose as character in this story?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Call on 2-3 learners to tell you who they cared for. They must say: **My characters will be...**
5. Ask learners: Why is the character in the story being picked on?
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 2-3 learners to tell you what they did. They must say: **He/she is getting picked on because...**
9. Explain that learners will now use the writing frame to draw and write 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 **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.

Once there was a girl named
sindi. She had big holes in
her jersey Then Oratile lafted
at Sindi

WEEK 5: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (10 minutes)													
GREETING	Greet the learners in English.												
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>This little bully threw a punch</td> <td>Show baby finger Pretend to punch someone</td> </tr> <tr> <td>This little bully stole my lunch</td> <td>Show ring finger Pretend to grab something from someone</td> </tr> <tr> <td>This little bully called me names</td> <td>Show middle finger Sneer, and pretend to be calling someone a name</td> </tr> <tr> <td>This little bully spoilt my game</td> <td>Show index finger Look sad</td> </tr> <tr> <td>So I went to play with other friends, and had lots of fun!</td> <td>Show a thumb's up Then fold arms across chest; look proud</td> </tr> </tbody> </table>	Lyrics	Actions	This little bully threw a punch	Show baby finger Pretend to punch someone	This little bully stole my lunch	Show ring finger Pretend to grab something from someone	This little bully called me names	Show middle finger Sneer, and pretend to be calling someone a name	This little bully spoilt my game	Show index finger Look sad	So I went to play with other friends, and had lots of fun!	Show a thumb's up Then fold arms across chest; look proud
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THEME VOCABULARY	group, single, alone, spend time with												
QUESTION OF THE DAY													
Question	Who do you like to spend time with?												
Graph	3 COLUMN GRAPH												
Options	A group of friends / a single friend / alone												
Follow up questions													
Question	How many learners like to spend time with a group of friends?												
Answer	__ learners like to spend time with a group of friends.												
Question	How many learners like to spend time with a single friend?												
Answer	__ learners like to spend time with a single friend.												
Question	How many learners like to spend time alone?												
Answer	__ learners like to spend time alone.												
Question	Who do most learners like to spend time with?												
Answer	Most learners like to spend time __												

Question	Who do fewest learners like to spend time with?
Answer	Fewest learners like to spend time __
Question	Who do you like to spend time with?
Answer	I like to spend time with a group of friends.
Answer	I like to spend time with a single friend.
Answer	I like to spend time alone.
READING	Practise reading the sight words for the week.

WEEK 5: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/o - e/ (magic e)
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> 1. Say the word broke 2. Segment the word into the individual sounds: /br/ - /o/ - /ke/ 3. Say the beginning sound of the word: /br/ 4. Say the middle sound of the word: /o/ 5. Say the end sound of the word: /ke/ 6. Write the word on the board: broke 7. Model pointing and blending the sounds to make a word: /br/ - /o/ - /ke/ = broke 8. Remind learners that in English, when we see the letters o and a consonant, followed by an e at the end of a word, we must not say the sounds separately. We must say one sound: /o - e/ (long o) 9. Repeat this with the word joke <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> 1. Say the word spoke 2. Ask learners: What is the first sound in the word? /sp/ 3. Ask learners: What are the middle sounds in the word? /o/ 4. Ask learners: What is the last sound in the word? /ke/ 5. Ask learners to segment the word into each individual sound: /sp/ - /o/ - /ke/ 6. Write the word: spoke 7. Instruct learners to blend the sounds in the word with you: /sp/ - /o/ - /ke/ = spoke 8. Repeat this with the word woke

	<p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: o - e 3. Instruct learners to write the numbers 1-4. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table border="1" style="margin: 10px auto;"> <tr> <td style="padding: 5px;">joke</td> <td style="padding: 5px;">woke</td> <td style="padding: 5px;">broke</td> <td style="padding: 5px;">spoke</td> </tr> </table> <ol style="list-style-type: none"> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework. 	joke	woke	broke	spoke
joke	woke	broke	spoke		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
ACTIVITY	

WEEK 5: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 5: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Jojo's new school</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Search the text
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves. By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
Story	Think aloud: First read
Jojo was having a tough time at his new school. 'Why did I have to come to this school?' he muttered as he sat with his face in his hands. 'The kids at my old school were never this mean!'	I learn here that Jojo is at new school. I learn that he is unhappy because other children are being mean to him!
Jojo's parents had decided that he could get a better education if he went to live with his father in Johannesburg. Jojo was excited to begin Grade 3 in a new school. But he felt sad to leave his mother and sister behind. He felt sad to leave his small school and all of his friends behind. Now that he was in Johannesburg, he wished he had never left.	I learn here that Jojo is now living in Johannesburg with his father. I learn that Jojo's parents live in different places – they do not live together.
Jojo was being bullied by a group of older boys at his new school. Every afternoon, they picked on Jojo as he walked home. They called him names and threw his things. Today, Bruce, one of the biggest boys in the school, knocked Jojo's glasses to the ground. He picked them up and then threw them into the road. Then, they ran away laughing.	Who is being mean to Jojo? I learn here that the older boys are bullying Jojo. I learn that they are picking on him! I wonder why the older boys are being mean to Jojo?

<p>Jojo bent down to pick up his glasses. When he looked up, he saw the shopkeeper from the sports shop running towards him. Jojo had tears in his eyes. He didn't want the shopkeeper to see. Jojo turned around and continued to walk home.</p> <p>'I saw those boys picking on you!' the shopkeeper called. 'I'm so sorry – they are very cruel! It's okay to be upset,' he said kindly.</p> <p>'I have an idea for you! Maybe you should try playing a sport after school. Then, it will be difficult for those boys to bully you.' Jojo thought about it. 'Well, the only sport I like is soccer,' he said. 'But I don't have any soccer boots.' Jojo said sadly.</p> <p>'It's your lucky day,' the shopkeeper said, beckoning Jojo inside the shop. 'I'm cleaning up the shop. I have lots of old shoes and boots that I need to get rid of!'</p>	<p>Why does the shopkeeper think Jojo should play a sport? Oh! I learn that he thinks this will make it more difficult for the older boys to bully Jojo.</p>
<p>Jojo laced up a pair of cool black and red soccer boots.</p> <p>'They fit perfectly!' Jojo said.</p> <p>'Then they're yours!' said the shopkeeper, 'as long as you promise to play on the soccer team at school!'</p>	<p>I learn that the shopkeeper will give Jojo boots so that he can join the soccer team!</p>
<p>Jojo was lucky because the next day at school, there was a soccer practice. After school, Jojo laced up his new boots and went out to the soccer field. He felt nervous as he stepped onto the field. He looked around at all the spectators. The bullies were sitting on the edge of the field, laughing and pointing at him.</p> <p>At that moment, the ball came straight to Jojo. He dribbled towards the goal. Then he gave the ball a hard kick. Jojo scored! All the spectators cheered – all of them except his bullies.</p>	<p>I learn here that Jojo is a talented soccer player! He can dribble the ball and he scores many goals!</p>

Jojo played the best game of his life – he scored goal after goal. At the end of the game, the spectators cheered and chanted his name ‘Jojo! Jojo!’	
‘You are on the A team!’ the coach said to Jojo at the end of the game. ‘Grade 3 learners almost never make the A team! You are very talented!’ he said. Jojo’s new teammates gathered together, cheering. Jojo looked over at the bullies. They weren’t laughing or pointing now. ‘I think everything will be ok,’ Jojo thought to himself.	I learn here that Jojo makes the A team! He is on the team for the best soccer players, because he is very good at soccer!
Follow up questions	Possible responses
Where did Jojo move to?	He moved to Johannesburg to live with his father.
Who is bullying Jojo?	A group of older boys at his new school.
Why question	Possible responses
Why did Jojo join the soccer team?	<ul style="list-style-type: none"> • Because the shopkeeper said it might make it more difficult for the older boys to bully him. • Because the shopkeeper gave him boots. • Because he promised the shopkeeper he would join the team if he gave him the new boots. • Because he likes soccer. • Because he is good at soccer. • Because he scores so many goals and makes the A team! • Because he wanted the older boys to stop bullying him!

WEEK 5: THURSDAY: WRITING (30 minutes)

TOPIC	Write a story about someone who is getting picked on.
TASK	PLANNING & DRAFTING
WRITING FRAME	He/she... Finally... After that...

1. Explain that today, learners will complete the stories we began yesterday.
2. Explain that today we will need to explain how the problem in the story get solved or fixed.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I am writing about Thembi who is getting bullied by a girl named Sindiswa. The problem gets fixed when Sindiswa's friend tells her to stop. She tells Sindiswa that there is nothing wrong with glasses!
5. Explain which words you will write. **Draw a line for each word.**
6. Use **modelling** to complete the writing frame, like: **She** threw his glasses or pushed Thembi every day for a whole week. **Finally**, Sindiswa's friend said, 'There is nothing wrong with glasses! Stop being mean!' **After that**, Sindiwa stopped being mean.
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.**

Oral Instructions:

1. Remind learners on Tuesday, we began to write about someone who gets bullied.
2. Instruct learners to think about the topic they chose on Tuesday! They must continue writing the same topic because a paragraph is a group of sentences all about the same topic.
3. Ask learners: What does the bully do?
4. Explain that learners should come up with their own ideas – they should **not** copy your ideas.
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 2-3 learners to tell you about one thing that happens when they feel scared. They must say: **The bully...**
8. Ask learners: How is the problem fixed?
9. Instruct learners to **think before they write**.
10. Explain that this sentence will be the **concluding sentence**.
11. Call on 2-3 learners to tell you about how they felt. They must say: **The problem is fixed when...**
12. 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. Remind learners that they will add to what they wrote to complete their whole story.
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**.

Once there was a girl named
sindi. She had big holes in
her jersey Then Oratile lafted
at Sindi

She lafted at Sindi and
called her poor.

Finally, Sindi's brother told
Oratile to stop being a bully.
After that Oratile left Sindi
alon.

WEEK 5: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: FRIDAY: DAILY ACTIVITIES (10 minutes)													
GREETING	Greet the learners in English.												
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>This little bully threw a punch</td> <td>Show baby finger Pretend to punch someone</td> </tr> <tr> <td>This little bully stole my lunch</td> <td>Show ring finger Pretend to grab something from someone</td> </tr> <tr> <td>This little bully called me names</td> <td>Show middle finger Sneer, and pretend to be calling someone a name</td> </tr> <tr> <td>This little bully spoilt my game</td> <td>Show index finger Look sad</td> </tr> <tr> <td>So I went to play with other friends, and had lots of fun!</td> <td>Show a thumb's up Then fold arms across chest; look proud</td> </tr> </tbody> </table>	Lyrics	Actions	This little bully threw a punch	Show baby finger Pretend to punch someone	This little bully stole my lunch	Show ring finger Pretend to grab something from someone	This little bully called me names	Show middle finger Sneer, and pretend to be calling someone a name	This little bully spoilt my game	Show index finger Look sad	So I went to play with other friends, and had lots of fun!	Show a thumb's up Then fold arms across chest; look proud
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	This little bully threw a punch	Show baby finger Pretend to punch someone											
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	This little bully called me names	Show middle finger Sneer, and pretend to be calling someone a name											
	This little bully spoilt my game	Show index finger Look sad											
So I went to play with other friends, and had lots of fun!	Show a thumb's up Then fold arms across chest; look proud												
THEME VOCABULARY	continue, cruel, knock (down), talented												
QUESTION OF THE DAY													
Question	<p>Remind learners that in the story we are reading, Jojo joins the soccer team. The shopkeeper mentioned that if Jojo joined the soccer team, it would be more difficult for the older boys to bully him after school. Jojo will join the A team! He is very talented. Now that Jojo is on the A team for soccer, do you think he will continue to be bullied?</p> <p>Ask learners: Do you think the bullies will continue being cruel to Jojo?</p>												
Graph	2 COLUMN GRAPH												
Options	yes / no												
Follow up questions													
Question	How many learners think the bullies will continue being cruel to Jojo?												
Answer	__ learners think the bullies will continue being cruel to Jojo.												
Question	How many learners think the bullies will not continue being cruel to Jojo?												
Answer	__ learners think the bullies will not continue being cruel to Jojo?												

Question	What do more learners think?
Answer	More learners think the bullies __ continue being cruel to Jojo.
Question	What do fewer learners think?
Answer	Fewer learners think the bullies __ continue being cruel to Jojo.
Question	Do you think the bullies will continue being cruel to Jojo?
Answer	Yes, I think the bullies will continue being cruel to Jojo.
Answer	No, I don't think the bullies will continue being cruel to Jojo.
READING	Practise reading the sight words for the week.

WEEK 5: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/o - e/ (magic e)									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>o - e</td> <td>d</td> <td>j</td> </tr> <tr> <td>k</td> <td>r</td> <td>sp</td> </tr> <tr> <td>a</td> <td>br</td> <td>w</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> Remind learners of the sounds of the week: /o - e/ Review all of the sounds and blends on the chalkboard. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. Show learners how to make a word using the target sound, like: /j/ - /o/ - /ke/ Remind learners they can make a word using any of the sounds – they do not need to use /o - e/ Show learners how to make another word, like: /j/ - /a/ - /r/. Remind learners they can make words using the target sound, like joke, or words without the target sound, like jar. <p>LEARNERS DO</p> <ol style="list-style-type: none"> Tell learners to open their exercise books and write the heading: o - e words. Instruct learners to begin writing. 	o - e	d	j	k	r	sp	a	br	w
o - e	d	j								
k	r	sp								
a	br	w								

	<ol style="list-style-type: none"> 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): joke, woke, broke, spoke, rode, jaw, jar, war, rad
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ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 5: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC

ADJECTIVES

ACTIVITY

EXPLANATION

1. Explain that today, learners will learn about **adjectives**.
2. Explain that we use adjectives to describe something. An adjective tells us more about how something looks, feels, and smells.
3. When we use the past progressive tense, we must think about nouns, because adjectives describe nouns!
4. Remember: a noun is a person, place or thing!

I DO (Teacher models)

1. Show learners a classroom object, like a pencil.
2. Explain that this is a pencil, and that the word 'pencil' is a **noun**.
3. Explain that you will describe the pencil using **adjectives**!
4. Describe the pencil using words like:
 - a. yellow / red (whatever colour the pencil is!)
 - b. sharp
 - c. small / long / short
5. Write on the board: My small, sharp, yellow pencil!
6. Explain that we usually write an adjective before a noun (For example, we would say yellow pencil, not pencil yellow)
7. Explain that when we read this sentence, we can visualise what the pencil looks like!

WE DO (Teacher and learners do together):

1. Show learners an object, like scissors.
2. Explain that this is a pencil, and that the word 'scissors' is a **noun**.
3. Explain that you will describe the scissors using **adjectives**!
4. Ask learners to describe the scissors. Write down the words they say, like:
 - a. yellow / red (whatever colour the pencil is!)
 - b. sharp
 - c. small / big
 - d. clean / dirty
 - e. etc.
5. Ask learners to help you make a descriptive sentence about the scissors, like: The dirty, blue scissors.
6. Explain that when we read this sentence, we can visualise what the scissors looks like!

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to **turn and talk** and choose an object with a partner.
3. Instruct learners to describe the object with their partner.
4. Instruct learners to write down the adjectives they think of!
5. Then, explain that learners should write a sentence about their object using the adjectives they thought of!
6. Explain that learners can repeat this with a different object if they have extra time!
7. As learners are writing, walk around the room and complete **mini conferences**.
8. Ask learners to **read their sentence** to you.
9. Help learners correctly use **adjectives**.
10. **Encourage learners**.

SHARING:

1. When there are 5 minutes remaining, call learners back together.
2. Call on a few learners to share a sentence they wrote.
3. Write the sentence on the board. Correct any mistakes in the sentence.
4. Make sure learners understand how to use adjectives!

WEEK 5: FRIDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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.

GRADE 3 - TERM 2

WEEK

6

THEME:
BULLYING

'Knowing what is right doesn't mean much unless you do what is right.'
- Unknown

WEEK 6: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: soccer boot, picture of someone being bullied, cardboard cutout of a speech bubble or broken heart, someone looking sad talking to their mom or dad.
5. Do some research on the internet to prepare for the theme. For example: how to handle bullies in the classroom.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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: Let's write, page 60 & 61
Activity 2	DBE Workbook 1: Word work, page 61
Activity 3	DBE Workbook 1: Let's talk, page 62 & 63
Activity 4	Draw a picture of how you would feel if you were teased or picked on.

TERM 2: WEEK 6		
OVERVIEW		
THEME	Bullying	
THEME VOCABULARY	mutter, awful, tear, terrible, watch, spectator, goal, score, tell, protect, trust, crowd	
SIGHT WORDS	why, proud, nasty, upset, move	
PHONICS	/u - e/ - cube, cute, use, mule, fuse, fume, excuse, huge	
WRITING FRAME	Topic: Write a story about someone who is getting picked on.	
	Tuesday	Thursday
	Editing	Publishing & Presenting

TERM 2: WEEK 6	
INTRODUCE THE THEME	
PICTURE	The front cover of the Big Book: <u>Jojo's new school</u>
SHOW	Show learners the picture on the front cover of the story
SAY	<ul style="list-style-type: none"> • Ask learners: Have you ever seen someone get bullied like Jojo? • Listen to learner responses. Help learners revise some of the theme vocabulary from WEEK 5. • Remind learners that Jojo gets bullied at his new school. Explain that this week, we will think more about what to do if someone you know is getting bullied!
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 6: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(can be sung to the tune of "Frere Jacques")</i>	Lyrics	Actions
	Do not bully, do not bully Do not tease, do not tease	<i>Wag your finger and shake your head 'no'</i>
	Be kind to others, be kind to others Be nice, please Be nice, please	<i>Hold hands with the person next to you</i>
	Do not bully, do not bully Do not tease, do not tease	<i>Wag your finger and shake your head 'no'</i>
	Always care for others, always care for others And be nice, please Be nice, please	<i>Put your arm around the person next to you</i>
THEME VOCABULARY	mutter, awful, tear, terrible	
QUESTION OF THE DAY		
Question	How do you think it feels to be bullied?	
Graph	3 COLUMN GRAPH	
Options	scary / awful / terrible	
Follow-up questions		
Question	How many learners think it feels scary to be bullied?	
Answer	__ learners think it feels scary to be bullied.	
Question	How many learners think it feels awful to be bullied?	
Answer	__ learners think it feels awful to be bullied.	
Question	How many learners think it feels terrible to be bullied?	
Answer	__ learners think it feels terrible to be bullied.	
Question	How do most learners think it feels to be bullied?	
Answer	Most learners think it feels __ to be bullied.	
Question	How do fewest learners think it feels to be bullied?	
Answer	Fewest learners think it feels __ to be bullied.	

Question	How do you think it feels to be bullied?
Answer	I think it feels scary to be bullied.
Answer	I think it feels awful to be bullied.
Answer	I think it feels terrible to be bullied.
READING	Practise reading the sight words for the week.

WEEK 6: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/u - e/ (magic e)								
FLASHCARDS	cube, cute, use, mule, fuse, fume, excuse, huge								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /u - e/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters u and a consonant, followed by an e at the end of a word, we must not say the sounds separately. We must say one sound: /u - e/ (long u) Show each flashcard and help learners break the word up into individual sounds: /c/ - /u/ - /be/ /c/ - /u/ - /te/ /u/ - /se/ /m/ - /u/ - /le/ /f/ - /u/ - /se/ /f/ - /u/ - /me/ /ex/ - /c/ - /u/ - /se/ /h/ - /u/ - /ge/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>cube</td> <td>fuse</td> </tr> <tr> <td>cute</td> <td>fume</td> </tr> <tr> <td>use</td> <td>excuse</td> </tr> <tr> <td>mule</td> <td>huge</td> </tr> </table>	cube	fuse	cute	fume	use	excuse	mule	huge
cube	fuse								
cute	fume								
use	excuse								
mule	huge								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 6: MONDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Jojo's new school</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Search the text
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves.</p> <p>By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.</p>
Story	Think aloud: Second read
Jojo was having a tough time at his new school. 'Why did I have to come to this school?' he muttered as he sat with his face in his hands. 'The kids at my old school were never this mean!'	Why is Jojo sitting with his face in his hand? Oh! I learn that it is he is feeling so upset. I learn that the kids at his old school weren't mean to him like the kids at his new school!
Jojo's parents had decided that he could get a better education if he went to live with his father in Johannesburg. Jojo was excited to begin Grade 3 in a new school. But he felt sad to leave his mother and sister behind. He felt sad to leave his small school and all of his friends behind. Now that he was in Johannesburg, he wished he had never left.	I learn that Jojo is missing his old school. I learn that he wishes he could go back to his old school!
Jojo was being bullied by a group of older boys at his new school. Every afternoon, they picked on Jojo as he walked home. They called him names and threw his things. Today, Bruce, one of the biggest boys in the school, knocked Jojo's glasses to the ground. He picked them up and then threw them into the road. Then, they ran away laughing.	--

<p>Jojo bent down to pick up his glasses. When he looked up, he saw the shopkeeper from the sports shop running towards him. Jojo had tears in his eyes. He didn't want the shopkeeper to see. Jojo turned around and continued to walk home.</p> <p>'I saw those boys picking on you!' the shopkeeper called. 'I'm so sorry – they are very cruel! It's okay to be upset,' he said kindly.</p> <p>'I have an idea for you! Maybe you should try playing a sport after school. Then, it will be difficult for those boys to bully you.'</p> <p>Jojo thought about it. 'Well, the only sport I like is soccer,' he said. 'But I don't have any soccer boots.' Jojo said sadly.</p> <p>'It's your lucky day,' the shopkeeper said, beckoning Jojo inside the shop. 'I'm cleaning up the shop. I have lots of old shoes and boots that I need to get rid of!'</p>	<p>Why does Jojo have tears in his eyes? I learn that they bullying is making Jojo feel upset. It learn that the older boys are so cruel that they are making Jojo cry.</p>
<p>Jojo laced up a pair of cool black and red soccer boots.</p> <p>'They fit perfectly!' Jojo said.</p> <p>'Then they're yours!' said the shopkeeper, 'as long as you promise to play on the soccer team at school!'</p>	<p>--</p>
<p>Jojo was lucky because the next day at school, there was a soccer practice. After school, Jojo laced up his new boots and went out to the soccer field. He felt nervous as he stepped onto the field. He looked around at all the spectators. The bullies were sitting on the edge of the field, laughing and pointing at him.</p> <p>At that moment, the ball came straight to Jojo. He dribbled towards the goal. Then he gave the ball a hard kick. Jojo scored! All the spectators cheered – all of them except his bullies.</p>	<p>How does Jojo feel? I learn that Jojo felt nervous at the beginning of the practice! But, I learn that he scored many goals! I wonder how Jojo feels at the end of the game, when everyone is cheering for him?</p>

Jojo played the best game of his life – he scored goal after goal. At the end of the game, the spectators cheered and chanted his name ‘Jojo! Jojo!’	
‘You are on the A team!’ the coach said to Jojo at the end of the game. ‘Grade 3 learners almost never make the A team! You are very talented!’ he said. Jojo’s new teammates gathered together, cheering. Jojo looked over at the bullies. They weren’t laughing or pointing now. ‘I think everything will be ok,’ Jojo thought to himself.	I learn that the older boys have stopped laughing and pointing at Jojo. I also learn that Jojo thinks that everything will be ok now. I wonder if the shopkeeper is right, that now the bullying will stop?
Follow up questions	Possible responses
Who cheered and chanted for Jojo?	All the spectators – everyone except for the bullies.
How do you know Jojo is talented at soccer?	He dribbles, he scores lots of goals, he makes the A team and Grade 3 learners almost never make the A team!
Why question	Possible responses
How do you think Jojo felt when he made the A team?	<ul style="list-style-type: none"> • I think he felt happy because the coach told him he was talented. • I think he felt happy because the big boys weren’t laughing or pointing at him anymore. • I think he felt proud because Grade 3 learners almost never make the A team. • I think he felt happy because everyone was cheering for him. • I think he felt relieved because it seems like the bullying might stop! • Etc.
Formulating questions	
<ul style="list-style-type: none"> • Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. • Next ask learners to think about the story, and to try and formulate their own question. • Tell learners to ‘turn and talk’ and ask each other their questions. • Ask a few learners to share their questions with the whole class. • Correct any errors with the form or content of the questions. • Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear. 	

WEEK 6: TUESDAY: WRITING (30 minutes)

TOPIC	Write a story about someone who is getting picked on.
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

Once there was a boy named Thembi. He was so **exsited** because he got brand new glasses! He could finally **sees** at **school but** then at break, **sindiswa** threw his glasses on the ground!

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. He was so **exsited excited** (*We must check for spelling. Sometimes, reading sentences out loud helps us find words that haven't been spelled right! But if we don't know how to spell a word, we can circle it.*)
 - b. He could finally **sees** at school (*See must not have an 's' at the end. When we read our sentences out loud, we can sometimes hear when something like this sounds wrong!*)
 - c. **school. But** (*We must not have sentences that go on too long! We must remember punctuation and capitalisation. We can use the writing frame to help us remember where a new sentence is supposed to begin!*)
 - d. **sSindiswa** threw his glasses on the ground! (*We must remember that proper nouns, like someone's name, need to be capitalised!*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed stories from Tuesday and Thursday. Instruct learners to find their writing from Monday and Tuesday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more details or sentences to their stories.
8. Encourage learners.

her jersey. Then Oratile ^{laughed} ~~lafted~~ at Sindi.

She ^{laughed} ~~lafted~~ at Sindi and called her poor.

Finally, Sindi's brother told Oratile to stop being a bully.
After that, Oratile left Sindi alon alone

WEEK 6: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Do not bully, do not bully Do not tease, do not tease	<i>Wag your finger and shake your head 'no'</i>
	Be kind to others, be kind to others Be nice, please Be nice, please	<i>Hold hands with the person next to you</i>
	Do not bully, do not bully Do not tease, do not tease	<i>Wag your finger and shake your head 'no'</i>
	Always care for others, always care for others And be nice, please Be nice, please	<i>Put your arm around the person next to you</i>
THEME VOCABULARY	watch, spectator, goal, score	
QUESTION OF THE DAY		
Question	How many goals do you think Jojo scored?	
Graph	3 COLUMN GRAPH	
Options	3 / 4 / 5	
Follow-up questions		
Question	How many learners think Jojo scored three goals?	
Answer	__ learners think Jojo scored three goals.	
Question	How many learners think Jojo scored four goals?	
Answer	__ learners think Jojo scored four goals.	
Question	How many learners think Jojo scored five goals?	
Answer	__ learners think Jojo scored five goals.	
Question	How many goals do most learners think Jojo scored?	
Answer	Most learners think Jojo scored __ goals.	
Question	How many goals do fewest learners think Jojo scored?	
Answer	Fewest learners think Jojo scored __ goals.	

Question	How many goals do you think Jojo scored?
Answer	I think Jojo scored three goals.
Answer	I think Jojo scored four goals.
Answer	I think Jojo scored five goals.
READING	Practise reading the sight words for the week.

WEEK 6: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/u - e/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word cube Segment the word into the individual sounds: /c/ - /u/ - /be/ Say the beginning sound of the word: /c/ Say the middle sound of the word: /u/ Say the end sound of the word: /be/ Write the word on the board: cube Model pointing and blending the sounds to make a word: /c/ - /u/ - /be/ = cube Remind learners that in English, when they see the letters u and a consonant, followed by an e at the end of a word, we must not say the sounds separately. We must say one sound: /u - e/ (long u) Repeat this with the word fuse <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word huge Ask learners: What is the first sound in the word? /h/ Ask learners: What are the middle sounds in the word? /u/ Ask learners: What is the last sound in the word? /ge/ Ask learners to segment the word into each individual sound: /h/ - /u/ - /ge/ Write the word: huge Instruct learners to blend the sounds in the word with you: /h/ - /u/ - /ge/ = huge Remind learners that in English, when they see the letters u and a consonant, followed by an e at the end of a word, we must not say the sounds separately. We must say one sound: /u - e/ (long u) Repeat this with the word mule

	<p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: u - e words. 3. Instruct learners to write the numbers 1-8. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>cube</td> <td>cute</td> <td>use</td> <td>mule</td> <td>fuse</td> <td>fume</td> <td>excuse</td> <td>huge</td> </tr> </table> <ol style="list-style-type: none"> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework. 	cube	cute	use	mule	fuse	fume	excuse	huge
cube	cute	use	mule	fuse	fume	excuse	huge		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 6: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Jojo's new school</u>
ACTIVITY	WRITTEN COMPREHENSION
PURPOSE	A written comprehension allows learners to formulate their own answers to questions, with the help of the sentence starters. This also gives learners the opportunity to practise the skill of 'searching the text'.

POST-READING ACTIVITY

Getting Ready:

Before class begins, write the following questions and sentence starters on the board:

- Why did Jojo go to a new school?
Jojo went to a new school because...
- What is the problem in the story?
The problem in the story is that...
- How does the shopkeeper try to help fix the problem?
The shopkeeper helps by...
- What happens at the end of the story?
At the end of the story...

Oral Instructions:

- Explain that today, learners will think about the story Jojo's new school. They will answer some questions in their exercise books about the story.
- Instruct learners to **think** about the story.
- Read the questions out loud to learners.
- Explain that learners do not need to write the questions. They only need to write the **answer** next to the correct number in their exercise book.
- Explain that learners should start their answers with the sentence starter provided.
- Tell learners that if they struggle, they should first TURN AND TALK and discuss the answers with a partner, before writing.

Writing:

- Hand out learner books.
- Instruct learners to write the answers in their books.
- As learners write, walk around and help struggling learners.
- Carry the Big Book with you, in case learners need to look for the answer in the text.*

Sample answers

- Jojo went to a new school because** his parents thought he could get a better education.
- The problem in the story is that** Jojo is getting bullied at his new school.
- The shopkeeper helps by** giving Jojo a pair of soccer boots.
- At the end of the story** Jojo makes the A team and the bullies leave him alone.

WEEK 6: THURSDAY: WRITING (30 minutes)

TOPIC	Write a story about someone who is getting picked on.
WRITING FRAME	Once there was... He/she... Then... He/she... Finally... After that...
TASK	PUBLISHING and SHARING

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
He was so ~~exsited~~ excited because he got brand new glasses!

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners yesterday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like:
He was so excited because he got brand new glasses!

Writing:

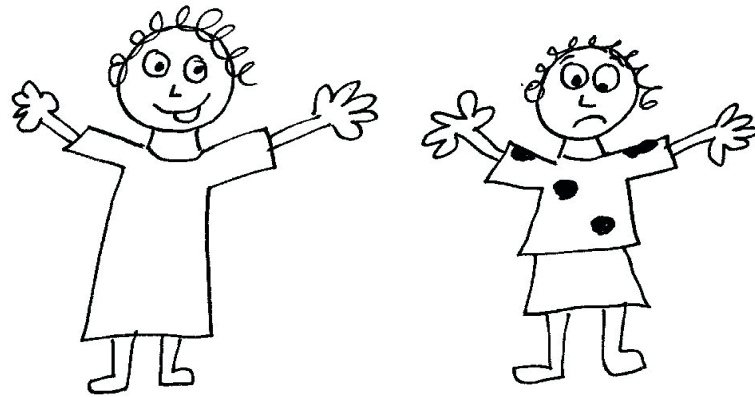
1. Hand out learner books.
2. Instruct learners to find their **drafts** from Tuesday and Thursday and their **editing checklist**.
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**. They can also add or change their ideas if they think they can make something sound better!
5. Walk around the room and complete **mini conferences**.
6. Help learners to correct their mistakes.
7. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner.
8. As you walk around, **encourage writers**.

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 paragraphs.

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations using the new theme vocabulary.*

Once there was a girl named Sindi. She had big holes in her jersey. Then Oratile laughed at Sindi. She laughed at Sindi and called her poor. Finally, Sindi's brother told Oratile to stop being a bully. After that, Oratile left Sindi alone.


WEEK 6: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)
GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: FRIDAY: DAILY ACTIVITIES (10 minutes)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Do not bully, do not bully Do not tease, do not tease</td> <td><i>Wag your finger and shake your head 'no'</i></td> </tr> <tr> <td>Be kind to others, be kind to others Be nice, please Be nice, please</td> <td><i>Hold hands with the person next to you</i></td> </tr> <tr> <td>Do not bully, do not bully Do not tease, do not tease</td> <td><i>Wag your finger and shake your head 'no'</i></td> </tr> <tr> <td>Always care for others, always care for others And be nice, please Be nice, please</td> <td><i>Put your arm around the person next to you</i></td> </tr> </tbody> </table>	Lyrics	Actions	Do not bully, do not bully Do not tease, do not tease	<i>Wag your finger and shake your head 'no'</i>	Be kind to others, be kind to others Be nice, please Be nice, please	<i>Hold hands with the person next to you</i>	Do not bully, do not bully Do not tease, do not tease	<i>Wag your finger and shake your head 'no'</i>	Always care for others, always care for others And be nice, please Be nice, please	<i>Put your arm around the person next to you</i>
	Lyrics	Actions									
	Do not bully, do not bully Do not tease, do not tease	<i>Wag your finger and shake your head 'no'</i>									
	Be kind to others, be kind to others Be nice, please Be nice, please	<i>Hold hands with the person next to you</i>									
	Do not bully, do not bully Do not tease, do not tease	<i>Wag your finger and shake your head 'no'</i>									
Always care for others, always care for others And be nice, please Be nice, please	<i>Put your arm around the person next to you</i>										
THEME	tell, protect, trust, crowd										
VOCABULARY											
QUESTION OF THE DAY											
Question	Who do you think Jojo must tell that he is getting bullied?										
Graph	3 COLUMN GRAPH										
Options	his mother / his father / his teacher										
Follow-up questions											
Question	How many learners think Jojo must tell his mother that he is getting bullied?										
Answer	__ learners think Jojo must tell his mother that he is getting bullied.										
Question	How many learners think Jojo must tell his father that he is getting bullied?										
Answer	__ learners think Jojo must tell his father that he is getting bullied.										
Question	How many learners think Jojo must tell his teacher that he is getting bullied?										
Answer	__ learners think Jojo must tell his teacher that he is getting bullied.										
Question	Who do most learners think Jojo must tell that he is getting bullied?										
Answer	Most learners think Jojo must tell his __ that he is getting bullied.										

Question	Who do fewest learners think Jojo must tell that he is getting bullied?
Answer	Fewest learners think Jojo must tell __ that he is getting bullied.
Question	Who do you think Jojo must tell that he is getting bullied?
Answer	I think Jojo must tell his mother that he is getting bullied.
Answer	I think Jojo must tell his father that he is getting bullied.
Answer	I think Jojo must tell his teacher that he is getting bullied.
EXPLAIN	Explain that Jojo must tell an adult who he trusts. Bullying is not ever acceptable, and it is important that you talk to someone who can help you if you are getting bullied. Also, it is never okay to bully other people! We must think about being kind to everyone around us.
READING	Practise reading the sight words for the week.

WEEK 6: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/u - e/ (magic e)									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="594 432 1050 639"> <tr> <td>u - e</td> <td>a</td> <td>l</td> </tr> <tr> <td>c</td> <td>b</td> <td>s</td> </tr> <tr> <td>m</td> <td>f</td> <td>t</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sounds of the week: /u - e/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sounds, like: /c/ - /u/ - /be/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /u - e/ 6. Show learners how to make another word, like: /b/ - /a/ - /t/ 7. Remind learners they can make words using the tar <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: u - e words. 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): cube, mule, fume, fuse, use, cute, mute, bat, cat, sat, fat, mat 	u - e	a	l	c	b	s	m	f	t
u - e	a	l								
c	b	s								
m	f	t								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
ACTIVITY	

WEEK 6: FRIDAY: LANGUAGE USE (30 minutes)	
TOPIC	COMPARATIVE ADJECTIVES
ACTIVITY	
<p>EXPLANATION</p> <ol style="list-style-type: none"> 1. Explain that today, we will learn about comparative adjectives. 2. Remind learners that an adjective is a word that describes a noun, like: small, sharp, yellow. 3. Explain that when we compare things, we think about how they are different or the same. 4. For example, we might think about how one is small but the other is smaller! <p>I DO (Teacher models)</p> <ol style="list-style-type: none"> 1. Write the following list of words on the chalkboard: <ul style="list-style-type: none"> • small, smaller, smallest 2. Show learners three pencils. 3. Explain that they are all quite small. Show learners the biggest of the three pencils. Explain that this pencil is small. 4. Show learners the next smallest of the three pencils. Explain that this pencil is smaller than the first pencil. But, it is not the smallest. 5. Show learners the smallest of the three pencils. Explain that all the pencils are small but this is the smallest. 6. Explain that we add -er and -est at the end of words to make them comparative adjectives! <p>WE DO (Teacher and learners do together):</p> <ol style="list-style-type: none"> 1. Write the following list of words on the chalkboard: <ul style="list-style-type: none"> • short, shorter, shortest • tall, taller, tallest • kind, kinder, kindest 	

2. Ask three learners to come up to the front of the classroom. Make sure they are different heights.
3. Ask learners: who is short? Who is shorter? Who is shortest?
4. Repeat this for tall and kind.
5. Instruct the learners to go back to their seats.

YOU DO (Learners do independently):

1. Hand out learners' books.
2. Explain that today, learners will think about people who they know – friends or family!
3. They will draw and label the short, shorter, shortest person they know.
4. They will draw and label the tall, taller, and tallest person they know.
5. If they have time, they will draw and label the kind, kinder, and kindest person they know.

TURN AND TALK (Sharing):

1. When there are 5 minutes remaining, call learners back together.
2. Instruct learners to **turn and talk** and show their drawings and labels to a partner.

WEEK 6: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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.

GRADE 3 - TERM 2

WEEK
7

THEME:
WE ARE WRITERS!

'You can always edit a bad page. You can't edit a blank page.'
- Jodi Picoult

WEEK 7: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: novels, a printed poem, portrait of a famous writer, pens, pencils, cardboard cutout of a book.
5. Do some research on the internet to prepare for the theme. For example: how to get young learners interested in writing.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

TERM 2: WEEK 7

OVERVIEW

THEME	We are writers!	
THEME VOCABULARY	print, cursive, punctuation, sentence, type, message, computer, phone, paragraph, letter, card, complete,	
SIGHT WORDS	calm, read, there, dirty, secrets	
PHONICS	/oi/ - oil, spoil, toilet, join, joined, coin, moist, noisy	
WRITING FRAME	Topic: Write instructions telling someone how to write a paragraph.	
	Tuesday	Thursday
	A paragraph is... You will need: 1. First...	2. Second... 3. Then... 4. Finally...

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: Let's talk, page 64
Activity 2	DBE Workbook 1: Let's write, page 64
Activity 3	DBE Workbook 1: Word work, page 65

TERM 2: WEEK 7

INTRODUCE THE THEME

PICTURE	The front cover of the big book story: <u>Mandu's secret diary</u>
SHOW	Explain that this week, we will begin thinking about our theme: We are writers! We can think about our theme as we write our assessments.
SAY	<ol style="list-style-type: none"> 1. Ask learners: What kinds of things do you write? 2. Listen to learner responses. This will help you understand what learners already know. 3. Explain that in this theme, we will think about different things we like to write.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 7: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	For a sentence to be complete,	--
	A sentence needs both head and feet!	<i>Touch your head and feet</i>
	Her head is a capital, nice and tall.	<i>Shake your head</i>
	Her feet are punctuation, so she won't fall!	<i>Stop your feet on the ground.</i>
THEME VOCABULARY	print, cursive, punctuation, sentence,	
QUESTION OF THE DAY		
Question	Do you prefer to write sentences in print or in cursive?	
Graph	2 COLUMN GRAPH	
Options	print / cursive	
Follow-up questions		
Question	How many learners prefer to write sentences in cursive?	
Answer	__ learners prefer to write sentences in cursive.	
Question	How many learners prefer to write sentences in print?	
Answer	__ learners prefer to write sentences in print.	
Question	How do more learners prefer to write?	
Answer	More learners prefer to write in __	
Question	How do fewer learners prefer to write?	
Answer	Fewer learners prefer to write in __	
Question	Do you prefer to write sentences in print or cursive?	
Answer	I prefer to write sentences in cursive.	
Answer	I prefer to write sentences in print.	
READING	Practise reading the sight words for the week.	

WEEK 7: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/oi/								
FLASHCARDS	oil, spoil, toilet, join, joined, coin, moist, noisy								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> 1. Say the sound and hold up the flashcard /oi/ for learners to see. 2. Say the sound and instruct learners to repeat the sound. Do this three times. 3. Explain that when we see the letters o and i together in a word, we must not say the sounds separately. We must say one sound: /oi/ 4. Show each flashcard and help learners break the word up into individual sounds: /oi/ - /l/ /sp/ - /oi/ - /l/ /t/ - /oi/ - /l/ - /e/ - /t/ /j/ - /oi/ - /n/ /j/ - /oi/ - /n/ - /ed/ /c/ - /oi/ - /n/ /m/ - /oi/ - /st/ /n/ - /oi/ - /s/ - /y/ 5. Ask learners to repeat each word after you. 6. Stick up the flashcards on the Phonics Display Board. 7. Call on a different learner to read each of the phonic words: <table border="1" data-bbox="594 1397 1062 1674"> <tr> <td>oil</td> <td>joined</td> </tr> <tr> <td>spoil</td> <td>coin</td> </tr> <tr> <td>toilet</td> <td>moist</td> </tr> <tr> <td>join</td> <td>noisy</td> </tr> </table>	oil	joined	spoil	coin	toilet	moist	join	noisy
oil	joined								
spoil	coin								
toilet	moist								
join	noisy								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 7: MONDAY: GROUP READING & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 7: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Mandu's secret diary</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> 1. Show learners the front cover of the story: <u>Mandu's secret diary</u> 2. Read the title of the story. 3. Ask learners: What do you think will happen in this story? 4. Display the Big Book for learners to see. Make sure all learners can see the pictures in the book. 5. Show learners the first picture. 6. Ask learners: What do you think is happening here? 7. Discuss the picture with learners. 8. Ask learners: What do you think might happen next? 9. Go through each picture in the book and ask learners these questions. 10. When you get to the last picture, ask learners: How do you think this story will end? 11. Thank learners for their predictions. 12. Explain that we will get to find out what will happen in the story on Thursday, in our first read! 	

WEEK 7: TUESDAY: WRITING (30 minutes)

TOPIC	Write instructions telling someone how to write a paragraph.
TASK	PLANNING & DRAFTING
WRITING FRAME	A paragraph is... You will need: 1. First...

Modelling:

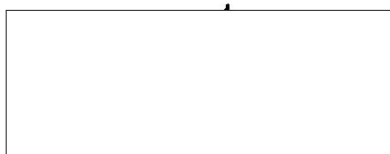
1. Explain that this week, learners will begin writing a set of instructions. They will instruct someone on how to write a paragraph.
2. Explain that instructions tell someone **step-by-step** how to do something.
3. Read the writing frame to learners.
4. Use **modelling** to show learners that you **think before you write**.
5. Tell learners some ideas you have for filling in the writing frame, like: We write paragraphs all the time, so I know just what to do. I show you all how to write a paragraph, and I write on the board. So I need chalk and a board to write a paragraph! A paragraph is a group of sentences that focus on one topic. First, I always think before I write. Then we begin writing our topic sentence!
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame:
A paragraph is a group of sentences that focus on one topic.
You will need: chalk and a chalkboard
First, you must think what you will write about.
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources**, like sight words and theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Instruct learners to think about what a paragraph is. Instruct learners to think about all of the writing they do. They must think step-by-step what someone must do to write a good paragraph.
2. Explain that learners should come up with their own words – they should **not** copy your words!
3. Instruct learners to **think before they write**.
4. Call on 2-3 learners to tell you what a paragraph is. They must say: **A paragraph is...**
5. Ask learners: What do you need when you write a paragraph? What do you normally do first?
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 2-3 learners to tell you what they do first. They must say: **First...**
9. Explain that learners will now use the writing frame to draw and write 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 **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.



a paragraph is a group of
sentences that are about the
same thing.

You will need :

1. First you need an idea

WEEK 7: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 7: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	For a sentence to be complete,	--
	A sentence needs both head and feet!	<i>Touch your head and feet</i>
	Her head is a capital, nice and tall.	<i>Shake your head</i>
	Her feet are punctuation, so she won't fall!	<i>Stop your feet on the ground.</i>
THEME VOCABULARY	type, message, computer, phone	
QUESTION OF THE DAY		
Question	What kind of writing do you prefer?	
Graph	2 COLUMN GRAPH	
Options	typing on a computer / writing in an exercise book / typing a message on a phone	
Follow-up questions		
Question	How many learners prefer typing on a computer?	
Answer	__ learners prefer typing on a computer.	
Question	How many learners prefer writing in an exercise book?	
Answer	__ learners prefer writing in an exercise book.	
Question	How many learners prefer typing a message on a phone?	
Answer	__ learners prefer typing a message on a phone.	
Question	What kind of writing do most learners prefer?	
Answer	Most learners prefer __	
Question	What kind of writing do most learners prefer?	
Answer	Most learners prefer __	
Question	What kind of writing do you prefer?	
Answer	I prefer typing on a computer.	
Answer	I prefer writing in an exercise book.	
Answer	I prefer writing a message on a phone.	

READING	Practise reading the sight words for the week.
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WEEK 7: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/oi/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> 1. Say the word spoil 2. Segment the word into the individual sounds: /sp/ - /oi/ - /l/ 3. Say the beginning sound of the word: /sp/ 4. Ask learners: What is the middle sound in the word? /oi/ 5. Say the end sound of the word: /l/ 6. Write the word on the board: spoil 7. Model pointing and blending the sounds to make a word: /sp/ - /oi/ - /l/ = spoil 8. Remind learners that in English, when o and i are together in a word they must be read together as one sound: /oi/ 9. Repeat this with the word join <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> 1. Say the word coin 2. Ask learners: What is the first sound in the word? /c/ 3. Ask learners: What are the middle sounds in the word? /oi/ 4. Ask learners: What is the last sound in the word? /n/ 5. Ask learners to segment the word into each individual sound: /c/ - /oi/ - /n/ 6. Write the word: coin 7. Instruct learners to blend the sounds in the word with you: /c/ - /oi/ - /n/ = coin 8. Repeat this with the word moist <p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: oi words. 3. Instruct learners to write the numbers 1-8. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books.

	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>oil</td> <td>spoil</td> <td>toilet</td> <td>join</td> <td>joined</td> <td>coin</td> <td>moist</td> <td>noisy</td> </tr> </table> <p>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</p> <p>7. Instruct learners to practise reading the phonic words for homework.</p>	oil	spoil	toilet	join	joined	coin	moist	noisy
oil	spoil	toilet	join	joined	coin	moist	noisy		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
ACTIVITY	

WEEK 7: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 7: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Mandu's secret diary</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Make connections
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!</p>
Story	Think aloud: First read
<p>Mandu loved to write. She especially loved to write in her special diary. Every day, she wrote down what she did during the day. She also wrote down her most private secrets. Writing helped to clear her head. It helped to calm her down. It helped her to feel happy.</p>	<p>I like to keep a diary, just like Mandu. I write my feelings and thoughts inside. It helps me feel calm!</p>
<p>Mandu didn't want anyone to read her most private secrets, so she knew she needed a good hiding place for her diary. She looked around her bedroom and thought about the safest place for her diary. Eventually she decided to hide it under her bed. 'No one will ever find it there!' she thought. But one afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom. Mandu's face felt hot. Her heart began beating quickly. 'Oh no! Look Anna! Someone has been reading my diary!' she yelled.</p>	<p>I wonder who has been reading her diary? If someone read my secret thoughts, I would feel very upset!</p>

<p>‘We can figure out who it was!’ Anna said calmly. ‘We will be diary detectives!’ Mandu and Anna examined the dairy. ‘Look at these dirty fingerprints,’ Anna said. ‘This is a good clue! Who can you think of who has dirty fingers?’ ‘I bet it’s my little brother,’ Mandu said. ‘Thabo always has dirty fingers after he plays outside!’ ‘Let’s go find him. We need to ask him questions to see if it was him!’ Anna said. Mandu imagined Thabo reading all her secrets. But then she remembered her brother was only five. He couldn’t read yet! ‘Wait! It can’t have been him! He can’t read!’ Mandu said, laughing.</p>	<p>Mandu is suspicious of her brother, but then she remembers that he can’t read! I wonder who would have wanted to read Mandu’s diary?</p>
<p>‘Let’s look for other clues,’ Anna said. Mandu began examining the diary, page by page. ‘Look at this blond hair!’ Mandu said, holding up a short piece of blonde hair. ‘This is an important clue,’ she said. ‘Someone with blond hair must have read my diary. Everybody in my family has black hair. So who could it be? Who do I know that has blond hair?’ she asked, looking suspiciously at Anna’s blond hair. ‘It wasn’t me! I promise!’ Anna said. ‘Plus, that is a very short blond hair. My hair is long!’ ‘We will have to set a trap to see if we can catch the diary-reader,’ Mandu said. Mandu put her diary back under her bed. Then, she sprinkled some flour on the floor next to her bed. ‘If anyone comes near my diary, we will find their footprints in the flour.’ Mandu explained. Then the girls hid around the corner and waited! After a few minutes, they heard scratching noises coming from the bedroom.</p>	<p>Mandu is suspicious of her friend Anna, because she found a blond hair. I think if I were Mandu, I would feel suspicious of my friend too. I wonder if Anna really read Mandu’s diary?</p>

<p>They ran back into Mandu's room. 'Got you!' Anna shouted. But no one was there! No one except Mandu's dog, Zola.</p> <p>The floor was covered in floury paw prints. Zola's nose was in Mandu's diary! Mandu began to laugh. 'It must have been Zola's blond hair in the diary!'</p> <p>'Silly Zola!' Anna said. 'You will need a much better hiding place!'</p> <p>'You're right!' Mandu said. 'But I will find one later – it has to be secret, even from you!'</p>	<p>Oh! No one read the diary – Mandu's dog was sniffing under the bed and opened the diary. No one read it – but I understand why Mandu was suspicious!</p>
Follow up questions	Possible responses
What clues did Anna and Mandu find?	They found dirty finger prints, they found a blond hair, and then they finally found floury pawprints.
Who was actually 'reading' Mandu's diary?	It was her dog.
Why question	Possible responses
Why did Mandu think her brother had read her diary?	<ul style="list-style-type: none"> • Because Thabo always has dirty fingers after he plays outside. • Because it could have been Thabo's fingerprints on the diary.

WEEK 7: THURSDAY: WRITING (30 minutes)

TOPIC	Write instructions telling someone how to write a paragraph.
TASK	PLANNING & DRAFTING
WRITING FRAME	<ol style="list-style-type: none"> 1. Second... 2. Then... 3. Finally...

Modelling:

1. Explain that today, learners will finish the instructions we began writing on Tuesday.
2. Remind learners that instructions tell someone **step-by-step** how to do something.
3. Read the new writing frame to learners.
4. Remind learners that they will continue with the same topic as Monday. Remind learners that you were writing about **how to write a paragraph**.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: After I think, I write my topic sentence. I write supporting sentences. I also write a conclusion sentence.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete **only the first sentence** the writing frame, like: **Second!** write a topic sentence which explains what the rest of my paragraph will be all about!
9. **Say words slowly like a tortoise and write the sounds you know**.
10. **Use resources**, like sight words and theme vocabulary words.
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 on Tuesday, we began to write instructions for writing a paragraph.
2. Explain that today, we will continue thinking about all the steps it takes to complete a paragraph.
3. Ask learners: How do write a paragraph? What steps must you follow?
4. Explain that learners should come up with their own words – they should **not** copy your words.
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 2-3 learners to tell you one step they will write about.
8. Explain that learners will now use the writing frame to write their own ideas!

Writing:

1. **Hand out learner books**. Instruct learners to find their writing from Tuesday. Remind learners that they will add to what they wrote to complete their instructions.
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**.

a paragraph is a group of sentences that are about the same thing.

You will need:

1. First you need an idea
2. Second you write your first sentence
3. Then you write the other sentences
4. Finally you check your work and write it again with no mistake

WEEK 7: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 7: FRIDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	For a sentence to be complete,	--
	A sentence needs both head and feet!	<i>Touch your head and feet</i>
	Her head is a capital, nice and tall.	<i>Shake your head</i>
	Her feet are punctuation, so she won't fall!	<i>Stop your feet on the ground.</i>
THEME VOCABULARY	paragraph, letter, card, complete	
QUESTION OF THE DAY		
Question	Which is your favourite assignment to write?	
Graph	3 COLUMN GRAPH	
Options	writing a paragraph / writing a letter to a friend / writing a thank you card	
Follow-up questions		
Question	How many learners favourite assignment is writing a paragraph?	
Answer	__ learners like writing a paragraph.	
Question	How many learners favourite assignment is writing a letter to a friend?	
Answer	__ learners like writing a letter to a friend.	
Question	How many learners favourite assignment is writing a thank you card?	
Answer	__ learners like writing a thank you card.	
Question	What is most learners favourite assignment?	
Answer	Most learners favourite assignment is __	
Question	What is fewest learners favourite assignment?	
Answer	Fewest learners favourite assignment is __	

Question	What is your favourite assignment to write?
Answer	My favourite assignment is writing a paragraph.
Answer	My favourite assignment is writing a letter to a friend.
Answer	My favourite assignment is writing a thank you card.
READING	Practise reading the sight words for the week.

WEEK 7: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/oi/									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>oi</td> <td>l</td> <td>n</td> </tr> <tr> <td>sp</td> <td>c</td> <td>t</td> </tr> <tr> <td>ed</td> <td>j</td> <td>a</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /oi/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /oi/ - /l/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /oi/. 6. Show learners how to make another word, like: /c/ - /a/ - /n/ 7. Remind learners they can make words using the target sound, like oil, or words without the target sound, like can. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: oi words. 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): oil, spoil, spoiled, join, joined, coin, can, span, cat, tan 	oi	l	n	sp	c	t	ed	j	a
oi	l	n								
sp	c	t								
ed	j	a								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 7: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	a versus an
ACTIVITY	
<p>EXPLANATION</p> <ol style="list-style-type: none"> 1. Explain that today, learners will learn about when we use 'a' and when we use 'an'. 2. Explain that we use 'a' when we are talking about one thing which is similar to many other things, like: a dog, a girl, a school 3. Explain that we must switch 'a' to 'an' when the word we are talking about begins with a vowel sound. 4. Revise some vowel sounds with learners, like: /a/ /e/ /ee/ etc. <p>I DO (Teacher models)</p> <ol style="list-style-type: none"> 1. Ask learners to brainstorm some singular nouns (we only use 'a' or 'an' with singular nouns!). Make sure some of the nouns begin with vowel sounds. Write the nouns on the board, like: <ol style="list-style-type: none"> a. elephant b. bucket c. ear d. car e. apple f. circle g. shoe h. computer i. egg j. bird k. table l. airplane 2. Use modelling to complete the first two for learners: <ol style="list-style-type: none"> a. <u>An</u> elephant b. <u>A</u> bucket 	

WE DO (Teacher and learners do together):

3. Complete the next two together with the learners:
 - a. An ear
 - b. A car

YOU DO (Learners do independently):

1. Hand out learner books
2. Instruct learners to work with a partner to complete the rest of the list.
3. As learners are working, walk around the room and complete **mini conferences**.
4. Ask learners to **read their answers** to you.
5. Help learners correctly use 'a' and 'an'.
6. **Encourage learners.**

SHARING:

1. When there are 5 minutes remaining, call learners back together.
2. Go through the answers together with learners. Correct any mistakes in the sentence.
3. Make sure learners understand when to use 'a' and when to use 'an'!

WEEK 7: FRIDAY: GROUP GUIDED READING and INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 7: FRIDAY: END OF WEEK LEARNING REVIEW

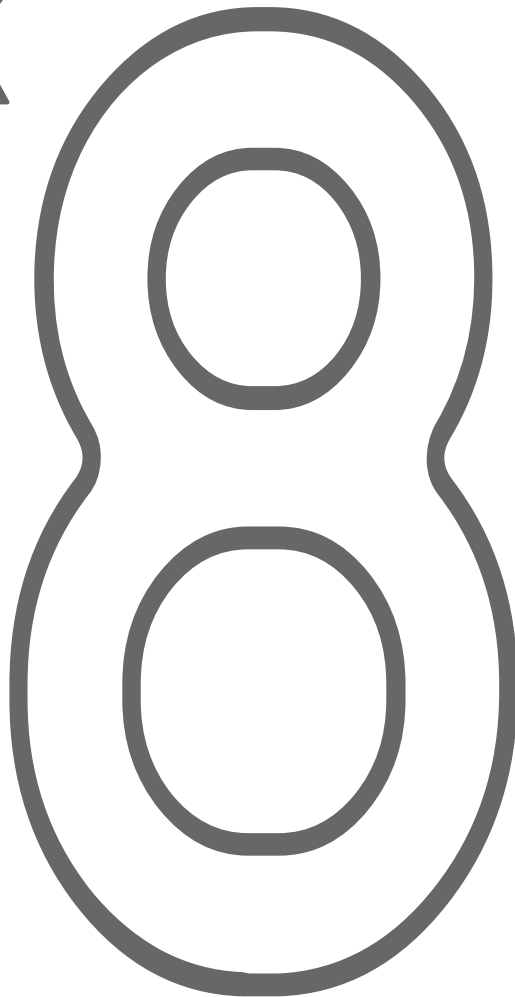
Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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.

GRADE 3 - TERM 2

WEEK



THEME:
WE ARE WRITERS!

'The first draft is just you telling yourself the story.'
- Terry Pratchett

WEEK 8: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: novels, a printed poem, portrait of a famous writer, pens, pencils, cardboard cutout of a book.
5. Do some research on the internet to prepare for the theme. For example: ways to help improve writing skills in younger learners.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

TERM 2: WEEK 8**OVERVIEW**

THEME	We are writers!	
THEME VOCABULARY	diary, private, topic, clear, examine, clue, detective, suspicious, pencil, pen, marker, crayon	
SIGHT WORDS	hair, question, write, hide, who	
PHONICS	/wh/ - whip, when, which, wheel, while, white, whine, why	
WRITING FRAME	Topic: Write a paragraph about being a writer!	
	Tuesday	Thursday
	Editing	Publishing & Presenting

TERM 2: WEEK 8	
INTRODUCE THE THEME	
PICTURE	Page where Anna and Mandu hiding in the Big Book story: <u>Mandu's secret diary</u>
SHOW	Show learners the picture. Remind learners that they are hiding because someone has read Mandu's secret diary, and they want to find out who it is!
SAY	<ol style="list-style-type: none"> 1. Ask learners: What are some things that you could write in a diary? 2. Listen to learner responses. This will help you understand what learners already know! 3. Explain that over the next two weeks, we will learn continue to talk about being writers, and all the different things we can write.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 8: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	My dear diary,	<i>Hold your hands over your heart</i>
	I write in you each day.	<i>Pretend to write</i>
	I write my thoughts and feelings down,	<i>Point to your head then your heart</i>
	It makes me feel okay!	<i>Hold both thumbs up</i>
	No one else should read you,	<i>Shake your hands and head</i>
	You're there for only me!	<i>Point to yourself</i>
	You're like a real best friend,	<i>Hug yourself</i>
	My secret diary!	<i>Whisper and hold your hands to your mouth like you are telling a secret</i>
THEME VOCABULARY	diary, private, topic, clear (clear your head)	
QUESTION OF THE DAY		
Question	Why do you think Mandu likes to write in her diary?	
Graph	3 COLUMN GRAPH	
Options	writing helps to clear her head / writing helps to calm her down / writing helps her to feel happy	
Follow up questions		
Question	How many learners think Mandu likes to write in her diary because writing helps to clear her head?	
Answer	__ learners think Mandu likes to write in her diary because writing helps to clear her head.	
Question	How many learners think Mandu likes to write in her diary because writing helps to calm her down?	
Answer	__ learners think Mandu likes to write in her diary because writing helps to calm her down.	

Question	How many learners think Mandu likes to write in her diary because writing helps her to feel happy?
Answer	__ learners think Mandu likes to write in her diary because writing helps her to feel happy.
Question	Why do most learners think Mandu likes to write in her diary?
Answer	Most learners think Mandu likes to write in her diary because __.
Question	Why do fewest learners think Mandu likes to write in her diary?
Answer	Fewest learners think Mandu likes to write in her diary because __.
Question	Why do you think Mandu likes to write in her diary?
Answer	I think Mandu likes to write in her diary because writing helps to clear her head.
Answer	I think Mandu likes to write in her diary because writing helps to calm her down.
Answer	think Mandu likes to write in her diary because writing helps her to feel happy.
EXPLAIN	Explain that in the story we read this week, we will find out the answer!
READING	Practice reading the sight words for the week.

WEEK 8: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/wh/								
FLASHCARDS	whip, when, which, wheel, while, white, whine, why								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /wh/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters w and h together in a word, we must not say the sounds separately. We must say one sound: /wh/ Show each flashcard and help learners break the word up into individual sounds: /wh/ – /i/ – /p/ /wh/ – /en/ /wh/ – /i/ – /ch/ /wh/ – /ee/ – /l/ /wh/ – /i/ – /le/ /wh/ – /i/ – /te/ /wh/ – /i/ – /ne/ /wh/ – /y/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" data-bbox="611 1284 915 1561"> <tr> <td>whip</td> <td>while</td> </tr> <tr> <td>when</td> <td>white</td> </tr> <tr> <td>which</td> <td>whine</td> </tr> <tr> <td>wheel</td> <td>why</td> </tr> </table>	whip	while	when	white	which	whine	wheel	why
whip	while								
when	white								
which	whine								
wheel	why								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 8: MONDAY: GROUP GUIDED and INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Mandu's secret diary</u>	
ACTIVITY	SECOND READ	
COMPREHENSION STRATEGY	I wonder... Make connections	
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!</p>	
	Story	Think aloud: second read
	<p>Mandu loved to write. She especially loved to write in her special diary. Every day, she wrote down what she did during the day. She also wrote down her most private secrets. Writing helped to clear her head. It helped to calm her down. It helped her to feel happy.</p>	<p>I can make a connection with Mandu, because I also love to write to clear my head. When I have lots of things to do and feel stressed, I write a list. That helps clear my head, just like Mandu!</p>
	<p>Mandu didn't want anyone to read her most private secrets, so she knew she needed a good hiding place for her diary. She looked around her bedroom and thought about the safest place for her diary. Eventually she decided to hide it under her bed. 'No one will ever find it there!' she thought.</p> <p>But one afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom. Mandu's face felt hot. Her heart began beating quickly.</p> <p>'Oh no! Look Anna! Someone has been reading my diary!' she yelled.</p>	<p>I can make a connection. When someone goes through my things without asking I feel angry. Like the other day, I came home and my sister was reading the emails on my computer. My face felt hot, my heart beat quickly and I yelled, 'just like Mandu!'</p>

‘We can figure out who it was!’ Anna said calmly. ‘We will be diary detectives!’

Mandu and Anna examined the dairy.

‘Look at these dirty fingerprints,’ Anna said. ‘This is a good clue! Who can you think of who has dirty fingers?’

‘I bet it’s my little brother,’ Mandu said.

‘Thabo always has dirty fingers after he plays outside!’

‘Let’s go find him. We need to ask him questions to see if it was him!’ Anna said.

Mandu imagined Thabo reading all her secrets. But then she remembered her brother was only five. He couldn’t read yet!

‘Wait! It can’t have been him! He can’t read!’ Mandu said, laughing.

If someone went through my things, the first person I would think of is my little sister. That **reminds me** of Mandu, because the first person she think of is her little brother! But it wasn’t him! **I wonder** who it could’ve been?

‘Let’s look for other clues,’ Anna said.

Mandu began examining the diary, page by page.

‘Look at this blond hair!’ Mandu said, holding up a short piece of blonde hair. ‘This is an important clue,’ she said. ‘Someone with blond hair must have read my diary. Everybody in my family has black hair. So who could it be? Who do I know that has blond hair?’ she asked, looking suspiciously at Anna’s blond hair.

‘It wasn’t me! I promise!’ Anna said. ‘Plus, that is a very short blond hair. My hair is long!’

‘We will have to set a trap to see if we can catch the diary-reader,’ Mandu said. Mandu put her diary back under her bed. Then, she sprinkled some flour on the floor next to her bed.

‘If anyone comes near my diary, we will find their footprints in the flour.’ Mandu explained. Then the girls hid around the corner and waited!

After a few minutes, they heard scratching noises coming from the bedroom.

I can **make a connection** – this part of the story **reminds me** of a movie I saw! In the movie, a girl had her necklace stolen. Her friend offered to help her find the thief. They searched and searched. But, in the end it was really the friend who had stolen the necklace! She pretended to help so no one would know it was really her! **I wonder** if it was really Anna who read the diary? Maybe that is why Anna is so eager to find someone else to blame, **just like** in the movie I saw?

<p>They ran back into Mandu’s room. ‘Got you!’ Anna shouted. But no one was there! No one except Mandu’s dog, Zola.</p> <p>The floor was covered in floury paw prints. Zola’s nose was in Mandu’s diary! Mandu began to laugh. ‘It must have been Zola’s blond hair in the diary!’</p> <p>‘Silly Zola!’ Anna said. ‘You will need a much better hiding place!’</p> <p>‘You’re right!’ Mandu said. ‘But I will find one later – it has to be secret, even from you!’</p>	<p>Oh! This story wasn’t like the movie I saw after all. It wasn’t Anna. It was just Mandu’s silly dog Zola. That reminds me of a time I thought someone had stolen the bread I just baked. But then, I saw my dog was under the table eating it!</p>
<p>Follow up questions</p>	<p>Possible responses</p>
<p>What trap did Mandu and Anna set?</p>	<p>They sprinkled some flour on the floor next to Mandu’s bed so that if anyone came near the diary, they would find their footprints in the flour.</p>
<p>How would you feel if someone read your secret diary?</p>	<p>I think I would feel...</p>
<p>Why question</p>	<p>Possible responses</p>
<p>Why did Mandu think Anna had read her diary?</p>	<ul style="list-style-type: none"> • Because she found a blonde hair. • Because no one in Mandu’s family has blonde hair. • Maybe because Anna is so eager to help?
<p>Formulating questions</p>	
<ul style="list-style-type: none"> • Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. • Next ask learners to think about the story, and to try and formulate their own question. • Tell learners to ‘turn and talk’ and ask each other their questions. • Ask a few learners to share their questions with the whole class. • Correct any errors with the form or content of the questions. • Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear. 	

WEEK 8: TUESDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about being a writer!
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

A paragraph is a group of **sentence** that focus on one **topik**.

you will need: chalk and a chalkboard

1. First, you must think what you will write about.

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for the **mistake**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. A paragraph is a group of **sentences** (*This word should be plural because a paragraph must have many sentences – not just one!*)
 - b. on the **topik topik**. (*Remind learners that we must check our spelling. If we don't know how to spell a word we can circle it.*)
 - c. **you** will need (*You must remember to capitalise the first letter of a sentence!*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed set of instructions from Tuesday and Thursday. Instruct learners to find their writing from Tuesday and Thursday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner.

1. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
2. Ask learners to **read their writing**.
3. Help learners who are struggling to find and fix their mistakes.
4. Instruct any learners who finish early to add more details or sentences to their writing.
5. Encourage learners.

a paragraph is a group of sentences that are about the same thing.

You will need:

1. First you need an idea.

2. Second you write your first sentence.

3. Then you write the other sentences.

4. Finally you check your work and write it again with no mistakes.

WEEK 8: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	My dear diary,	<i>Hold your hands over your heart</i>
	I write in you each day.	<i>Pretend to write</i>
	I write my thoughts and feelings down,	<i>Point to your head then your heart</i>
	It makes me feel okay!	<i>Hold both thumbs up</i>
	No one else should read you,	<i>Shake your hands and head</i>
	You're there for only me!	<i>Point to yourself</i>
	You're like a real best friend,	<i>Hug yourself</i>
	My secret diary!	<i>Whisper and hold your hands to your mouth like you are telling a secret</i>
THEME VOCABULARY	examine, clue, detective, suspicious (suspiciously)	
QUESTION OF THE DAY		
Question	Who do you think found and read Mandu's diary? (Make a prediction!)	
Graph	3 COLUMN GRAPH	
Options	Mandu's brother Thabo / Mandu's friend Anna / Mandu's dog Zola	
Follow up questions		
Question	How many learners tell their best friend their secrets?	
Answer	__ learners tell their best friend their secrets.	
Question	How many learners do not tell their best friend their secrets?	
Answer	__ learners do not tell their best friend their secrets.	
Question	Do more learners tell their secrets or not?	
Answer	More learners __	
Question	Do fewer learners tell their secrets or not?	
Answer	Fewer learners __	
Question	Do you tell your best friend your secrets?	
Answer	Yes, I tell my best friend my secrets.	

EXPLAIN	Explain that we will find out the answer to this question tomorrow, when we finally do our first read!
READING	Practise reading the sight words for the week.

WEEK 8: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/wh/
	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> 1. Say the word whip 2. Segment the word into the individual sounds: /wh/ - /i/ - /p/ 3. Say the beginning sound of the word: /wh/ 4. Say the middle sound of the word: /i/ 5. Say the end sound of the word: /p/ 6. Write the word on the board: whip 7. Model pointing and blending the sounds to make a word: /wh/ - /i/ - /p/ = whip 8. Remind learners that in English, when w and h are together in a word they must be read together as one sound: /wh/ 9. Repeat this with the word wheel <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> 1. Say the word which 2. Ask learners: What is the first sound in the word? /wh/ 3. Ask learners: What are the middle sounds in the word? /i/ 4. Ask learners: What is the last sound in the word? /ch/ 5. Ask learners to segment the word into each individual sound: /wh/ - /i/ - /ch/ 6. Write the word: which 7. Instruct learners to blend the sounds in the word with you: /wh/ - /i/ - /ch/ = which 8. Repeat this with the word whine <p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: wh words. 3. Instruct learners to write the numbers 1-8. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i>

ACTIVITY	<p>5. Say each of the following words. Instruct learners to write the word in their books.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>whip</td> <td>when</td> <td>which</td> <td>wheel</td> <td>while</td> <td>white</td> <td>whine</td> <td>why</td> </tr> </table> <p>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</p> <p>7. Instruct learners to practise reading the phonic words for homework.</p>	whip	when	which	wheel	while	white	whine	why
whip	when	which	wheel	while	white	whine	why		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
ACTIVITY	

WEEK 8: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 8: THURSDAY: WRITING (30 minutes)	
TOPIC	Write a paragraph about being a writer!
TASK	PUBLISHING & SHARING
WRITING FRAME	<p>A paragraph is...</p> <p>You will need:</p> <ol style="list-style-type: none"> 1. First... 2. Second... 3. Then... 4. Finally...
<p>Getting Ready:</p> <ol style="list-style-type: none"> 1. Write one of your sentences on the board, with a corrected mistake, like: A paragraph is a group of sentences that focus on one topic <u>topic</u>. <p>Modelling:</p> <ol style="list-style-type: none"> 1. Explain that today, we will publish our work so that people can read it. 2. Remind learners that when we publish, we rewrite our sentences without mistakes. 3. Explain that learners must look at the corrections they made with their partners yesterday. 4. Explain that learners can illustrate (add pictures) their work if they have time. 5. Use modelling to show learners how to publish. You must rewrite your sentence and fix your mistake, like: A paragraph is a group of sentences that focus on one topic. <p>Writing:</p> <ol style="list-style-type: none"> 1. Hand out learner books. 2. Instruct learners to find their drafts from Tuesday and Thursday and their editing checklist. 3. Instruct learners to begin publishing. 4. Remind learner to fix their mistakes as they publish. They can also add details to or change their ideas if they think they can make something sound better! 5. Walk around the room and complete mini conferences. 6. Help learners to correct their mistakes. 7. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner. 8. As you walk around, encourage writers. <p>Turn and Talk:</p> <ol style="list-style-type: none"> 1. When there are 2-3 minutes left, instruct learners to put their pencils away. 2. Instruct learners to turn and talk and read their paragraph to a partner. 	

A paragraph is a group of sentences that are about the same thing.

You will need:

1. First, you need an idea.
2. Second, you write your first sentence.
3. Then, you write the other sentences.
4. Finally, you check your work and write it again with no mistakes.

WEEK : THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Mandu's secret diary</u>
ACTIVITY	RECOUNT THE STORY
COMPREHENSION STRATEGY	Summarise Make connections
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding. Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!
SENTENCE FRAME	In the story... I can make a connection! Mandu... That reminds me of...
INSTRUCTIONS	
<ol style="list-style-type: none"> 1. Explain that when we summarise a story, we think about the most important things that happened! 2. Remind learners that when we make a connection, we think about how something in the story is like something that has happened in our own lives. 3. Explain that learners will summarise and make a connection to the story: Mandu's secret diary! 4. Use modelling to show learners how to give a 2-3 sentence summary of the story like: <u>In the story</u>, Mandu thinks someone has read her story. She looks for clues to figure out for who it could have been. 5. Use modelling to make a connection to this story, like: <u>I can make a connection!</u> Mandu feels suspicious of her brother. <u>That reminds me of</u> when I thought my brother stole sweets from me, but I had really put them in my bag. I was suspicious for no reason. 6. Hold up the pictures. Instruct learners to look at the pictures and think about the most important events in the story. 7. Instruct learners to think about their summary and connection to the story. 8. Instruct learners to turn and talk and share their own recount with a partner (<i>they should not memorise what the teacher has said. This should be learners own ideas!</i>) 9. Ask 2-3 learners to share their ideas with the class. Help the learners form complete sentences. 10. Explain and correct any common problems to learners. 	

WEEK 8: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	My dear diary,	<i>Hold your hands over your heart</i>
	I write in you each day.	<i>Pretend to write</i>
	I write my thoughts and feelings down,	<i>Point to your head then your heart</i>
	It makes me feel okay!	<i>Hold both thumbs up</i>
	No one else should read you,	<i>Shake your hands and head</i>
	You're there for only me!	<i>Point to yourself</i>
	You're like a real best friend,	<i>Hug yourself</i>
	My secret diary!	<i>Whisper and hold your hands to your mouth like you are telling a secret</i>
THEME VOCABULARY	pencil, pen, marker, crayon	
QUESTION OF THE DAY		
Question	What do you like to use to write?	
Graph	4 COLUMN GRAPH	
Options	A pencil / a pen / a marker / a crayon	
Follow up questions		
Question	How many learners like to use a pencil to write?	
Answer	__ learners like to use a pencil to write.	
Question	How many learners like to use a pen to write?	
Answer	__ learners like to use a pen to write.	
Question	How many learners like to use a marker to write?	
Answer	__ learners like to use a marker to write.	
Question	How many learners like to use a crayon to write?	
Answer	__ learners like to use a crayon to write.	

Question	What do most learners like to use to write?
Answer	Most learners like to use a ___ to write.
Question	What do fewest learners like to use to write?
Answer	Fewest learners like to use a ___ to write.
Question	What do you like to use to write?
Answer	I like to use a pencil to write.
Answer	I like to use a pen to write.
Answer	I like to use a marker to write.
Answer	I like to use a crayon to write.
READING	Practise reading the sight words for the week.

WEEK 8: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/wh/												
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>wh</td> <td>ch</td> <td>p</td> </tr> <tr> <td>m</td> <td>i - e</td> <td>a</td> </tr> <tr> <td>i</td> <td>sh</td> <td>l</td> </tr> <tr> <td>s</td> <td>t</td> <td>n</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /wh/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /wh/ - /i/ - /p/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /wh/. 6. Show learners how to make another word, like: /l/ - /a/ - /p/. 7. Remind learners they can make words using the target sound, like whip, or words without the target sound, like lap. 	wh	ch	p	m	i - e	a	i	sh	l	s	t	n
wh	ch	p											
m	i - e	a											
i	sh	l											
s	t	n											

	<p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: wh words. 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): which, whip, white, while, whine, tap, nap, lap, pan, ship, shine
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ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 8: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC

Plural words

ACTIVITY

EXPLANATION

1. Explain that today, learners will revise how we use plural words.
2. Explain that we do not use 'a' or 'an' with plural words. We can replace 'a' or 'an' with a number if we know how many of something there are.
3. Explain that we can also remove the 'a' or 'an' and have no article.
4. No matter what, we must make the noun plural (usually by adding an 's' at the end)

I DO (Teacher models)

1. Write some **singular** nouns on the board, like:
 - a. I see an elephant.
 - b. I have a bucket.
 - c. She owns a car.
 - d. I want to eat an apple
 - e. I drew a circle
 - f. I buy a computer.
 - g. I cook an egg.
 - h. I see a bird.
 - i. I built a table.
 - j. I have a cat.
2. Use modelling to complete the first two for learners:
 - a. **I see elephants.**
 - b. **I have two buckets.**

WE DO (Teacher and learners do together):

3. Complete the next two together with the learners:
 - a. **She owns cars.**
 - b. **I want to eat three apples.**

YOU DO (Learners do independently):

1. Hand out learner books
2. Instruct learners to work with a partner to complete the rest of the sentences on list.
3. As learners are working, walk around the room and complete **mini conferences**.
4. Ask learners to **read their answers** to you.
5. Help learners correctly use plural words.
6. **Encourage learners.**

SHARING:

1. When there are 5 minutes remaining, call learners back together.
2. Go through the answers together with learners. Correct any mistakes in the sentence.
3. Make sure learners understand how to replace 'a' and 'an' in plural sentences!

WEEK 8: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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.

GRADE 3 - TERM 2

WEEK

9

**THEME:
THINGS THAT FRIGHTEN US!**

'Courage is resistance to fear, mastery of fear, not absence of fear.'
- Mark Twain

WEEK 9: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: any scary prop – a toy spider, a witch hat, a toy snake, picture of someone who looks scared, a cardboard cutout of green, glowing eyes, picture of a scary place – a dark forest, underneath the bed.
5. Do some research on the internet to prepare for the theme. For example: techniques to teach children for when they feel scared.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's read, page 72
Activity 2	DBE Workbook 1: Let's write, page 73
Activity 3	DBE Workbook 1: Word work, page 73 & 74
Activity 4	Draw a picture of something that frightens you.

TERM 2: WEEK 9					
OVERVIEW					
THEME	Things that frighten us!				
THEME VOCABULARY	daylight, sunset, sunrise, dark, nightmare, dream, cupboard, slam, scratch, terrified, relaxed, shaky				
SIGHT WORDS	what, sleep, noise, search, open				
PHONICS	/wh/ - whip, when, which, wheel, while, white, whine, why				
WRITING FRAME	Topic: Write a paragraph about something that makes you feel frightened.				
	<table border="1"> <thead> <tr> <th>Tuesday</th> <th>Thursday</th> </tr> </thead> <tbody> <tr> <td>I am frightened of... It scares me because ... Also, I...</td> <td>When I feel scared... I can visualise... I wonder...?</td> </tr> </tbody> </table>	Tuesday	Thursday	I am frightened of... It scares me because ... Also, I...	When I feel scared... I can visualise... I wonder...?
	Tuesday	Thursday			
I am frightened of... It scares me because ... Also, I...	When I feel scared... I can visualise... I wonder...?				

TERM 2: WEEK 9	
INTRODUCE THE THEME	
PICTURE	Page where John is looking scared in his bed in the Big Book story: <u>There's a monster in my cupboard</u>
SHOW	Show learners the picture of John looking scared in his bed.
SAY	<ol style="list-style-type: none"> 1. Explain that for the next two weeks, we will think about things that make us feel frightened. We all feel scared or frightened sometimes! 2. Ask learners: What are some things that make you feel scared? 3. Listen to learner responses. This will help you understand what learners already know! 4. Explain that over the next two weeks, we will learn new words to talk about our fears!
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 9: MONDAY: DAILY ACTIVITIES (10 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Listen, listen	<i>Put your hand behind your ear</i>
	Is something there?	<i>Point to the door</i>
	Hear it tiptoe to your chair?	<i>Tiptoe in place</i>
	Don't speak a word.	<i>Finger to lips</i>
	Don't say "ah-choo!"	<i>Shake your head 'no'</i>
	Don't move about.	<i>Sit very still with arms close to sides</i>
	Or it might get YOU!	<i>Shout "you" and jump up with arms extended)</i>
THEME VOCABULARY	daylight, sunset, sunrise, dark	
QUESTION OF THE DAY		
Question	Are you afraid of the dark?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners are afraid of the dark?	
Answer	__ learners are afraid of the dark.	
Question	How many learners are not afraid of the dark?	
Answer	__ learners are not afraid of the dark.	
Question	Are more learners afraid of the dark or not?	
Answer	More learners __ afraid of the dark.	
Question	Are fewer learners afraid of the dark or not?	
Answer	Fewer learners __ afraid of the dark.	
Question	Are you afraid of the dark?	
Answer	Yes, I am afraid of the dark.	
Answer	No, I am not afraid of the dark.	

READING	Practise reading the sight words for the week.
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WEEK 9: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	/sc/ and /sk/								
FLASHCARDS	scab, scan, scale, scam skin, sky, skid, ski (pronounce skee)								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> 1. Say the sound and hold up the flashcard /sc/ for learners to see. 2. Say the sound and instruct learners to repeat the sound. Do this three times. 3. Explain that when we see the letters s and c together in a word, we must not say the sounds separately. We must say one sound: /sc/ 4. Say the sound and hold up the flashcard /sk/ for learners to see. 5. Say the sound and instruct learners to repeat the sound. Do this three times. 6. Explain that when we see the letters s and k together in a word, we must not say the sounds separately. We must say one sound: /sk/ 7. Show each flashcard and help learners break the word up into individual sounds: /sc/ - /a/ - /b/ /sc/ - /a/ - /n/ /sc/ - /a/ - /le/ /sc/ - /a/ - /m/ /sk/ - /i/ - /n/ /sk/ - /y/ /sk/ - /i/ - /d/ /sk/ - /i/ 8. Ask learners to repeat each word after you. 9. Stick up the flashcards on the Phonics Display Board. 10. Call on a different learner to read each of the phonic words: <table border="1" data-bbox="594 1778 898 2055"> <tbody> <tr> <td>scab</td> <td>skin</td> </tr> <tr> <td>scan</td> <td>sky</td> </tr> <tr> <td>scale</td> <td>skid</td> </tr> <tr> <td>scam</td> <td>ski</td> </tr> </tbody> </table>	scab	skin	scan	sky	scale	skid	scam	ski
scab	skin								
scan	sky								
scale	skid								
scam	ski								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 9: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 9: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>There's a monster in my cupboard</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> 1. Show learners the front cover of the story: <u>There's a monster in my cupboard</u> 2. Read the title of the story. 3. Ask learners: What do you think will happen in this story? 4. Display the Big Book for learners to see. Make sure all learners can see the pictures in the book. 5. Show learners the first picture. 6. Ask learners: What do you think is happening here? 7. Discuss the picture with learners. 8. Ask learners: What do you think might happen next? 9. Go through each picture in the book and ask learners these questions. 10. When you get to the last picture, ask learners: How do you think this story will end? 11. Thank learners for their predictions. 12. Read through the story once. Code switch where necessary. 	

WEEK 9: TUESDAY: WRITING (30 minutes)	
TOPIC	Write a paragraph about something that makes you feel frightened.
TASK	PLANNING & DRAFTING
WRITING FRAME	I am frightened of... It scares me because ... Also, I...
<p>Modelling:</p> <ol style="list-style-type: none"> 1. Explain that this week, learners will write a short paragraph about something that frightens them. 2. Remind learners that a paragraph is a group of sentences that are all about the same topic. Explain that a paragraph has three important parts: A topic sentence which tells us the main point of the paragraph; supporting sentences which explain the topic sentence; and a concluding sentence which ends of our paragraph. 	

3. Explain that today, learners will write the **topic sentence**. This tells the reader what the paragraph will be all about. Then, learners will add two **supporting sentence**. These are sentences that help explain the topic sentence.
4. Read the writing frame to learners.
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 am scared of the dark. I am also scared of heights. That means I am scared of being high up! It scares me because I am worried I will fall. I just feel so scared when I am up high, especially if I am at the edge of a mountain.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the writing frame: I am frightened of heights. It scares me because I feel like I will fall. Also, I worry that someone else will trip and fall a long way down!
9. **Say words slowly like a tortoise and write the sounds you know**.
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What is something that frightens you?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Call on 2-3 learners to tell you who they cared for. They must say: I am frightened of...
5. Explain that this will be learners' topic sentence.
6. Ask learners: Why does this frighten or scare you?
7. Instruct learners to **think before they write**.
8. Instruct learners to **turn and talk** and share their ideas with a partner.
9. Call on 2-3 learners to tell you what they did. They must say: It scares me because...
10. Explain that learners will now use the writing frame to draw and write 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 **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.



I am frightened of spidas. It
scares me because they are ugly.
Also, I am scared it will bit
me.

WEEK 9: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)
GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 9: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Listen, listen	<i>Put your hand behind your ear</i>
	Is something there?	<i>Point to the door</i>
	Hear it tiptoe to your chair?	<i>Tiptoe in place</i>
	Don't speak a word.	<i>Finger to lips</i>
	Don't say "ah-choo!"	<i>Shake your head 'no'</i>
	Don't move about.	<i>Sit very still with arms close to sides</i>
	Or it might get YOU!	<i>Shout "you" and jump up with arms extended)</i>
THEME VOCABULARY	nightmare, dream, cupboard, slam	
QUESTION OF THE DAY		
Question	What happens when you have nightmares?	
Graph	3 COLUMN GRAPH	
Options	I call for my mother / My heart beats fast / I am not scared	
Follow up questions		
Question	How many learners call for their mother when they have nightmares?	
Answer	__ learners call for their mother when they have nightmares.	
Question	How many learners' hearts beat fast when they have nightmares?	
Answer	__ learners' hearts beat fast when they have nightmares.	
Question	How many learners are not scared when they have nightmares?	
Answer	__ learners are not scared when they have nightmares.	
Question	What happens to most learners when they have nightmares?	
Answer	Most learners __.	
Question	What happens to fewest learners when they have nightmares?	
Answer	Fewest learners __.	

Question	What happens when you have nightmares?
Answer	I call for my mother when I have nightmares.
Answer	My heart beats fast when I have nightmares.
Answer	I am not scared when I have nightmares.
READING	Practise reading the sight words for the week.

WEEK 9: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/sc/ and /sk/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> 1. Say the word scan 2. Segment the word into the individual sounds: /sc/ - /a/ - /n/ 3. Say the beginning sound of the word: /sc/ 4. Say the middle sound of the word: /a/ 5. Say the end sound of the word: /n/ 6. Write the word on the board: scan 7. Model pointing and blending the sounds to make a word: /sc/ - /a/ - /n/ = scan 8. Remind learners that in English, when s and c are together in a word they must be read together as one sound: /sc/ 9. Repeat this with the word scab <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> 1. Say the word skin 2. Ask learners: What is the first sound in the word? /sk/ 3. Ask learners: What is the middle sound in the word? /i/ 4. Ask learners: What is the last sound in the word? /n/ 5. Ask learners to segment the word into each individual sound: /sk/ - /i/ - /n/ 6. Write the word: skin 7. Instruct learners to blend the sounds in the word with you: /sk/ - /i/ - /n/ = skin 8. Remind learners that in English, when s and k are together in a word they must be read together as one sound: /sk/ 9. Repeat this with the word sky

	<p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: sc and sk words. 3. Instruct learners to write the numbers 1-8. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td>scab</td> <td>scan</td> <td>scale</td> <td>scam</td> <td>skin</td> <td>sky</td> <td>skid</td> <td>ski</td> </tr> </table> <ol style="list-style-type: none"> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework. 	scab	scan	scale	scam	skin	sky	skid	ski
scab	scan	scale	scam	skin	sky	skid	ski		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
ACTIVITY	

WEEK 9: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 9: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>There's a monster in my cupboard</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Visualise
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Think aloud: First read
<p>'John and Robert!' called John's mother. 'Put that Nintendo away and get into bed now!'</p> <p>'Okay, but I just want to finish this game!'</p> <p>John called back.</p> <p>'Switch the game off now!' said his mother.</p> <p>'You can carry on playing tomorrow.'</p> <p>'Okay,' said John, as he pretended to turn the Nintendo off.</p> <p>'Goodnight!' said his mother, as she switched off the light and shut the door.</p>	I can visualise John hiding the Nintendo under his sheets when his mother comes in to say goodnight.
<p>As soon as his mother had shut the door, John began playing again.</p> <p>Robert fell asleep quickly. John played and played, late into the night.</p>	I can visualise John playing in the dark. He is so focused on his game, he doesn't even see that Robert is asleep.
<p>John kept playing until he heard a strange noise. Scratch! Bump! Scratch! Scratch!</p> <p>'What was that?' John asked nervously. But Robert didn't respond – he was still asleep.</p> <p>John sat up in bed. His eyes searched the dark room as he tried to see what was making the scary sounds. He realised that they were coming from his cupboard.</p>	I can visualise John looking up from his game. He looks around his room to see where the sound is coming from. The room is dark. I can visualise John's heart starting to beat fast!
<p>The cupboard was shaking. Something was bumping against the door. Scratch! Bump! Scratch! Scratch!</p> <p>'A monster!' John whispered. 'Who's there?' he asked, in a shaky voice.</p>	I can visualise John watching the cupboard shake. I can feel the way his heart is beating faster and faster. I can hear his voice shake and crack. I can visualise the expression on his face: his mouth is open wide and he is sweating!

<p>The cupboard door began to open. John jumped up in fear and slammed the door shut. With a pounding heart, he pushed a chair against the cupboard door.</p> <p>‘I hope I can go back to sleep now,’ he thought.</p> <p>Just as he climbed back into bed, there was another bump against the door. This time it was an even louder bump. Scratch! Bump! Scratch! Scratch!</p> <p>‘Oh no!’ he thought. ‘What am I going to do now?’</p>	<p>I can visualise John running to the cupboard. He is so scared he is trying to move very fast! He is getting more and more scared – visualising the monster who will climb out from the cupboard, with big claws and big teeth, and eat him!</p>
<p>Gripped by fear, he decided to wake Robert up.</p> <p>‘Robert! There’s something in the cupboard! I think it’s a monster! Or maybe a dinosaur!’ he whispered.</p> <p>‘You must have had a nightmare!’ Robert said sleepily. ‘I’m tired! Let me sleep!’ he said, turning over in his bed.</p> <p>‘It wasn’t a nightmare! There were noises coming from the cupboard! The door even opened!’ John said.</p> <p>‘Don’t be silly, John. You are just dreaming about that Nintendo game!’ Robert said, rolling his eyes.</p> <p>‘If you’re not scared, then open the door!’ John said.</p>	<p>I can visualise John shaking Robert and saying, ‘Wake up! Wake up!’ in a soft and shaking voice. I can visualise Robert pushing John’s arm away.</p>
<p>Robert sighed and picked up his backpack. He scratched around in it and found his torch. He walked confidently towards the cupboard. But then, a loud noise came from the cupboard. Scratch! Bump! Scratch! Scratch! Robert stopped and turned around. Robert’s heart began to beat quickly.</p> <p>‘See!’ John said. ‘I told you!’</p> <p>‘Let’s open the cupboard to see it!’ Robert whispered. ‘Come on!’ he beckoned to John.</p>	<p>I can visualise Robert when he hears the noise: he freezes! He turns around, his mouth open, looking terrified!</p>

<p>John and Robert tiptoed to the cupboard. John opened the door slightly, while Robert shined the torch through the crack. Something was trying to push the door open. Suddenly the torch revealed two glowing, green eyes. The two boys jumped in fright. ‘What could it be?’ whispered Robert, pushing the door closed.</p>	<p>I can visualise the two glowing green eyes! Both the boys must be visualising a terrifying monster, which green eyes who will come attack them soon!</p>
<p>The bumping and scratching got louder. Scratch! Bump! Scratch! Scratch! Robert took a deep breath and pulled the door open again. A creature jumped out and streaked past them. ‘What was that?’ John screamed. ‘Your cat!’ shrieked Robert. John and Robert looked at each other and they both began to laugh.</p>	<p>I can visualise the cat jumping in the air. I can visualise John and Robert screaming. They think it is a monster! But then, they realise it is just a cat. I can visualise them shaking their heads, and covering their eyes. They feel silly for thinking it was a monster! I can visualise their loud giggles!</p>
Follow up questions	Possible responses
What did John think was in the cupboard?	He thought there was a monster in the cupboard.
Whose two green eyes were inside the cupboard?	The glowing, green eyes really belonged to John’s cat!
Why question	Possible responses
Why did John think there was a monster in his cupboard?	<ul style="list-style-type: none"> • He heard sounds coming from his cupboard. • The game made him scared. He thought the noise must be a monster like in his game. • The door to the cupboard was opening. • There was bumping and scratching coming from the cupboard. • There were two green eyes in the cupboard. • It was dark in the room and he got scared! • He didn’t realise his cat could be in the cupboard!

WEEK 9: THURSDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about something that makes you feel frightened.
TASK	PLANNING & DRAFTING
WRITING FRAME	When I feel scared... I can visualise... I wonder...?

Modelling:

1. Explain that today, learners will add sentences to their paragraphs. Remind learners that we wrote our topic sentence and two supporting sentences on Tuesday. Today, we will add two more supporting sentences. Then we will add a conclusion sentence.
2. Explain that a **conclusion sentence** summarises the paragraph. Explain that sometimes, a conclusion sentence can make us think about or ask questions about the topic of the paragraph.
3. Read the new writing frame to learners.
4. Remind learners that they will continue with the same topic as Tuesday. Remind learners that you were writing about *my fear of heights*.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: When I am up high, I stay away from the edge. I have to take deep breaths because my heart beats fast. I can visualise myself falling down far!
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame, like: When I feel scared my heart beats fast. I can visualise myself falling through the air towards the ground! I wonder where my fear of heights comes from?
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
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 on Tuesday, we began to write about something that frightens or scares us.
2. Instruct learners to think about the topic they chose on Tuesday! They must continue writing the same topic because a paragraph is a group of sentences all about the same topic.
3. Ask learners: What happens when you feel scared?
4. Explain that learners should come up with their own ideas – they should **not** copy your ideas.
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 2-3 learners to tell you about one thing that happens when they feel scared. They must say: When I feel scared...

8. Ask learners: What is something you wonder about your fear?
9. Instruct learners to **think before they write**.
10. Explain that this sentence will be the **concluding sentence**.
11. Call on 2-3 learners to tell you about how they felt. They must say: **I wonder...**
12. 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 Tuesday. Remind learners that they will add to what they wrote to complete their whole paragraph.
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.**

WEEK 9: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

I am frightened of spidas. It
scares me because they are ugly.
Also, I am scared it will bit
me.

When I feel scared I skreem.
I can visualise a spida biting
me. I wonder if spidas are
scared of me?

WEEK 9: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Listen, listen	<i>Put your hand behind your ear</i>
	Is something there?	<i>Point to the door</i>
	Hear it tiptoe to your chair?	<i>Tiptoe in place</i>
	Don't speak a word.	<i>Finger to lips</i>
	Don't say "ah-choo!"	<i>Shake your head 'no'</i>
	Don't move about.	<i>Sit very still with arms close to sides</i>
	Or it might get YOU!	<i>Shout "you" and jump up with arms extended)</i>
THEME VOCABULARY	scratch, terrified, relaxed, shaky	
QUESTION OF THE DAY		
Question	How would you feel if you heard scratching coming from your cupboard?	
Graph	3 COLUMN GRAPH	
Options	terrified / frightened / relaxed	
Follow up questions		
Question	How many learners would feel terrified if they heard scratching coming from their cupboard?	
Answer	__ learners would feel terrified if they heard scratching coming from their cupboard.	
Question	How many learners would feel frightened if they heard scratching coming from their cupboard?	
Answer	__ learners would feel frightened if they heard scratching coming from their cupboard.	
Question	How many learners would feel relaxed if they heard scratching coming from their cupboard?	
Answer	__ learners would feel relaxed if they heard scratching coming from their cupboard.	

Question	How would most learners feel if they heard scratching coming from their cupboard?
Answer	Most learners would feel __ if they heard scratching coming from their cupboard.
Question	How would fewest learners feel if they heard scratching coming from their cupboard?
Answer	Fewest learners would feel __ if they heard scratching coming from their cupboard.
Question	How would you feel if you heard scratching coming from your cupboard?
Answer	I would feel terrified if I heard scratching coming from my cupboard.
Answer	I would feel frightened if I heard scratching coming from my cupboard.
Answer	I would feel relaxed if I heard scratching coming from my cupboard.
READING	Practise reading the sight words for the week.

WEEK 9: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/sc/ and /sk/									
	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>sc</td> <td>i</td> <td>n</td> </tr> <tr> <td>sk</td> <td>b</td> <td>a</td> </tr> <tr> <td>m</td> <td>p</td> <td>d</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /sc/ and /sk/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /sc/ - /a/ - /b/ or /sk/ - /i/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /sc/ and /sk/. 6. Show learners how to make another word, like: /n/ - /a/ - /p/. 7. Remind learners they can make words using the target sound, like scab or ski, or words without the target sound, like nap. 	sc	i	n	sk	b	a	m	p	d
sc	i	n								
sk	b	a								
m	p	d								

<p>ACTIVITY</p>	<p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /sc/ and /sk/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /sc/ - /a/ - /b/ or /sk/ - /i/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /sc/ and /sk/. 6. Show learners how to make another word, like: /n/ - /a/ -/p/. 7. Remind learners they can make words using the target sound, like scab or ski, or words without the target sound, like nap. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: sc and sk words. 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): scab, scam, scan, ski, skin, skid, skip, mask, map, nap, bad, ban, man, pin, dip
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<p>ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)</p>	
<p>SOUND</p>	
<p>ACTIVITY</p>	

WEEK 9: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC

PAST PROGRESSIVE TENSE

ACTIVITY

EXPLANATION

1. Explain that today, learners will learn about **the past progressive tense**.
2. Explain that we use this tense when we are talking about something we did in the past.
3. When we use the past progressive tense, we must think about verbs
4. Remember: a verb is an action word!

I DO (Teacher models)

1. Today we will learn about the past progressive tense. This is how we talk about something that already happened in the past.
2. Explain that we use the past tense of helping verb 'to be' **PLUS** the participle of the verb (the verb with an -ing ending) to form the past progressive tense.
3. Remind learners of the past tense of the verb 'to be':
 - a. **I was**
 - b. **You were**
 - c. **He / she was**
 - d. **We were**
 - e. **They were**
4. Write the following on the board:
 - a. They go home.
 - b. She feels sad.
 - c. He reads a book.
 - d. I walk quickly.
 - e. They sleep in bed.
 - f. We write cards.
 - g. She learns maths.
 - h. You laugh loudly.
5. Explain that we will need to change these all into past progressive tense. That means we will need to add the verb 'to be'. Then they will need to change the other verb in the sentence to have an -ing ending.
6. Use modelling to complete the first two for learners:
 - a. They **were going** home.
 - b. She **was feeling** sad.

WE DO (Teacher and learners do together):

1. Ask learners: How do we change the rest into past progressive tense?
2. Complete the rest together with the learners:
 - a. He **was reading** a book.
 - b. I **was walking** quickly.
 - c. They **were sleeping** in bed.

- d. We **were writing** cards.
 - e. She **was learning** maths.
 - f. You **were laughing** loudly.
3. Explain that now, these sentences show that these things already were happening in the past!
 4. Ask learners: What are some verbs that you know?
 5. Make a list of verbs on the board, like: walk, write, run, read, drink, eat, search, feel, play, etc.

YOU DO (Learners do independently):

1. Hand out learner books
2. Instruct learners to choose three verbs.
3. Instruct learners to write sentences using the past progressive tense
4. As learners are writing, walk around the room and complete **mini conferences**.
5. Ask learners to **read their sentences** to you.
6. Help learners correctly use **past progressive tense**.
7. **Encourage learners**.

SHARING:

1. When there are 5 minutes remaining, call learners back together.
2. Call on a few learners to share a sentence in the past progressive tense.
3. Write the sentence on the board. Correct any mistakes in the sentence.
4. Make sure learners understand how to use the past progressive tense!

WEEK 9: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 9: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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.

GRADE 3 - TERM 2

WEEK 10

THEME:
THINGS THAT FRIGHTEN US!

'Limits, like fear, is often an illusion.'
- Michael Jordan

WEEK 10: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: any scary prop – a toy spider, a witch hat, a toy snake, picture of someone who looks scared, picture of a scary place – a dark forest, underneath the bed, cardboard cutout of green, glowing eyes.
5. Do some research on the internet to prepare for the theme. For example: what are normal childhood fears and how to help learners overcome their fears.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's write, 75 & 76
Activity 2	DBE Workbook 1: Let's write, page 77
Activity 3	DBE Workbook 1: Let's talk, page 77
Activity 4	Draw a picture of yourself having a scary dream.

TERM 2: WEEK 10	
OVERVIEW	
THEME	Things that frighten us!
THEME VOCABULARY	frightened, shake, shriek, whisper, creature, suddenly, monster, attack, torch, tiptoe, glowing, bump
SIGHT WORDS	green, eyes, laugh, how, fall
PHONICS	REVISION – ice, skid, ski, smart, game, hide, beach, join
WRITING FRAME	Topic: Write a paragraph about something that makes you feel frightened.
	Tuesday
	Thursday
	Editing
	Publishing & Presenting

TERM 2: WEEK 10	
INTRODUCE THE THEME	
PICTURE	The front cover of the Big Book: <u>There's a monster in my cupboard</u>
SHOW	Show learners the picture on the front cover of the story
SAY	<ul style="list-style-type: none"> • Ask learners: What is John scared of? • Listen to learner responses. Help learners revise some of the theme vocabulary from WEEK 3. • Remind learners that John thinks that there is a monster in his cupboard. • Explain that this week, we will be thinking more about this that frighten us.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 10: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	When I'm not feeling fine	<i>Shake your head 'no'</i>
	I keep this in my mind	<i>Put your finger to your head</i>
	I can take a breath or two	<i>Put your hand on your chest</i>
	I take a deep breath in	<i>Breath in</i>
	I take a slow breath out	<i>Breath out slowly</i>
	This lets some of my fear out	<i>Give a thumbs up</i>
THEME VOCABULARY	frightened, shake, shriek, whisper	
QUESTION OF THE DAY		
Question	What happens when you feel frightened?	
Graph	3 COLUMN GRAPH	
Options	I shriek / I shake / I whisper	
Follow-up questions		
Question	How many learners shriek when they feel frightened?	
Answer	__ learners shriek when they feel frightened.	
Question	How many learners shake when they feel frightened?	
Answer	__ learners shake when they feel frightened.	
Question	How many learners whisper when they feel frightened?	
Answer	__ learners whisper when they feel frightened.	
Question	What happens to most learners when they feel frightened?	
Answer	Most learners __ when they feel frightened.	
Question	What happens to fewest learners when they feel frightened?	
Answer	Fewest learners __ when they feel frightened.	
Question	What happens to you when you feel frightened?	
Answer	I shriek when I feel frightened.	
Answer	I shake when I feel frightened.	

Answer	I whisper when I feel frightened.
READING	Practise reading the sight words for the week.

WEEK 10: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	REVISION
FLASHCARDS	<i>/ea/ /sm/ /a-e/ /i-e/ /o-e/ /u-e/ /oi/ /wh/ /sc/</i>
ACTIVITY	<p>Revise sounds</p> <ol style="list-style-type: none"> 1. Say the sound and hold up the flashcard for all sounds covered in the term: <i>/ea/ /sm/ /a-e/ /i-e/ /o-e/ /u-e/ /oi/ /wh/ /sc/</i> 2. Hold up the flashcards in different orders and ask individual learners to read the sounds. 3. Stick up the sound flashcards on the chalkboard. 4. Ask a few different learners to come and build words on the chalkboard. <p>Then, ask learners to build and write down as many words as they can in their books using the sounds covered during the term and single sounds taught previously.</p>

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 10: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>There's a monster in my cupboard</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Visualise
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves.</p> <p>Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.</p>
Story	Think aloud: Second read
<p>'John and Robert!' called John's mother. 'Put that Nintendo away and get into bed now!'</p> <p>'Okay, but I just want to finish this game!'</p> <p>John called back.</p> <p>'Switch the game off now!' said his mother.</p> <p>'You can carry on playing tomorrow.'</p> <p>'Okay,' said John, as he pretended to turn the Nintendo off.</p> <p>'Goodnight!' said his mother, as she switched off the light and shut the door.</p>	<p>I wonder what game John is playing? I wonder what creatures are in the game John is playing?</p>
<p>As soon as his mother had shut the door, John began playing again.</p> <p>Robert fell asleep quickly. John played and played, late into the night.</p>	--
<p>John kept playing until he heard a strange noise. Scratch! Bump! Scratch! Scratch!</p> <p>'What was that?' John asked nervously. But Robert didn't respond – he was still asleep.</p> <p>John sat up in bed. His eyes searched the dark room as he tried to see what was making the scary sounds. He realised that they were coming from his cupboard.</p>	<p>I can visualise John staring at his cupboard. He has been playing and playing video games.</p> <p>I can visualise the scary creatures that are sometimes in video games. I think John is visualizing the scary creatures from his Nintendo inside his own cupboard!</p>

<p>The cupboard was shaking. Something was bumping against the door. Scratch! Bump! Scratch! Scratch!</p> <p>‘A monster!’ John whispered. ‘Who’s there?’ he asked, in a shaky voice.</p>	<p>I can visualise John sitting alone in the dark. He must be visualising the creatures from his Nintendo coming out of the cupboard to attack him!</p>
<p>The cupboard door began to open. John jumped up in fear and slammed the door shut. With a pounding heart, he pushed a chair against the cupboard door.</p> <p>‘I hope I can go back to sleep now,’ he thought.</p> <p>Just as he climbed back into bed, there was another bump against the door. This time it was an even louder bump. Scratch! Bump! Scratch! Scratch!</p> <p>‘Oh no!’ he thought. ‘What am I going to do now?’</p>	<p>I can visualise John running to the cupboard. He must be thinking that he can’t let the creatures come out of the cupboard! I can visualise him covering his eyes and hiding under the blankets as he listens to the noises (Bump! Scratch!) get louder and louder.</p>
<p>Gripped by fear, he decided to wake Robert up.</p> <p>‘Robert! There’s something in the cupboard! I think it’s a monster! Or maybe a dinosaur!’ he whispered.</p> <p>‘You must have had a nightmare!’ Robert said sleepily. ‘I’m tired! Let me sleep!’ he said, turning over in his bed.</p> <p>‘It wasn’t a nightmare! There were noises coming from the cupboard! The door even opened!’ John said.</p> <p>‘Don’t be silly, John. You are just dreaming about that Nintendo game!’ Robert said, rolling his eyes.</p> <p>‘If you’re not scared, then open the door!’ John said.</p>	<p>I can visualise Robert feeling annoyed and rolling his eyes when John shakes him awake.</p>
<p>Robert sighed and picked up his backpack. He scratched around in it and found his torch. He walked confidently towards the cupboard. But then, a loud noise came from the cupboard. Scratch! Bump! Scratch! Scratch! Robert stopped and turned around. Robert’s heart began to beat quickly.</p> <p>‘See!’ John said. ‘I told you!’</p>	<p>Now, Robert must be visualising scary creatures in the cupboard just like John. They don’t know what is in the cupboard, so I think they must be visualising the scary creatures from the video game they played for so long.</p>

<p>'Let's open the cupboard to see it!' Robert whispered. 'Come on!' he beckoned to John.</p>	
<p>John and Robert tiptoed to the cupboard. John opened the door slightly, while Robert shined the torch through the crack. Something was trying to push the door open. Suddenly the torch revealed two glowing, green eyes. The two boys jumped in fright. 'What could it be?' whispered Robert, pushing the door closed.</p>	
<p>The bumping and scratching got louder. Scratch! Bump! Scratch! Scratch! Robert took a deep breath and pulled the door open again. A creature jumped out and streaked past them. 'What was that?' John screamed. 'Your cat!' shrieked Robert. John and Robert looked at each other and they both began to laugh.</p>	<p>Oh! I now that they see the cat, they can visualise the poor cat being stuck in the cupboard, bumping and scratching to get out! I can visualise them laughing at themselves for thinking there could be Nintendo monsters in the cupboard!</p>
<p>Follow up questions</p>	<p>Possible responses</p>
<p>What does John hear?</p>	<p>He hears bumping and scratching coming from his cupboard.</p>
<p>What is John doing when he hears bumping and scratching?</p>	<p>He is playing Nintendo in the dark.</p>
<p>Why question</p>	<p>Possible responses</p>
<p>Why did John feel scared?</p>	<ul style="list-style-type: none"> • Because there are sounds coming from his cupboard. • Because he thinks the sounds are coming from a monster. • Because he thinks the monsters or creatures from his video game are inside the cupboard. • Because he doesn't know what is inside his cupboard! It is scary when we hear something and we don't know what it is!

Formulating questions

- Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how.
- Next ask learners to think about the story, and to try and formulate their own question.
- Tell learners to ‘turn and talk’ and ask each other their questions.
- Ask a few learners to share their questions with the whole class.
- Correct any errors with the form or content of the questions.
- Praise learners for their efforts and remind them that we must **always ask questions about everything that we read or hear.**

WEEK 10: TUESDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about something that makes you feel frightened.
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

I am frightened of **hites**. It **scare** me because I feel like I will **fall also**, I worry that someone else will trip and fall a long way down!

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. I am frightened of **hites heights** (*We must check for spelling. Sometimes, reading sentences out loud helps us find words that haven't been spelled right! But if we don't know how to spell a word, we can circle it.*)
 - b. It **scare**s me because (*Scare must have an 's' at the end. When we read our sentences out loud, we can sometimes hear when something like this sounds wrong!*)

- c. I will **fall**. **a**Also, I worry (*We must not have sentences that go on too long! We must remember punctuation and capitalisation. We can use the writing frame to help us remember where a new sentence is supposed to begin!*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed paragraphs from Tuesday and Thursday. Instruct learners to find their writing from Tuesday and Thursday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more details or sentences to their paragraphs.
8. Encourage learners.

I am frightened of spid^{er}as. (It)
scare^s me because they are ugly.
Also, I am scared (it) will (bit) bite
me.

When I feel scared I (skreem).
I can vis^ualise a spid^{er}a biting
me. I wonder if spid^{er}as are
scared of me?

WEEK 10: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	When I'm not feeling fine	<i>Shake your head 'no'</i>
	I keep this in my mind	<i>Put your finger to your head</i>
	I can take a breath or two	<i>Put your hand on your chest</i>
	I take a deep breath in	<i>Breath in</i>
	I take a slow breath out	<i>Breath out slowly</i>
	This lets some of my fear out	<i>Give a thumbs up</i>
THEME VOCABULARY	creature, suddenly, monster, attack	
QUESTION OF THE DAY		
Question	Which creature makes you feel most terrified?	
Graph	3 COLUMN GRAPH	
Options	a monster / a lion / a snake	
Follow-up questions		
Question	How many learners think a monster makes them feel most terrified?	
Answer	__ learners think a monster makes them feel most terrified.	
Question	How many learners think a lion makes them feel most terrified?	
Answer	__ learners think a lion makes them feel most terrified.	
Question	How many learners think a snake makes them feel most terrified?	
Answer	__ learners think a snake makes them feel most terrified.	
Question	Which creature makes most learners feel most terrified?	
Answer	A __ makes most learners feel most terrified.	
Question	Which creature makes fewest learners feel most terrified?	
Answer	A __ makes fewest learners feel most terrified.	
Question	Which creature makes you feel most terrified?	
Answer	A monster makes me feel most terrified.	
Answer	A lion makes me feel most terrified.	

Answer	A snake makes me feel most terrified.
READING	Practice reading the sight words for the week.

WEEK 10: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	REVISION - ice, skid, ski, smart, game, hide, beach, join
ACTIVITY	<p>Revise words</p> <ol style="list-style-type: none"> 1. Have all the phonic words flashcards ready. 2. Hold up each word, and ask a different individual learner to read it. 3. If a learner cannot read a word, help the learner to sound out the word. 4. Stick up the word flashcards on the chalkboard. 5. Ask a few different learners to come and point to words on the chalkboard.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
ACTIVITY	

WEEK 10: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 10: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>There's a monster in my cupboard</u>
ACTIVITY	STORY ILLUSTRATION
COMPREHENSION STRATEGY	Summarise
PURPOSE	To give learners a chance to summarize and reflect on the text. Asking a young learner to summarise the main points of a story is the best way to check their understanding.
POST-READING ACTIVITY	
<p>Modelling:</p> <ol style="list-style-type: none"> 1. Explain that today, learners will visualise what happens in the story. They will draw a picture to show what they visualise about the story. Then, they will add one or two sentences to explain what they visualised. 2. Use modelling to show learners how to think before you write. 3. Use modelling to explain an example summary to learners, like: John thinks he hears a monster in the cupboard because he hears bumping and scratching! But, he really hears his cat who is stuck in the cupboard! 4. Use modelling to draw a picture of your summary on the board. 5. Use modelling to add a sentence or two, like: John hears bumping and scratching. 6. Say words slowly like a tortoise and write the sounds you know. 7. Use resources (sight words, theme vocabulary words) to add labels, like: scared, bump 8. Erase your example from the board. Explain this was just an example, but learners must write their own ideas. <p>Oral Instructions:</p> <ol style="list-style-type: none"> 1. Instruct learners to think about the story and to visualise the important parts of the story. 2. Ask learners: What do you visualise is happening in John's mind? What do you visualise that John is thinking about? 3. Tell learners they must draw a picture to show what they visualised. Then, they must try to write a 1-2 sentences about their drawing. 4. Instruct learners to think before they write. 5. Explain that learners should come up with their own drawing and sentence – they should not copy your idea! <p>Writing:</p> <ol style="list-style-type: none"> 1. Hand out learner books. 2. As learners write, walk around the room and complete mini conferences. 3. Instruct learners to read their writing to you. 4. Help learners complete a label. 5. Ask learners to tell you about their picture. Make sure learners have drawn an important event from the story! 	

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 learner drawings at **learner eye-level** around the room. This helps learners have conversations about the story.*

WEEK 10: THURSDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about something that makes you feel frightened.
WRITING FRAME	I am frightened of... It scares me because ... Also, I... When I feel scared... I can visualise... I wonder...?
TASK	PUBLISHING and SHARING

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
I am frightened of **hites heights**

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners yesterday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like:
I am frightened of heights.

Writing:

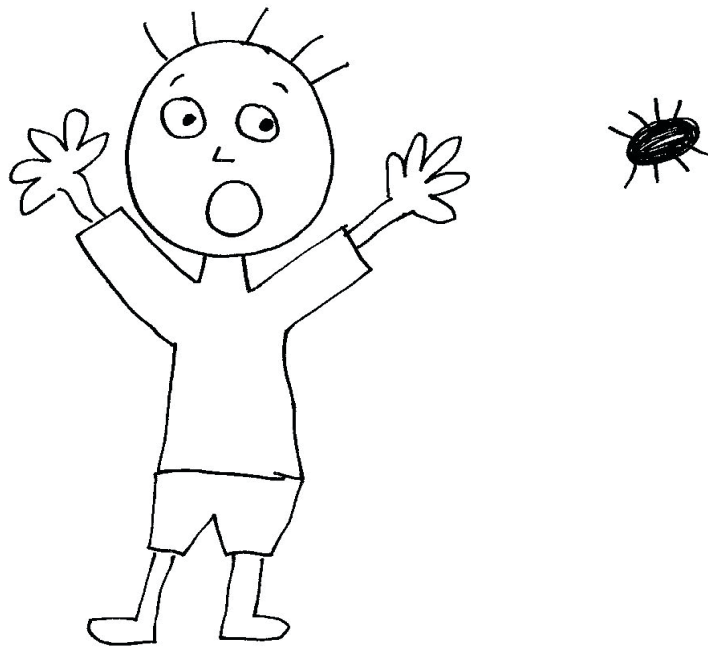
1. Hand out learner books.
2. Instruct learners to find their **drafts** from Tuesday and Thursday and their **editing checklist**.
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**. They can also add or change their ideas if they think they can make something sound better!
5. Walk around the room and complete **mini conferences**.
6. Help learners to correct their mistakes.
7. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner.
8. As you walk around, **encourage writers**.

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 paragraphs.

Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations using the new theme vocabulary.

I am frightened of spiders. They scare me because they are ugly. Also, I am scared they will bite me. When I feel scared I scream. I can visualise a spider biting me. I wonder if spiders are scared of me?



WEEK 10: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	When I'm not feeling fine	<i>Shake your head 'no'</i>
	I keep this in my mind	<i>Put your finger to your head</i>
	I can take a breath or two	<i>Put your hand on your chest</i>
	I take a deep breath in	<i>Breath in</i>
	I take a slow breath out	<i>Breath out slowly</i>
	This lets some of my fear out	<i>Give a thumbs up</i>
THEME VOCABULARY	torch, tiptoe, glowing, bump	
QUESTION OF THE DAY		
Question	What would you do if you saw glowing eyes and heard bumping in your cupboard?	
Graph	3 COLUMN GRAPH	
Options	tiptoe closer to the cupboard / slam the door closed / run away	
Follow-up questions		
Question	How many learners would tiptoe closer to the cupboard if they saw glowing eyes and heard bumping in their cupboard.	
Answer	__ learners would tiptoe closer to the cupboard if they saw glowing eyes and heard bumping in their cupboard.	
Question	How many learners would slam the door closed if they saw glowing eyes and heard bumping in their cupboard?	
Answer	__ learners would slam the door closed if they saw glowing eyes and heard bumping in their cupboard.	
Question	How many learners would run away if they saw glowing eyes and heard bumping in their cupboard.	
Answer	__ learners would run away if they saw glowing eyes and heard bumping in their cupboard.	

Question	What would most learners do if they saw glowing eyes and heard bumping in their cupboard?
Answer	Most learners would __ if they saw glowing eyes and heard bumping in their cupboard.
Question	What would fewest learners do if they saw glowing eyes and heard bumping in their cupboard?
Answer	Fewest learners would __ if they saw glowing eyes and heard bumping in their cupboard.
Question	What would you do if you saw glowing eyes and heard bumping in your cupboard?
Answer	I would tiptoe closer to the cupboard.
Answer	I would slam the door closed.
Answer	I would run away.
READING	Practise reading the sight words for the week.

WEEK 10: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	REVISION															
ACTIVITY	<p data-bbox="519 289 958 319">Write the table on the chalkboard</p> <table border="1" data-bbox="594 355 1050 703"> <tbody> <tr> <td data-bbox="594 355 748 423">sm</td> <td data-bbox="748 355 901 423">a-e</td> <td data-bbox="901 355 1050 423">i - e</td> </tr> <tr> <td data-bbox="594 423 748 491">o - e</td> <td data-bbox="748 423 901 491">c</td> <td data-bbox="901 423 1050 491">oi</td> </tr> <tr> <td data-bbox="594 491 748 559">wh</td> <td data-bbox="748 491 901 559">sc</td> <td data-bbox="901 491 1050 559">sk</td> </tr> <tr> <td data-bbox="594 559 748 627">l</td> <td data-bbox="748 559 901 627">y</td> <td data-bbox="901 559 1050 627">ea</td> </tr> <tr> <td data-bbox="594 627 748 696">t</td> <td data-bbox="748 627 901 696">k</td> <td data-bbox="901 627 1050 696">m</td> </tr> </tbody> </table> <p data-bbox="519 764 604 794">Model</p> <ol data-bbox="548 818 1448 947" style="list-style-type: none"> <li data-bbox="548 818 1311 849">1. Review all of the sounds and blends on the chalkboard. <li data-bbox="548 872 1448 947">2. Give learners 3 minutes to make as many words as they can using the sounds and blends above. <p data-bbox="519 1006 676 1037">Learners do</p> <ol data-bbox="548 1060 1427 1390" style="list-style-type: none"> <li data-bbox="548 1060 1134 1091">1. Tell learners to open their exercise books. <li data-bbox="548 1114 1029 1145">2. Instruct learners to begin writing. <li data-bbox="548 1168 1427 1244">3. Give learners 3 minutes to find and build as many words as they can. <li data-bbox="548 1267 1128 1298">4. Allow learners to correct their own work. <li data-bbox="548 1321 1414 1397">5. Ask learners to share words they have built, and write them on the chalkboard. 	sm	a-e	i - e	o - e	c	oi	wh	sc	sk	l	y	ea	t	k	m
sm	a-e	i - e														
o - e	c	oi														
wh	sc	sk														
l	y	ea														
t	k	m														

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 10: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC

Present and future tense

ACTIVITY

EXPLANATION

1. Explain that today, we will learn about the simple present tense.
2. Remind learners that the present tense is what is happening now.
3. We will also learn about the simple future tense.
4. Remind learners that the future tense tells about something that will happen.
5. Remind learners that verbs change to tell us the tense.
6. Remind learners that a **verb** is an action word.

I DO (Teacher models)

1. Explain that today, we will look at some verbs. We will think about how to use these verbs in the present tense and the future tense.
2. Ask learners: What are some action words (verbs) you can think of in English?
3. Make a list on the chalkboard with the verbs suggested by learners, like:
 - walk
 - watch
 - read
 - run
 - sit
4. Explain that each of these words is in the simple present tense. We can say: I walk, I watch, I read, I run, I sit. If we use the words in that way, it means we are doing those things right now.
5. Then, explain that we will change each of these words to the simple future tense.
6. Explain that we add 'will' before the verb to show that something hasn't happened yet, but will happen in the future.
7. **Model** changing the verbs for learners, like:
 - walk – will walk
 - watch – will watch
 - read – will read
 - run – will run
 - sit – will sit

WE DO (Teacher and learners do together):

1. Ask learners to list more verbs, like:
 - talk
 - look
 - jump
 - play
 - write
 - hug
 - see
 - speak

2. Go through each item on the list, and let learners try to change the word to the future tense. Help learners decide the right answers, like:
- talk – will talk
 - look – will look
 - jump – will jump
 - play – will play
 - write – will write
 - hug – will hug
 - see – will see
 - speak – will speak

YOU DO (Learners do independently):

1. **Hand out learners' books.**
2. Instruct learners to choose three verbs from the board.
3. Instruct learners to write a sentence with each of the verbs they have chosen. They must write their sentences in the present tense.
4. Then, explain that learners must write each of the sentences in the future tense.
5. Instruct learners who have extra time to write more sentences.

TURN AND TALK (Sharing):

1. When there are 5 minutes remaining, call learners back together.
2. Instruct learners to **turn and talk** and read their sentences to a partner.
3. Instruct learners to help their partner fix any mistakes with **present and future tense** as they read.

WEEK 10: FRIDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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.