

**GRADE 1**

**FIRST ADDITIONAL  
LANGUAGE  
LESSON PLAN  
ENGLISH**

**TERM 3 2021**

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## Resources Provided

Please note that all resources provided belong to the school.

In Term 3, the PSRIP provides you with the following resources:

ITEM	QUANTITY	NOTES
Term 3 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 3 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. The Programme of Assessment can be found at the back of this document.
Term 3 Big Book	1	Use the big book stories during Shared Reading lessons. There are 10 stories for the term – one story per week.
Term 3 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.

All resources are available for download from the NECT website: [www.nect.org.za](http://www.nect.org.za)

**Weekly Routine**

1. 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.
2. The routine is based on the CAPS maximum time for EFAL: 3 hours per week.
3. Please display this routine in your classroom and try to learn it off by heart!

**GRADE 1 WEEKLY ROUTINE**

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	15	Daily Activities	15	Daily Activities	15	Daily Activities	15	Daily Activities	15
Shared Reading Pre-Read	10	Shared Reading First Read	15	Shared Reading Illustrate the Story	15	Shared Reading Second Read	15	Shared Reading Post-Read	15
Phonemic Awareness & Phonics	5	Phonemic Awareness & Phonics	5	Phonemic Awareness & Phonics	5			Phonemic Awareness & Phonics	5
						Writing	15		
<b>Total</b>	<b>30</b>	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>45</b>	<b>Total</b>	<b>35</b>

## Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	SIGHT WORD SENTENCE
1	All around town	Lucky's Taxi	He drives his big taxi all around!
2		Stay safe Lesego!	I walk to the shop together with my friend and my sister.
3	Working together	The giant beetroot	'Please come here and help me,' said the dog.
4		Rendani's fresh, clean classroom	They all work together to pull the beetroot!
5	All about clothes	Kenewang's new boots	I jump up and down in my new boots!
6		Bohlale's new T-shirt	What will you buy in the shop? I will buy two shirts!
7	Reading is fun	Bohlale's new book	This book is fun!
8		Rendani reads	He wants to read. He looks and looks for some books to read.
9	Keeping our bodies healthy and safes	Bohlale's helmet	Please wear a helmet when you ride a bike!
10		Lesego feels uncomfortable	I can tell my mother and father when I feel funny.

**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 1 teacher, you could divide your class into 5 groups:
  - a. On Mondays, Group 1 will answer
  - b. On Tuesdays, Group 2 will answer
  - c. On Wednesdays, Group 3 will answer
  - d. On Thursdays, Group 4 will answer
  - e. On Fridays, Group 5 will answer
2. Write the question of the day on the chalkboard before the lesson begins.

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

For example:

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

<b>my family</b>	<b>my friends</b>	<b>my teacher</b>

**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 and Orthographic Mapping

1. In the last few minutes of each oral lesson, teach or revise the sight words for the week.
2. To help learners read more fluently, there are some words that they must practice reading, until they can read them with automaticity by sight.
3. Some of these words require learners to have more complex phonic knowledge to figure out or decode.
4. Teach learners the sight words as follows:
  - a. Hold up the first flashcard.
  - b. Read the word for learners.
  - c. Then, say each sound in the word, pointing to the sound as you say it.
  - d. If possible, blend the sounds together to form the word.
  - e. If the sounds are irregular, and you cannot blend them together to form the word, explain this to learners.
  - f. In this case, help learners to remember the order of the sounds in the word.
5. Once learners know the sight words, revise sight words as follows:
  - a. Hold up a flashcard, and ask a learner to read it.
  - b. If the learner cannot read the word, go through the sounds in the words again, and remind the learner what the word says.
  - c. Repeat this process with all the sight words for the week.
  - d. Remember to ask different learners to read the sight words.
  - e. Display the sight words in your classroom.

## Shared Reading with Comprehension Strategies

In Grade 1, a new story is read every week.

Shared Reading is done every day as follows:

Monday:	Pre-Read
Tuesday:	First Read
Wednesday:	Illustrate the story
Thursday:	Second Read
Friday:	Post-Read

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

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

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

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

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"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question about the information in the text, like: Who did Joe want to beat in the race?</li> <li>3. Let learners answer the question.</li> <li>4. NOTE: 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.</li> </ol>
Examples	<p>These kind of questions usually begin with:</p> <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• When?</li> <li>• Where?</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>1. <b>Who</b> did Joe want to beat in the race?</li> <li>2. <b>What</b> did Joe do before the race?</li> <li>3. <b>When</b> did Joe train for the race?</li> <li>4. <b>Where</b> was the race being held?</li> </ol>

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"> <li>1. Read the text.</li> <li>2. Remind learners: When we summarise, we think of the most important parts of a story.</li> <li>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.</li> <li>4. Give learners a minute to think about the story.</li> <li>5. Instruct learners to turn and talk and tell their summary to a friend (oral recount).</li> <li>6. Next, instruct learners to write their summary down.</li> </ol>
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"> <li>1. Sizwe always won everything at school.</li> <li>2. The school was holding a big cross country race.</li> <li>3. Joe trained every day after school when he ran home.</li> <li>4. Joe beat Sizwe in the race.</li> <li>5. Everyone was happy for Joe.</li> </ol>

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"> <li>1. Read the text on the page.</li> <li>2. Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the Read One and Read Two columns in the lesson plans.)</li> <li>3. Say: I see / I notice ...</li> <li>4. Say: I wonder ...</li> <li>5. Let learners think about the question.</li> <li>6. Give a sample answer to the question.</li> <li>7. Learners do <b>not</b> need to answer the question.</li> </ol>
Example	<b><u>I see</u></b> that Sizwe laughed at Joe when he entered the race. <b><u>I wonder</u></b> if this will upset Joe?

<b>Strategy 6: Make connections</b>	
Explanation	When learners <i>make connections</i> , they compare the story to their own lives, 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"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question, like: When was a time that you wanted to win something, like Joe?</li> <li>3. Use modelling to give a sample answer, like: When Joe wanted to win the race, it reminded me of how I used to compete with my sister at school. She always got top marks for everything, and my parents were so proud. I wanted my parents to feel proud of me too.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1. How does this remind you of your own life?</li> <li>2. Tell me about a time when something similar happened to you.</li> <li>3. If you were Joe, what do you think you would have done when Sizwe laughed at you?</li> <li>4. How do you think Sizwe felt when Joe beat him?</li> <li>5. Which other character does this remind you of?</li> </ol>



Strategy 7: Make inferences	
Explanation	<p>Making an inference involves using what you 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"> <li>1. Read the text on the page.</li> <li>2. Ask learners: What do you know about this? What does the text say?</li> <li>3. Ask learners: What else can we guess about this? Is there something that the text does not say?</li> <li>4. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...</li> </ol>
Example	<p><b>Text:</b></p> <p>My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.</p> <p><b>Inference:</b></p> <p>Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.</p>

<b>Strategy 8: Make Evaluations</b>	
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"> <li>1. Read the text on the page.</li> <li>2. Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not?</li> <li>3. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>4. If learners struggle, share your own evaluation as an example: <b>I think x did the right thing because x</b></li> </ol>
Example	<p><b>Some evaluation questions start with:</b></p> <ol style="list-style-type: none"> <li>1. Do you think...</li> <li>2. Do you agree with...</li> <li>3. In your view...</li> <li>4. Did you like...</li> </ol>

Below is a description of the core methodology of each of the five Shared Reading lessons: Pre-Read; First Read; Illustrate the Story; 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: Illustrate the Story

**Comprehension Strategy: To summarise and reflect on the story.**

### 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.*

## 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 1 during the post-read, you will do one of two activities:**

1. Act out the story
2. Recount the story

### **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.

## Phonemic Awareness and Phonics

In Grade 1, you will need to master four phonemic awareness and phonics activities as follows:

### Monday example lesson and purpose

#### REVIEW PAST SOUNDS

1. Put some past flashcards in a pile, for example: /i/ /p/ /t/ /s/
2. Hold up a flashcard in random order.
3. Call on an individual learner to say the sound.
4. Instruct the class to repeat the correct sound.
5. Do this until you have gone through all of the past sounds.

#### REVIEW PAST WORDS

1. Explain that you will sound out a word.
2. Learners must listen carefully to the sounds and try to make out what the word is.
3. Say the sounds of a word, for example: /s/ - /i/ - /t/
4. Ask learners: What word do those sounds make?
5. Model blending the sounds to make a word: /s/ - /i/ - /t/ = sit
6. Show the flashcard for the word: **sit**. Say the word clearly.
7. Ask learners: Which word family does **sit** belong in?
8. Explain that it belongs in the **-it** word family.
9. If you have time, repeat for the word: **sip (it belongs to the -ip family)**

#### BUILD A WORD WITH PAST SOUNDS

1. Write some past sounds on the chalkboard, for example: /i/ /p/ /t/ /s/ /a/
2. Ask learners if they can use these sounds to build a word.
3. As learners build words, write them on the chalkboard, in word families.
4. Brainstorm other words on the chalkboard. Nonsense words are also acceptable.

<b>pat</b>	<b>pit</b>	<b>tap</b>	<b>sip</b>
<b>sat</b>	<b>sit</b>	<b>sap</b>	<b>tip</b>
<b>tat</b>	<b>it</b>	<b>pap</b>	<b>pip</b>

#### PURPOSE OF THE ACTIVITY

- Learners must know the sound made by each letter and must be able to blend sounds to form words. This is a key building block of reading.



**Tuesday example lesson and purpose****INTRODUCE NEW SOUND**

1. Say the sound and hold up the flashcard, for example: **/p/**
2. Say the sound and instruct learners to repeat the sound x 3.
3. Discuss how the sound for **/p/** is the same in English and home language.
4. Tell learners to try to find this letter written somewhere on the walls.
5. Ask learners: Can you think of words that begin with **/p/**?
6. Brainstorm words with learners, like: **path, power, pap, pencil**
7. Ask learners: Can you think of words that end with **/p/**?
8. Brainstorm words with learners, like: **map, clap, cap**

**INTRODUCE NEW WORDS**

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

<b>pat</b>	<b>sap</b>
	<b>tap</b>

**PURPOSE OF THE ACTIVITY**

- Learners must know the letter-sound relationships very well. They must start to identify patterns in words.

**Wednesday example lesson and purpose****DIFFERENTIATING NEW SOUNDS**

1. Remind learners that we have learned the sounds **/p/** and **/s/** (for example).
2. Tell learners to listen carefully.
3. Explain that you will say one sound.
4. Learners must decide if it is **/p/** or **/s/**
5. If learners think you said **/p/**, they must hold up 1 finger.
6. If learners think you said **/s/**, they must hold up 2 fingers.
7. Instruct learners to close their eyes.
8. Say one sound (either **/p/** or **/s/**).
9. Instruct learners to hold up 1 or 2 fingers.
10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.
11. Instruct learners to open their eyes.
12. Tell learners which sound you said, and show the flashcard.
13. Repeat this as many times as possible.

**PURPOSE OF THE ACTIVITY**

- Learners must be able to isolate and identify different letter-sounds. Before learning to read these sounds, learners must be able to hear them.

**Friday example lesson and purpose****SEGMENTING AND BLENDING (I DO)**

1. Say the word: **pat**
2. Segment the word into the individual sounds: **/p/ - /a/ - /t/**
3. Say the beginning sound of the word: **/p/**
4. Say the middle sound of the word: **/a/**
5. Say the end sound of the word: **/t/**
6. Write the word on the board: **pat**
7. Model pointing and blending the sounds to make a word: **/p/ - /a/ - /t/ = pat**
8. If you have time, repeat this with the word: **sap**

**SEGMENTING AND BLENDING (WE DO)**

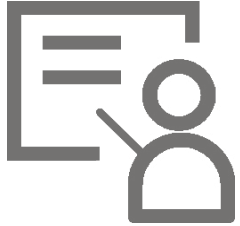
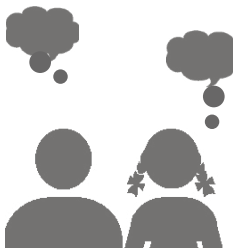

1. Say the word: **tap**
2. Ask learners: What is the first sound in the word? **/t/**
3. Ask learners: What is the middle sound in the word? **/a/**
4. Ask learners: What is the last sound in the word? **/p/**
5. Ask learners to segment the word into each individual sound: **/t/ - /a/ - /p/**
6. Write the word: **tap**
7. Instruct learners to blend the sounds in the word with you: **/t/ - /a/ - /p/ = tap**
8. If you have time, repeat this with the word: **sap**
9. Add to your word wall with the –ap word family
10. Ask three learners to stick the flashcard words under the correct word family

**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 recognise patterns in speech and in written language. Recognising patterns helps learners to decode more quickly and effectively. Manipulating (changing) sounds and letters in words help practise seeing and hearing patterns in words.

## 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"> <li>a. The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).</li> <li>b. By watching the teacher, the learners have a clear idea of the task.</li> </ol>	
STRATEGY 2: WRITERS THINK BEFORE THEY WRITE	
<ol style="list-style-type: none"> <li>a. Writing is the act of putting thoughts onto paper.</li> <li>b. This means that writers must think first and decide what to write about before writing.</li> <li>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.</li> <li>d. Always build in time for learners to think about what they want to write.</li> </ol>	
STRATEGY 3: WRITERS DRAW A LINE FOR EACH WORD	
<ol style="list-style-type: none"> <li>a. Learners think about the sentence they want to write, and say it aloud.</li> <li>b. They count how many words there are in the sentence, and draw a line to represent each word.</li> <li>c. Lines must be drawn from left to right and from the top of the page to the bottom.</li> <li>d. Lines must be the approximate length of the words.</li> <li>e. Spaces must be left between words.</li> <li>f. At the end of the sentence, the learner puts a full stop.</li> <li>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.</li> <li>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.</li> </ol>	

## 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"> <li>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.</li> <li>b. As they do this, they check they have not left out any words.</li> <li>c. They also check that the word order is correct.</li> <li>d. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.</li> </ul>	
STRATEGY 8: WRITERS TURN AND TALK	
<ul style="list-style-type: none"> <li>a. At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.</li> <li>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.</li> <li>c. Teach learners to face each other and talk quietly when they turn and talk.</li> </ul>	
STRATEGY 9: HOLD MINI-CONFERENCES	
<ul style="list-style-type: none"> <li>a. This is a useful strategy to use as learners are writing.</li> <li>b. Walk around the room, and stop where you see a learner struggling.</li> <li>c. Hold a mini-conference with that learner.</li> <li>d. Engage with the learner's work, listen to the learner, and help the learner as needed.</li> <li>e. Remember to try and give all learners some individual attention, and to praise their efforts and improvements.</li> </ul>	

# GRADE 1 - TERM 3

WEEK  
1

**THEME:**  
ALL AROUND TOWN

'Never lose your sense of wonder.'

—Unknown

## 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: pictures of different places in town, like shops, the clinic, a park, offices etc.
5. Do some research on the internet to prepare for the theme. For example: find out the names of the smallest towns in South Africa, and how many people live there.
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 2: Let's talk, page 2
Activity 2	DBE Workbook 2: Let's do, page 3
Activity 3	DBE Workbook 2: Let's write, page 3
Activity 4	Draw a picture of an interesting place in your town.



## TERM 3: WEEK 1

## OVERVIEW

THEME	All around town
THEME VOCABULARY	taxi, passenger, town, street, bus stop, school, clinic, important, drive, driver, drove, hurry, petrol, full, empty, petrol station, walk, by foot, path, sidewalk
PHONICS	/ck/ - sick, kick, pack, sack, sock, mock
WRITING FRAME	I like to go to...
SIGHT WORDS	drives, taxi, around, all
SENTENCE	He drives his big taxi all around!

## TERM 3: WEEK 1

## INTRODUCE THE THEME

PICTURE	Picture from the Big Book story <i>Lucky's taxi</i> .
SHOW	Show learners the picture of Lucky driving his taxi. Explain that a taxi driver drives around town all day. A taxi driver picks people up, and brings them where they need to go!
SAY	<ul style="list-style-type: none"> <li>• Ask learners: Where could you take a taxi to?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that a taxi could take you lots of places, like: the shop, home, the clinic, school, to a different place!</li> <li>• Explain that this week, we will be learning all about places in town!</li> </ul>

WEEK 1: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME  <i>(sung to the tune of 'she'll be coming round the mountain')</i>	<b>Lyrics</b>	<b>Actions</b>
	We'll be going into town on the bus We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>
	We'll be going into town We'll be going into town We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>
	There are so many places we will see There are so many places will see	<i>Put your hands on your eyes, Open your eyes wide</i>
	There are so many places There are so many places There are so many places we will see	<i>Put your hands on your eyes, Open your eyes wide</i>
THEME VOCABULARY	taxi, passenger, town, street	
QUESTION OF THE DAY		
Question	Have you ever been a passenger in a taxi?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
<b>Question</b>	<b>How many learners have been a passenger in a taxi?</b>	
Answer	__ learners have been a passenger in a taxi.	
<b>Question</b>	<b>How many learners have not been a passenger in a taxi?</b>	
Answer	__ learners have not been a passenger in a taxi.	
<b>Question</b>	<b>Have more learners been a passenger in a taxi or not?</b>	
Answer	More learners have / have not been a passenger in a taxi.	
<b>Question</b>	<b>Have fewer learners been a passenger in a taxi or not?</b>	
Answer	Fewer learners have / have not been a passenger in a taxi.	
<b>Question</b>	<b>Have you ever been a passenger in a taxi?</b>	
Answer	Yes, I have been a passenger in a taxi.	
Answer	No, I have not been a passenger in a taxi.	

SIGHT WORD OF THE DAY	
NEW	drives
REVISE	--

WEEK 1: MONDAY: SHARED READING (10 MINUTES)	
TITLE	<u>Lucky's taxi</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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"> <li>1. Show learners the front cover of the story: <b>Lucky's taxi</b></li> <li>2. Read the title of the story.</li> <li>3. Ask learners: What do you think will happen in this story?</li> <li>4. Display the Big Book for learners to see. Make sure all learners can see the <b>pictures</b> in the book.</li> <li>5. Show learners the first picture.</li> <li>6. Ask learners: What do you think is happening here?</li> <li>7. Discuss the picture with learners.</li> <li>8. Ask learners: What do you think might happen next?</li> <li>9. Go through each picture in the book and ask learners these questions.</li> <li>10. When you get to the <b>last</b> picture, ask learners: How do you think this story will end?</li> <li>11. Thank learners for their predictions.</li> <li>12. Read through the story once.</li> </ol>	

## WEEK 1: MONDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUNDS	/e/ /c/ /k/																
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: /e/ /c/ /k/</li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> </ol> <p><b>REVIEW PAST WORDS</b></p> <ol style="list-style-type: none"> <li>Explain that you will sound out a word.</li> <li>Learners must listen carefully to the sounds and try to make out what the word is.</li> <li>Say the sounds: /c/ - /a/ - /t/</li> <li>Ask learners: What word do those sounds make?</li> <li>Model blending the sounds to make a word: /c/ - /a/ - /t/ = <b>cat</b></li> <li>Show the flashcard for the word: <b>cat</b>. Say the word clearly.</li> <li>Ask learners: Which word family does <b>cat</b> belong in?</li> <li>Explain that it belongs in the <b>-at</b> word family.</li> <li>If you have time, repeat for the word: <b>set (it belongs to the -et family)</b></li> </ol> <p><b>BUILD A WORD WITH PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Write these past sounds on the chalkboard: /e/ /c/ /k/ /a/ /o/ /i/ /g/ /d/ /n/ /m/</li> <li>Ask learners if they can use these sounds to build a word.</li> <li>As learners build words, write them on the chalkboard, in word families.</li> <li>Brainstorm other words on the chalkboard. Nonsense words are also acceptable, like:</li> </ol> <table border="1" data-bbox="555 1541 1161 1816"> <tbody> <tr> <td>men</td> <td>it</td> <td>cop</td> <td>in</td> </tr> <tr> <td>den</td> <td>mit</td> <td>mop</td> <td>kin</td> </tr> <tr> <td>ken</td> <td>kit</td> <td>nop</td> <td>din</td> </tr> <tr> <td></td> <td>nit</td> <td></td> <td>gin</td> </tr> </tbody> </table>	men	it	cop	in	den	mit	mop	kin	ken	kit	nop	din		nit		gin
men	it	cop	in														
den	mit	mop	kin														
ken	kit	nop	din														
	nit		gin														

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

WEEK 1: TUESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME ( <i>sung to the tune of 'she'll be coming round the mountain'</i> )	<b>Lyrics</b>	<b>Actions</b>
	We'll be going into town on the bus We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>
	We'll be going into town We'll be going into town We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>
	There are so many places we will see There are so many places will see	<i>Put your hands on your eyes, Open your eyes wide</i>
	There are so many places There are so many places There are so many places we will see	<i>Put your hands on your eyes, Open your eyes wide</i>
THEME VOCABULARY	bus stop, school, clinic, important	
QUESTION OF THE DAY		
Question	Which is the most important place in your town?	
Graph	3 COLUMN GRAPH	
Options	the bus stop / the school / the clinic	
Follow-up questions		
<b>Question</b>	<b>How many learners think the bus stop is the most important place?</b>	
Answer	__ learners think the bus stop is the most important place.	
<b>Question</b>	<b>How many learners think the school is the most important place?</b>	
Answer	__ learners think the school is the most important place.	
<b>Question</b>	<b>How many learners think the clinic is the most important place?</b>	
Answer	__ learners think the clinic is the most important place.	
<b>Question</b>	<b>Which place do most learners think is the most important?</b>	
Answer	Most learners think the __ is the most important place.	
<b>Question</b>	<b>Which place do fewest learners think is the most important?</b>	
Answer	Fewest learners think the __ is the most important place.	

<b>Question</b>	<b>Which is the most important place in your town?</b>
Answer	I think the bus stop is the most important place.
Answer	I think the school is the most important place.
Answer	I think the clinic is the most important place.
<b>SIGHT WORD OF THE DAY</b>	
NEW	taxi
REVISE	drives

**WEEK 1: TUESDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Lucky's taxi</u>	
ACTIVITY	FIRST READ	
COMPREHENSION STRATEGY	<b>Visualise</b>	
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.	
	<b>Story</b>	<b>Think aloud: First Read</b>
	Lucky loved to drive his taxi. Lucky loved to drive his taxi all day! His younger sister, Bohlale, laughed at him. She said that Lucky must never get married, because he would always love his taxi more than his wife!	--
	Every morning, Lucky woke up early. He had a bath, got dressed and ate breakfast. Then he drove his taxi to the petrol station. Lucky always filled up his tank with petrol before he picked up any passengers so he would not run out!	--
	But one Monday morning, Lucky woke up too late! He did not have time to have a bath. He did not have time to eat breakfast. He did not have time to go to the petrol station. Lucky did not have time to fill his tank with petrol!	I can <b>visualise</b> Lucky looking at his clock and hurrying quickly out the door so he isn't late for work!

Lucky began to pick up his passengers. First, he picked up a young man. 'I need to get to the bus stop!' the young man said. 'Hurry! Hurry! Please hurry! I don't want to miss my bus!' Lucky drove as fast as he could to the bus stop.	I can <b>visualise</b> Lucky driving quickly, hooting at any cars in his way, as the young man shouts!
He checked the petrol. He still had enough.	--
Next, Lucky picked up a teacher. 'I am late for work!' said the teacher. 'Hurry! Hurry! Please hurry! The children will be waiting to learn!' Lucky drove as fast as he could to the primary school.	I can <b>visualise</b> Lucky driving quickly, hooting at any cars in his way, as the teacher checks her watch!
Lucky checked the petrol. It was getting low. 'I need to go to the petrol station now or I might run out!' he thought.	I can <b>visualise</b> the little red light coming on to show that Lucky is almost out of petrol!
Just then, a mother and her sick child climbed into the taxi. The mother looked upset. 'We must go to the clinic!' the mother said. 'Hurry! Hurry! Please hurry! My child is very sick!' Lucky drove as fast as he could to the clinic.	I can <b>visualise</b> Lucky driving quickly, hooting at any cars in his way, as the mother rocks her child.
Lucky checked the petrol. Now, the red light was on to show it was almost gone! He was scared he would run out of petrol before he could get to the petrol station!	I can <b>visualise</b> Lucky driving quickly, hooting at any cars in his way!
Finally, Lucky made it to the petrol station. 'Fill it up!' he said. The petrol attendant filled the tank, and Lucky let out a sigh of relief!	I can <b>visualise</b> Lucky's big sigh. For the first time today, he isn't in a hurry!
Lucky's tank was full, and he could drive passengers around town all day! Lucky was a happy man!	--
<b>Follow up questions</b>	<b>Possible responses</b>
Who is in a hurry?	Lucky, the young man, the teacher, the mother and her child. They are all in a hurry!
Where must Lucky hurry to?	The bus stop, the primary school, the clinic, the petrol station.



Why question	Possible responses
Why must Lucky hurry all morning?	<ul style="list-style-type: none"> <li>• Because he woke up late.</li> <li>• Because he is running out of petrol.</li> <li>• Because his passengers are in a hurry.</li> <li>• Because the young man is in a hurry.</li> <li>• Because the teacher is in a hurry.</li> <li>• Because the mother and her child are in a hurry.</li> </ul>

WEEK 1: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)							
SOUND	<b>/ck/</b>						
FLASHCARDS	<b>sick, kick pack, sack sock, mock</b>						
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/ck/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Explain that when we see the letters <b>c</b> and <b>k</b> together in a word, we must not say the sounds separately. We must say the sounds together: <b>/ck/</b></li> <li>4. Explain that we usually find this sound at the end of a word.</li> <li>5. Discuss how the sound for <b>/ck/</b> is <u>the same</u> sound as the <b>/c/</b> or <b>/k/</b> sound. The only difference is where we find this sound in a word.</li> <li>6. Tell learners to try to find this sound written somewhere on the walls.</li> <li>7. Ask learners: Can you think of words that end in <b>/ck/</b>?</li> <li>8. Brainstorm words with learners, like: <b>sick, kick, sock, pack</b></li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say each word loudly and clearly as you show the flashcard: <b>sick, kick, pack, sack, sock, mock</b></li> <li>2. Show each set of rhyming words to learners, as you say the words.</li> <li>3. Ask learners to repeat the rhyming words after you.</li> <li>4. Stick up the flashcards of the rhyming words on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td><b>sick</b></td> <td><b>pack</b></td> <td><b>sock</b></td> </tr> <tr> <td><b>kick</b></td> <td><b>sack</b></td> <td><b>mock</b></td> </tr> </tbody> </table>	<b>sick</b>	<b>pack</b>	<b>sock</b>	<b>kick</b>	<b>sack</b>	<b>mock</b>
<b>sick</b>	<b>pack</b>	<b>sock</b>					
<b>kick</b>	<b>sack</b>	<b>mock</b>					

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

WEEK 1: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (sung to the tune of 'she'll be coming round the mountain')	<b>Lyrics</b>	<b>Actions</b>
	We'll be going into town on the bus We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>
	We'll be going into town We'll be going into town We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>
	There are so many places we will see There are so many places will see	<i>Put your hands on your eyes, Open your eyes wide</i>
	There are so many places There are so many places There are so many places we will see	<i>Put your hands on your eyes, Open your eyes wide</i>
THEME VOCABULARY	drive, driver, drove, hurry	
QUESTION OF THE DAY		
Question	<p><i>Remind learners that in our story, there are three passengers who are in a hurry! The young man, the teacher, and the mother with her child. They all need Lucky to hurry! They all want him to drive quickly so they can get where they need to go!</i></p> <p><b>Ask learners:</b> Who do you think was in the biggest hurry?</p>	
Graph	3 COLUMN GRAPH	
Options	the young man / the teacher / the mother and child	
Follow up questions		
<b>Question</b>	<b>How many learners think the young man was in the biggest hurry?</b>	
Answer	__ learners think the young man was in the biggest hurry.	
<b>Question</b>	<b>How many learners think the teacher was in the biggest hurry?</b>	
Answer	__ learners think the teacher was in the biggest hurry.	
<b>Question</b>	<b>How many learners think the mother and child were in the biggest hurry?</b>	
Answer	__ learners think the mother and child were in the biggest hurry.	
<b>Question</b>	<b>Who do most learners think was in the biggest hurry?</b>	
Answer	Most learners think the __ was in the biggest hurry.	

Question	Who do fewest learners think was in the biggest hurry?
Answer	Fewest learners think the __ was in the biggest hurry.
Question	Who do you think was in the biggest hurry?
Answer	I think the young man was in the biggest hurry.
Answer	I think the teacher was in the biggest hurry.
Answer	I think the mother and child were in the biggest hurry.
<b>SIGHT WORD OF THE DAY</b>	
NEW	around
REVISE	drives, taxi

**WEEK 1: WEDNESDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Lucky's taxi</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS****Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Lucky must hurry!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: hurry.

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: taxi, hurry.

**Writing:**

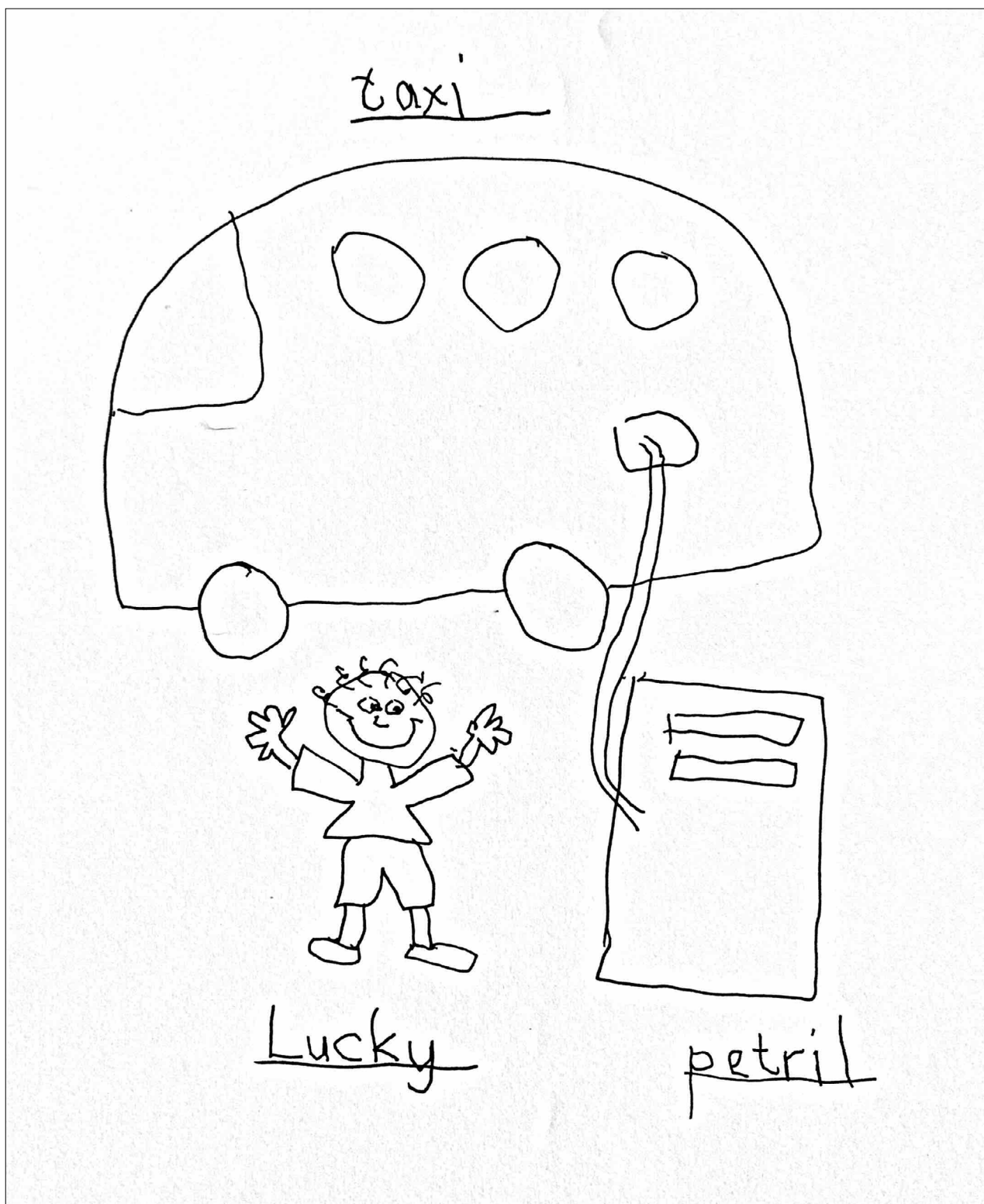
1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.

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.*



WEEK 1: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)	
SOUND	/g/ /ck/
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds /g/ and /ck/</li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is /g/ or /ck/</li> <li>5. If learners think you said /g/, they must hold up 1 finger.</li> <li>6. If learners think you said /ck/, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either /g/ or /ck/).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

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

WEEK 1: THURSDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (sung to the tune of 'she'll be coming round the mountain')	<b>Lyrics</b>	<b>Actions</b>
	We'll be going into town on the bus We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>
	We'll be going into town We'll be going into town We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>
	There are so many places we will see There are so many places will see	<i>Put your hands on your eyes, Open your eyes wide</i>
	There are so many places There are so many places There are so many places we will see	<i>Put your hands on your eyes, Open your eyes wide</i>
THEME VOCABULARY	petrol, full, empty, petrol station	
<b>QUESTION OF THE DAY</b>		
Question	How do you think Lucky feels when he sees his taxi is almost out of petrol?	
Graph	2 COLUMN GRAPH	
Options	upset / scared	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Lucky feels upset?</b>	
Answer	__ learners think Lucky feels upset.	
<b>Question</b>	<b>How many learners think Lucky feels scared?</b>	
Answer	__ learners think Lucky feels scared.	
<b>Question</b>	<b>How do more learners think Lucky feels?</b>	
Answer	More learners think Lucky feels __.	
<b>Question</b>	<b>How do fewer learners think Lucky feels?</b>	
Answer	Fewer learners think Lucky feels __.	
<b>Question</b>	<b>How do you think Lucky feels when he sees his taxi is almost out of petrol?</b>	
Answer	I think Lucky feels upset.	

Answer	I think Lucky feels scared.
<b>SIGHT WORD OF THE DAY</b>	
NEW	all
REVISE	drives, taxi, around

<b>WEEK 1: THURSDAY: SHARED READING (15 MINUTES)</b>	
TITLE	<u>Lucky's taxi</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Visualise</b>
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: Second Read
Lucky loved to drive his taxi. Lucky loved to drive his taxi all day! His younger sister, Bohlale, laughed at him. She said that Lucky must never get married, because he would always love his taxi more than his wife!	I can <b>visualise</b> Lucky, sitting in his taxi with a big smile!
Every morning, Lucky woke up early. He had a bath, got dressed and ate breakfast. Then he drove his taxi to the petrol station. Lucky always filled up his tank with petrol before he picked up any passengers so he would not run out!	--
But one Monday morning, Lucky woke up too late! He did not have time to have a bath. He did not have time to eat breakfast. He did not have time to go to the petrol station. Lucky did not have time to fill his tank with petrol!	I can <b>visualise</b> Lucky looking upset as he runs out the door to his taxi!
Lucky began to pick up his passengers. First, he picked up a young man. 'I need to get to the bus stop!' the young man said. 'Hurry! Hurry! Please hurry! I don't want to miss my bus!'	I can <b>visualise</b> Lucky's face as he hurries to the bus stop. He must be very upset.



Lucky drove as fast as he could to the bus stop.	
He checked the petrol. He still had enough.	--
Next, Lucky picked up a teacher. 'I am late for work!' said the teacher. 'Hurry! Hurry! Please hurry! The children will be waiting to learn!' Lucky drove as fast as he could to the primary school.	I can <b>visualise</b> Lucky's heart beating fast as he hurries to school. He must be very upset.
Lucky checked the petrol. It was getting low. 'I need to go to the petrol station now or I might run out!' he thought.	I can <b>visualise</b> Lucky's scared face when his red light comes on! He must be scared.
Just then, a mother and her sick child climbed into the taxi. The mother looked upset. 'We must go to the clinic!' the mother said. 'Hurry! Hurry! Please hurry! My child is very sick!' Lucky drove as fast as he could to the clinic.	I can <b>visualise</b> Lucky sweating as he hurries to the clinic. He must be very upset!
Lucky checked the petrol. Now, the red light was on to show it was almost gone! He was scared he would run out of petrol before he could get to the petrol station!	I can <b>visualise</b> Lucky holding his breath as he hurries to the petrol station. He must be scared!
Finally, Lucky made it to the petrol station. 'Fill it up!' he said. The petrol attendant filled the tank, and Lucky let out a sigh of relief!	I can visualise Lucky's big smile as he watches the petrol fill up!
Lucky's tank was full, and he could drive passengers around town all day! Lucky was a happy man!	I can <b>visualise</b> Lucky's big smile as he drives around town. He must be feeling happy again because he doesn't need to hurry!
<b>Follow up questions</b>	<b>Possible responses</b>
How does Lucky feel about his taxi?	He loves to drive his taxi.
Why do you think Lucky sighs when he gets to the petrol station?	Because he is not in a hurry anymore!
<b>Why question</b>	<b>Possible responses</b>
<b>Visualise</b> Lucky as he hurries around town. How do you think Lucky feels?	<ul style="list-style-type: none"> <li>• I think Lucky must feel...</li> <li>• I think Lucky feels...because...</li> </ul>

## WEEK 1: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I like to go to...

**Modelling:**

1. Explain that today, learners will draw about **a place they like to go in town.**
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write.**
4. Tell learners your idea, like: I like to go to the shop. Then I can buy things!
5. Use **modelling** to draw a picture of yourself at a shop.
6. **Use resources** to add a label, like: me, shop, town
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: I like to go to the shops.
9. **Use resources**, like 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. Ask learners: Where do you want to go in town?
2. Instruct learners to **think before they write.**
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: I like to go to...
5. Explain that learners will now 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 **tell you about their drawing.**
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. 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 writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



I like to go to the  
ice cream shop.

## WEEK 1: FRIDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME ( <i>sung to the tune of 'she'll be coming round the mountain'</i> )	<b>Lyrics</b>	<b>Actions</b>
	We'll be going into town on the bus We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>
	We'll be going into town We'll be going into town We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>
	There are so many places we will see There are so many places will see	<i>Put your hands on your eyes, Open your eyes wide</i>
	There are so many places There are so many places There are so many places we will see	<i>Put your hands on your eyes, Open your eyes wide</i>
THEME VOCABULARY	walk, by foot, path, sidewalk	
<b>QUESTION OF THE DAY</b>		
Question	How do you like to get around town?	
Graph	3 COLUMN GRAPH	
Options	by taxi / by foot / by bus	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners like to get around town by taxi?</b>	
Answer	__ learners like to get around town by taxi.	
<b>Question</b>	<b>How many learners like to get around town by foot?</b>	
Answer	__ learners like to get around town by foot.	
<b>Question</b>	<b>How many learners like to get around town by bus?</b>	
Answer	__ learners like to get around town by bus.	
<b>Question</b>	<b>How do most learners like to get around town?</b>	
Answer	Most learners like to get around town __.	
<b>Question</b>	<b>How do fewest learners like to get around town?</b>	
Answer	Fewest learners like to get around town __.	

<b>Question</b>	<b>How do you like to get around town?</b>
Answer	I like to get around town by taxi.
Answer	I like to get around town by foot.
Answer	I like to get around town by bus.
<b>SENTENCE OF THE WEEK</b>	
REVISE	drives, taxi, around, all, he, his, big
READ	He drives his big taxi all around!

### WEEK 1: FRIDAY: SHARED READING (15 MINUTES)

TITLE	<u>Lucky's taxi</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

#### INSTRUCTIONS

1. Explain that today, learners will give a **recount** of one thing they liked in the story. This means they will say one thing they liked.
2. Use **modelling** to show learners how to give a short recount of the story, like: I liked how Lucky had to hurry all around town!
3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
4. Instruct learners to think about 1-2 things they liked about the story.
5. Instruct learners to **turn and talk** and share their recount with a partner.
6. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form a short sentence.
7. Explain and correct any common problems.

## WEEK 1: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/ck/				
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>kick</b></li> <li>2. Segment the word into the individual sounds: /k/ - /i/ - /ck/</li> <li>3. Say the beginning sound of the word: /k/</li> <li>4. Say the middle sound of the word: /i/</li> <li>5. Say the end sound of the word: /ck/ (remember this is just one sound!)</li> <li>6. Write the word on the board: <b>kick</b></li> <li>7. Model pointing and blending the sounds to make a word: /k/ - /i/ - /ck/ = <b>kick</b></li> <li>8. If you have time, repeat this with the word: <b>sick</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>pack</b></li> <li>2. Ask learners: What is the first sound in the word? /p/</li> <li>3. Ask learners: What is the middle sound in the word? /a/</li> <li>4. Ask learners: What is the last sound in the word? /ck/</li> <li>5. Ask learners to segment the word into each individual sound: /p/ - /a/ - /ck/</li> <li>6. Write the word: <b>pack</b></li> <li>7. Instruct learners to blend the sounds in the word with you: /p/ - /a/ - /ck/ = <b>pack</b></li> <li>8. If you have time, repeat this with the word: <b>sack</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>ck words</b></li> <li>3. Instruct learners to write the numbers 1-4.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="555 1720 1161 1787"> <tr> <td>sick</td> <td>pack</td> <td>sock</td> <td>mock</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words.</li> <li>7. Instruct learners to practise reading the phonic words for <b>homework</b>.</li> </ol>	sick	pack	sock	mock
sick	pack	sock	mock		

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

## 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 1 - TERM 3



**THEME:**

**ALL AROUND TOWN**

'Safety is as simple as ABC. Always Be Careful.'

— Unknown

## 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: posters about child safety from SAPS.
5. Do some research on the internet to prepare for the theme. For example: the names and numbers of organisations that children can call for help.
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 2: Listen and repeat, page 4
Activity 2	DBE Workbook 2: Word work, page 5
Activity 3	DBE Workbook 2: Let's match, page 5
Activity 4	Draw a picture of yourself going to town.

## TERM 3: WEEK 2

## OVERVIEW

THEME	All around town
THEME VOCABULARY	safe, safer, unsafe, home, together, alone, shop, shebeen, warn, warning, passage, between, dark, night, light, day, worried, fast, faster, run
PHONICS	/b/ - bit, bat, bed, back, sob, mob
WRITING FRAME	I feel safe...
SIGHT WORDS	together, friend, shop, sister
SENTENCE	I walk to the shop together with my friend and my sister.

## TERM 3: WEEK 2

## INTRODUCE THE THEME

PICTURE	Picture from the Big Book story <i>Stay safe Lesego!</i>
SHOW	Show learners the picture of Lesego running through the passages between houses. Explain that this week, we will read a story about a girl named Lesego. We will think about some safe and unsafe places in town!
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What are some places you feel safe?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that we must always think about where we are! We must try to avoid places where we could be unsafe and something bad could happen to us!</li> <li>• Explain that this week, we will be learning all about places in town!</li> </ul>

WEEK 2: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Repeat the action rhyme by substituting a different place in town, like: bakery, museum, pharmacy, supermarket, clinic, station, bank, hospital, etc.)	<b>Lyrics</b>	<b>Actions</b>
	Turn left, turn right	Turn body to face left, then turn to face right
	Go up, go down	Stand up then squat down
	Turn left, turn right	Turn body to face left, then turn to face right
	Come see our town	Beckon to someone to come
	Turn left, turn right	Turn body to face left, then turn to face right
	Go up, go down	Stand up then squat down
	Turn left, turn right	Turn body to face left, then turn to face right
	To the <u>library</u> in town!	--
THEME VOCABULARY	safe, safer, unsafe, home	
<b>QUESTION OF THE DAY</b>		
Question	Where do you feel safer?	
Graph	2 COLUMN GRAPH	
Options	at home / at school	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners feel safer at home?</b>	
Answer	__ learners feel safer at home.	
<b>Question</b>	<b>How many learners feel safer at school?</b>	
Answer	__ learners feel safer at school.	
<b>Question</b>	<b>Where do more learners feel safer?</b>	
Answer	More learners feel safer at __.	
<b>Question</b>	<b>Where do fewer learners feel safer?</b>	
Answer	Fewer learners feel safer __.	

<b>Question</b>	<b>Where do you feel safer?</b>
Answer	I feel safer at home.
Answer	I feel safer at school.
<b>SIGHT WORD OF THE DAY</b>	
NEW	
REVISE	--

### WEEK 2: MONDAY: SHARED READING (10 MINUTES)

TITLE	<u>Stay safe Lesego!</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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

1. Show learners the front cover of the story: **Stay safe Lesego!**
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.

## WEEK 2: MONDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUNDS	/e/ /c/ /k/ /ck/																
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: /e/ /k/ /c/ /ck/</li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> </ol> <p><b>REVIEW PAST WORDS</b></p> <ol style="list-style-type: none"> <li>Explain that you will sound out a word.</li> <li>Learners must listen carefully to the sounds and try to make out what the word is.</li> <li>Say the sounds: /k/ - /i/ - /n/</li> <li>Ask learners: What word do those sounds make?</li> <li>Model blending the sounds to make a word: /k/ - /i/ - /n/ = <b>kin</b></li> <li>Show the flashcard for the word: <b>kin</b>. Say the word clearly.</li> <li>Ask learners: Which word family does <b>kin</b> belong in?</li> <li>Explain that it belongs in the <b>-in</b> word family.</li> <li>If you have time, repeat for the word: <b>sock (it belongs to the -ock family)</b></li> </ol> <p><b>BUILD A WORD WITH PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Write these past sounds on the chalkboard: /e/ /c/ /k/ /ck/ /i/ /o/ /a/ /g/ /d/ /m/ /n/</li> <li>Ask learners if they can use these sounds to build a word.</li> <li>As learners build words, write them on the chalkboard, in word families.</li> <li>Brainstorm other words on the chalkboard. Nonsense words are also acceptable.</li> </ol> <table border="1" data-bbox="555 1541 1257 1816"> <tbody> <tr> <td>at</td> <td>mock</td> <td>met</td> <td>nick</td> </tr> <tr> <td>mat</td> <td>nock</td> <td>net</td> <td>mick</td> </tr> <tr> <td>cat</td> <td>dock</td> <td>get</td> <td>kick</td> </tr> <tr> <td>nat</td> <td></td> <td>ket</td> <td></td> </tr> </tbody> </table>	at	mock	met	nick	mat	nock	net	mick	cat	dock	get	kick	nat		ket	
at	mock	met	nick														
mat	nock	net	mick														
cat	dock	get	kick														
nat		ket															

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

## WEEK 2: TUESDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME (Repeat the action rhyme by substituting a different place in town, like: bakery, museum, pharmacy, supermarket, clinic, station, bank, hospital, etc.)	<b>Lyrics</b>	<b>Actions</b>
	Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
	Go up, go down	<i>Stand up then squat down</i>
	Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
	Come see our town	<i>Beckon to someone to come</i>
	Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
	Go up, go down	<i>Stand up then squat down</i>
	Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
	To the <u>library</u> in town!	--
THEME VOCABULARY	together, alone, shop, shebeen	
<b>QUESTION OF THE DAY</b>		
Question	Where is unsafe when you are alone?	
Graph	2 COLUMN GRAPH	
Options	the shop / near the shebeen	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think the shop is unsafe?</b>	
Answer	__ learners think the shop is unsafe.	
<b>Question</b>	<b>How many learners think near the shebeen is unsafe?</b>	
Answer	__ learners think near the shebeen is unsafe.	
<b>Question</b>	<b>Where do more learners think is unsafe?</b>	
Answer	More learners think __ is unsafe.	
<b>Question</b>	<b>Where do fewer learners think is unsafe?</b>	
Answer	Fewer learners think __ is unsafe.	



<b>Question</b>	<b>Where is unsafe when you are alone?</b>
Answer	I think the shop is unsafe when you are alone.
Answer	I think near the shebeen is unsafe when you are alone.
EXPLAIN	<i>Explain that both the shop and the shebeen are unsafe places to go alone. The shebeen can be especially unsafe because drinking can make people mean or want to fight. We must always try to go to places in town with others. If we must go alone, it is important that we tell someone exactly where we are going!</i>
<b>SIGHT WORD OF THE DAY</b>	
NEW	friend
REVISE	together

WEEK 2: TUESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Stay safe Lesego!</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make inferences</b>
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 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
<p>Early one Saturday morning, Lesego’s mother went to visit a friend. She hugged Lesego and Mapule goodbye. ‘Be safe. Remember, you must stay together all day. If you go to the shops, you must walk along the street – not in the passages between the houses! And you must not go near the shebeen!’</p>	--
<p>Later that afternoon, Ntate Thapelo, Lesego’s neighbour, called her over. He held out some money. ‘Please go to the shop behind the shebeen and buy some meat and pap for me,’ he said, ‘you can buy yourself sweets along the way.’</p>	I <b>wonder</b> if Lesego will go and get the food for Ntate Thapelo?
<p>Lesego thought about calling Mapule to come with her. But, she didn’t want to share the money for sweets with her sister!</p>	Lesego knows she is not supposed to be alone! She also knows she must not go near the shebeen! I <b>wonder</b> if Lesego will listen to her mother?

<p>It was getting late but Lesego thought that maybe if she went very quickly, she would get home before her mother. Then, her mother would never know. Lesego took the money from Ntate. 'I have phoned the shop. My food will be ready when you get there!' Ntate Thapelo said, smiling.</p>	<p>I <b>wonder</b> if Lesego will be able to get home before her mother?</p>
<p>Lesego stuffed the money in her pocket and began to run to the shop. Lesego's mother had warned her that she must always stay on the road when she went to the shops. But it was much faster to take the passages to the shops! She thought that if she took the passages, she would get home before her mother. Then, her mother would never know.</p>	<p>I <b>wonder</b> how Lesego's mother would feel if she saw Lesego running alone in the passages?</p>
<p>When Lesego finally saw the shebeen, she ran through a small passage to get to the shop. She went to the counter. 'I'm here to pick up for Ntate Thapelo,' she said, handing over the money.</p>	<p>I <b>wonder</b> how Lesego's mother would feel if she saw Lesego so close to the shebeen, all alone?</p>
<p>When Lesego turned around to leave, three men were standing in the narrow passage. They stared at her. She felt scared. 'I think I know why mom told me never to come to the shebeen,' she thought.</p>	<p>I <b>wonder</b> if this is the first time something scary has happened to Lesego near the shebeen?</p>
<p>Lesego used the change to buy herself sweets from the tuck shop. It would become dark soon.</p>	<p>--</p>
<p>She ran through the passages, trying to get home before dark and before her mother got home. As she ran, a young man called to her, 'Come girl! Come talk to me!' he said. Lesego felt very scared. 'I think I know why mom told me not to walk through the passages,' she thought, running faster.</p>	<p>I <b>wonder</b> if this is the first time something scary has happened to Lesego in the passages?</p>

When she finally got home, Ntate Thapelo was waiting. 'Is my mother home yet? Did you see her?' Lesego asked nervously. 'No, I haven't seen her yet,' Ntate said. Lesego breathed a sigh of relief.	--
As Lesego sat on her stoep eating her sweets, she made a decision. She decided on her own that she would never go to the near the shebeen or run in the passages again.	I can <b>infer</b> that Lesego now sees that she was in danger. She knows there are worse things that could actually happen than her mother being angry!
<b>Follow up questions</b>	<b>Possible responses</b>
Where did Ntate Thapelo ask Lesego to go?	He asked her to go to the shop behind the shebeen to pick up his food.
Where did Lesego's mother warn her not to go?	She warned her not to go in the passages or near the shebeen.
<b>Why question</b>	<b>Possible responses</b>
Why did Lesego go to the shop near the shebeen, even though her mother warned her not to?	<ul style="list-style-type: none"> <li>• Because she didn't think anything bad would happen.</li> <li>• Because she wanted to get sweets!</li> <li>• Because Ntate Thapelo asked her to go get his food from the shop.</li> <li>• Because she decided her mother would probably never know!</li> </ul>

## WEEK 2: TUESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	<b>/b/</b>								
FLASHCARDS	<b>bit, bat, bed, back</b> <b>sob, mob</b>								
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/b/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/b/</b> is <u>the same</u> in English and home language.</li> <li>4. Tell learners to try to find this letter written somewhere on the walls.</li> <li>5. Ask learners: Can you think of words that begin with <b>/b/</b>?</li> <li>6. Brainstorm words with learners, like: <b>boy, box, bed, bun</b></li> <li>7. Ask learners: Can you think of words that end in <b>/b/</b>?</li> <li>8. Brainstorm words with learners, like: <b>bib, web, sob</b></li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say each word loudly and clearly as you show the flashcard: <b>bit, bat, bed, back, sob, mob</b></li> <li>2. Show the words that start with <b>/b/</b> to learners, as you say the words.</li> <li>3. Show the words that end with <b>/b/</b> to learners, as you say the words.</li> <li>4. Ask learners to repeat the words after you.</li> <li>5. Stick up the words on the Phonics Display Board.</li> </ol> <table border="1" data-bbox="539 1335 842 1615"> <tr> <td><b>bit</b></td> <td><b>sob</b></td> </tr> <tr> <td><b>bat</b></td> <td><b>mob</b></td> </tr> <tr> <td><b>bed</b></td> <td></td> </tr> <tr> <td><b>back</b></td> <td></td> </tr> </table>	<b>bit</b>	<b>sob</b>	<b>bat</b>	<b>mob</b>	<b>bed</b>		<b>back</b>	
<b>bit</b>	<b>sob</b>								
<b>bat</b>	<b>mob</b>								
<b>bed</b>									
<b>back</b>									

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

WEEK 2: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Repeat the action rhyme by substituting a different place in town, like: bakery, museum, pharmacy, supermarket, clinic, station, bank, hospital, etc.)</i>	Lyrics	Actions
	Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
	Go up, go down	<i>Stand up then squat down</i>
	Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
	Come see our town	<i>Beckon to someone to come</i>
	Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
	Go up, go down	<i>Stand up then squat down</i>
	Turn left, turn right	<i>Turn body to face left, then turn to face right</i>
	To the <u>library</u> in town!	--
THEME VOCABULARY	warn, warning, passage, between	
QUESTION OF THE DAY		
Question	<i>Explain that in the story, Lesego takes the passages in between houses to get to the shop. She knows she is not supposed to do that, but she is in a hurry! Her mother warned her that she must not go in the passages, but she does it anyway!</i> <b>Ask learners:</b> Have you ever run in the passages between houses?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	<b>How many learners have run in the passages?</b>	
Answer	__ learners have run in the passages.	
Question	<b>How many learners have never run in the passages?</b>	
Answer	__ learners have never run in the passages.	
Question	<b>Have more learners run in the passages or not?</b>	
Answer	More learners have / have never run in the passages.	

<b>Question</b>	<b>Have fewer learners run in the passages or not?</b>
Answer	Fewer learners have / have never run in the passages.
<b>Question</b>	<b>Have you ever run in the passages between houses?</b>
Answer	Yes I have run in passages between houses.
Answer	No I have not run in passages between houses.
EXPLAIN	<i>Explain that this might be the first time we are hearing this warning! It is important that we try to always stay in safe places. The passages between houses are one place we should try to avoid (not go)!</i>
<b>SIGHT WORD OF THE DAY</b>	
NEW	shop
REVISE	together, friend

**WEEK 2: WEDNESDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Stay safe Lesego!</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS****Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Lesego runs in the passages, even though her mother told her not to!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: passage.

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: Lesego, passage, warning.



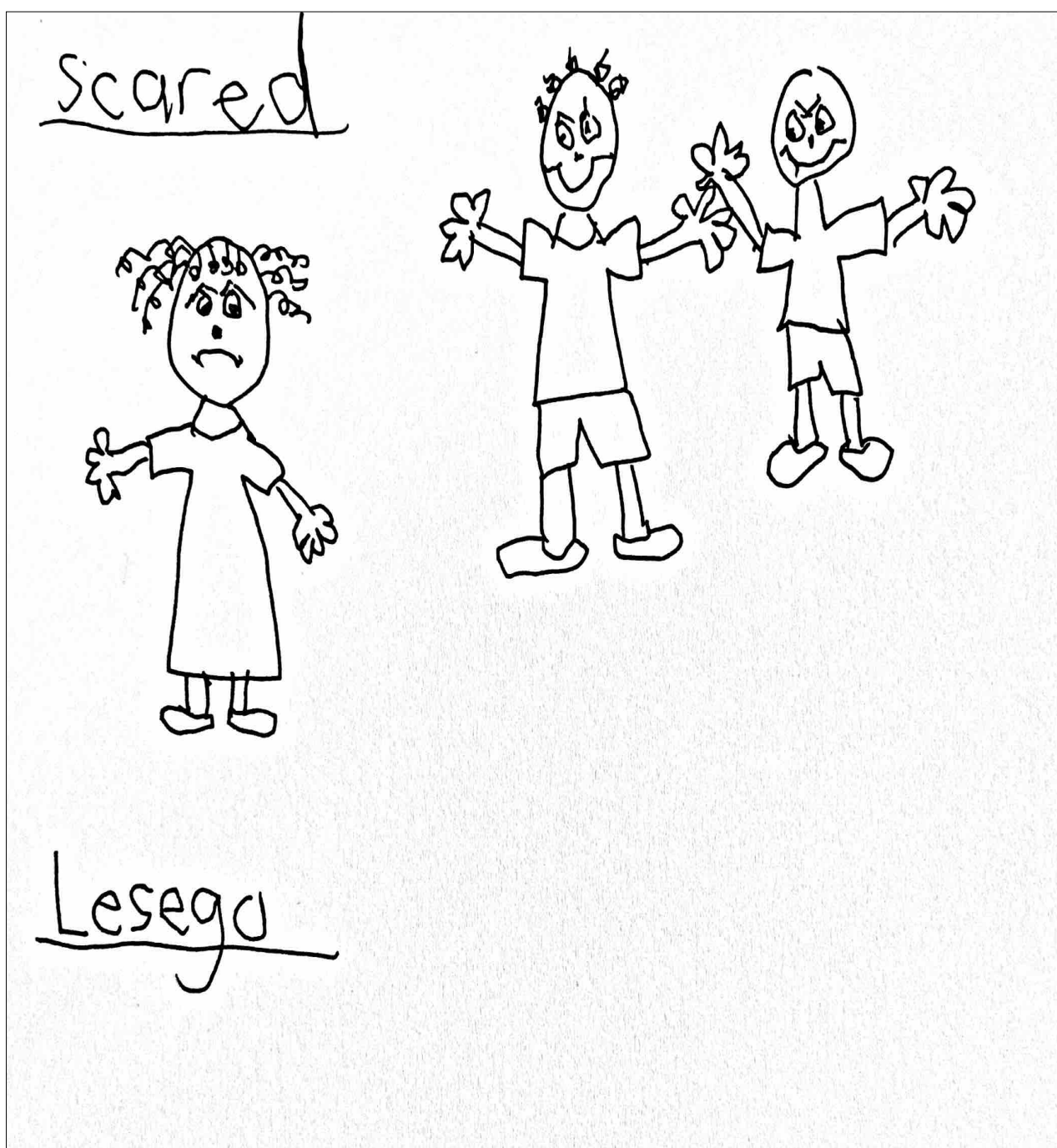
**Writing:**

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.*



## WEEK 2: WEDNESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	<b>/ck/ /b/</b>
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds <b>/ck/</b> and <b>/b/</b></li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is <b>/ck/</b> or <b>/b/</b></li> <li>5. If learners think you said <b>/ck/</b>, they must hold up 1 finger.</li> <li>6. If learners think you said <b>/b/</b>, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either <b>/ck/</b> or <b>/b/</b>).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

WEEK 2: THURSDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Repeat the action rhyme by substituting a different place in town like: bakery, museum, pharmacy, supermarket, clinic, station, bank, hospital, etc.)	<b>Lyrics</b>	<b>Actions</b>
	Turn left, turn right	Turn body to face left, then turn to face right
	Go up, go down	Stand up then squat down
	Turn left, turn right	Turn body to face left, then turn to face right
	Come see our town	Beckon to someone to come
	Turn left, turn right	Turn body to face left, then turn to face right
	Go up, go down	Stand up then squat down
	Turn left, turn right	Turn body to face left, then turn to face right
	To the <u>library</u> in town!	--
THEME VOCABULARY	dark, night, light, day	
<b>QUESTION OF THE DAY</b>		
Question	Do you think Lesego will be safe if she gets home before dark?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Lesego will be safe?</b>	
Answer	__ learners think Lesego will be safe.	
<b>Question</b>	<b>How many learners think Lesego will not be safe?</b>	
Answer	__ learners think Lesego will not be safe.	
<b>Question</b>	<b>Do more learners think Lesego will be safe or not?</b>	
Answer	More learners think Lesego will / will not be safe.	
<b>Question</b>	<b>Do fewer learners think Lesego will be safe or not?</b>	
Answer	Fewer learners think Lesego will / will not be safe.	

<b>Question</b>	<b>Do you think Lesego will be safe if she gets home before dark?</b>
Answer	Yes, I think she will be safe.
Answer	No, I don't think she will be safe.
EXPLAIN	<i>Explain that in the story, Lesego is safe. But she did some unsafe things in the story. She went to the shops alone, even though she was supposed to stay with her sister. She went near the she been even though her mother warned her not to. And, she ran through the passages to get home quickly! She gets home just before dark, but she still has done many unsafe things!</i>
<b>SIGHT WORD OF THE DAY</b>	
NEW	sister
REVISE	together, friend, shop

<b>WEEK 2: THURSDAY: SHARED READING (15 MINUTES)</b>	
TITLE	<u>Stay safe Lesego!</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make inferences</b>
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. 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
Early one Saturday morning, Lesego's mother went to visit a friend. She hugged Lesego and Mapule goodbye. 'Be safe. Remember, you must stay together all day. If you go to the shops, you must walk along the street – not in the passages between the houses! And you must not go near the shebeen!'	--

<p>Later that afternoon, Ntate Thapelo, Lesego's neighbour, called her over. He held out some money. 'Please go to the shop behind the shebeen and buy some meat and pap for me,' he said, 'you can buy yourself sweets along the way.'</p>	--
<p>Lesego thought about calling Mapule to come with her. But, she didn't want to share the money for sweets with her sister!</p>	I can <b>infer</b> that Lesego must really want sweets!
<p>It was getting late but Lesego thought that maybe if she went very quickly, she would get home before her mother. Then, her mother would never know. Lesego took the money from Ntate. 'I have phoned the shop. My food will be ready when you get there!' Ntate Thapelo said, smiling.</p>	Lesego is only worried about her mother finding out that she broke the rules. She is not thinking about being unsafe!
<p>Lesego stuffed the money in her pocket and began to run to the shop. Lesego's mother had warned her that she must always stay on the road when she went to the shops. But it was much faster to take the passages to the shops! She thought that if she took the passages, she would get home before her mother. Then, her mother would never know.</p>	Lesego is only worried about her mother getting angry. I can <b>infer</b> that she doesn't think anything bad could happen to her.
<p>When Lesego finally saw the shebeen, she ran through a small passage to get to the shop. She went to the counter. 'I'm here to pick up for Ntate Thapelo,' she said, handing over the money.</p>	--
<p>When Lesego turned around to leave, three men were standing in the narrow passage. They stared at her. She felt scared. 'I think I know why mom told me never to come to the shebeen,' she thought.</p>	Lesego feels scared. She must see that something bad really could happen near the shebeen.
<p>Lesego used the change to buy herself sweets from the tuck shop. It would become dark soon.</p>	--

<p>She ran through the passages, trying to get home before dark and before her mother got home. As she ran, a young man called to her, 'Come girl! Come talk to me!' he said. Lesego felt very scared.</p> <p>'I think I know why mom told me not to walk through the passages,' she thought, running faster.</p>	<p>Lesego feels very scared. She must see that something bad really could happen in the passages!</p>
<p>When she finally got home, Ntate Thapelo was waiting. 'Is my mother home yet? Did you see her?' Lesego asked nervously. 'No, I haven't seen her yet,' Ntate said. Lesego breathed a sigh of relief.</p>	<p>I can <b>infer</b> that Lesego is happy her mother will not know she broke the rules!</p>
<p>As Lesego sat on her stoep eating her sweets, she made a decision. She decided on her own that she would never go to the near the shebeen or run in the passages again.</p>	<p>Even though Lesego's mother will not know, Lesego decides she will not break the rules again. I can <b>infer</b> that Lesego now understands why her mother gave her those warnings!</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>Where did Lesego buy sweets for herself?</p>	<p>She bought sweets at the tuck shop.</p>
<p>What did Lesego decide at the end of the story?</p>	<p>She decided that she would never go near the shebeen or run in the passages again.</p>
<p><b>Why question</b></p>	<p><b>Possible responses</b></p>
<p>Why did Lesego decide that she would never go to the near the shebeen or run in the passages again?</p>	<ul style="list-style-type: none"> <li>• Because she felt very scared when she was near the shebeen.</li> <li>• Because she felt very scared when she was in the passages running home.</li> <li>• Because she sees that something bad really could happen to her!</li> </ul>

## WEEK 2: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I feel safe...

**Modelling:**

1. Explain that today, learners will draw about **a place they feel safe**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I feel safe at my granny's house!
5. Use **modelling** to draw a picture of yourself at your granny's house.
6. **Use resources** to add a label, like: me, home
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: I feel safe at my granny's house.
9. **Use resources**, like 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. Ask learners: Where do you feel safe?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: I feel safe...
5. Explain that learners will now 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 **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. 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 writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*

home



me mom

I feel safe at home.



WEEK 2: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Repeat the action rhyme by substituting a different place in town, like: bakery, museum, pharmacy, supermarket, clinic, station, bank, hospital, etc.)	<b>Lyrics</b>	<b>Actions</b>
	Turn left, turn right	Turn body to face left, then turn to face right
	Go up, go down	Stand up then squat down
	Turn left, turn right	Turn body to face left, then turn to face right
	Come see our town	Beckon to someone to come
	Turn left, turn right	Turn body to face left, then turn to face right
	Go up, go down	Stand up then squat down
	Turn left, turn right	Turn body to face left, then turn to face right
To the <u>library</u> in town!	--	
THEME VOCABULARY	worried, fast, faster, run	
QUESTION OF THE DAY		
Question	Explain that in the story, Lesego gets home before her mother. Her mother doesn't know that she did so many unsafe things! <b>Ask learners:</b> How would Lesego's mother feel if she knew what Lesego did?	
Graph	3 COLUMN GRAPH	
Options	worried / angry / scared	
Follow-up questions		
Question	How many learners think Lesego's mother would feel worried?	
Answer	__ learners think Lesego's mother would feel worried.	
Question	How many learners think Lesego's mother would feel angry?	
Answer	__ learners think Lesego's mother would feel angry.	
Question	How many learners think Lesego's mother would feel scared?	
Answer	__ learners think Lesego's mother would feel scared.	
Question	How do most learners think Lesego's mother would feel?	

Answer	Most learners think Lesego's mother would feel ___.
<b>Question</b>	<b>How do fewest learners think Lesego's mother would feel?</b>
Answer	Fewest learners think Lesego's mother would feel ___.
<b>Question</b>	<b>How do you think Lesego's mother would feel if she knew what Lesego did?</b>
Answer	I think she would feel worried.
Answer	I think she would feel angry.
Answer	I think she would feel scared.
<b>SENTENCE OF THE WEEK</b>	
REVISE	together, friend, shop, sister, I, walk, to, the with, my, and
READ	I walk to the shop together with my friend and my sister.

**WEEK 2: FRIDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Stay safe Lesego</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

**INSTRUCTIONS**

1. Explain that today, learners will give a **recount** of one thing they liked in the story. This means they will say one thing they liked.
2. Use **modelling** to show learners how to give a short recount of the story, like: I liked how Lesego decided she must listen to her mother!
3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
4. Instruct learners to think about 1-2 things they liked about the story.
5. Instruct learners to **turn and talk** and share their recount with a partner.
6. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form a short sentence.
7. Explain and correct any common problems.

## WEEK 2: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/b/				
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>bed</b></li> <li>2. Segment the word into the individual sounds: <b>/b/ - /e/ - /d/</b></li> <li>3. Say the beginning sound of the word: <b>/b/</b></li> <li>4. Say the middle sound of the word: <b>/e/</b></li> <li>5. Say the end sound of the word: <b>/d/</b></li> <li>6. Write the word on the board: <b>bed</b></li> <li>7. Model pointing and blending the sounds to make a word: <b>/b/ - /e/ - /d/ = bed</b></li> <li>8. If you have time, repeat this with the word: <b>back</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>mob</b></li> <li>2. Ask learners: What is the first sound in the word? <b>/m/</b></li> <li>3. Ask learners: What is the middle sound in the word? <b>/o/</b></li> <li>4. Ask learners: What is the last sound in the word? <b>/b/</b></li> <li>5. Ask learners to segment the word into each individual sound: <b>/m/ - /o/ - /b/</b></li> <li>6. Write the word: <b>mob</b></li> <li>7. Instruct learners to blend the sounds in the word with you: <b>/m/ - /o/ - /b/ = mob</b></li> <li>8. If you have time, repeat this with the word: <b>sob</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>b words</b></li> <li>3. Instruct learners to write the numbers 1-4.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="539 1671 1147 1738"> <tr> <td><b>bat</b></td> <td><b>mob</b></td> <td><b>bit</b></td> <td><b>sob</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words.</li> <li>7. Instruct learners to practise reading the phonic words for <b>homework</b>.</li> </ol>	<b>bat</b>	<b>mob</b>	<b>bit</b>	<b>sob</b>
<b>bat</b>	<b>mob</b>	<b>bit</b>	<b>sob</b>		

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

## 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 1 - TERM 3**

**WEEK**  
**3**

**THEME:**  
**WORKING TOGETHER**

'Together, we can do anything.'

— Unknown

## 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: newspaper articles about communities working together.
5. Do some research on the internet to prepare for the theme. For example: find out some fun activities to do with young learners to build team - spirit.
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 2: Let's talk, page 6
Activity 2	DBE Workbook 2: Let's do, page 7
Activity 3	DBE Workbook 2: Let's write, page 7 & 8
Activity 4	Draw a picture of yourself working together with a friend.

TERM 3: WEEK 3	
OVERVIEW	
THEME	Working together
THEME VOCABULARY	work, help, class, classmate, giant, betroot, stuck, pull, frustrated, ground, dirty, sweaty, call, family, strong, clever, right, wrong, team, teamwork
PHONICS	/h/ - hit, hat, hot, hop, hen, hack
WRITING FRAME	I work with...
SIGHT WORDS	help, here, please, dog
SENTENCE	'Please come here and help me,' said the dog

TERM 3: WEEK 3	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>The Giant Beetroot</i> .
SHOW	Show learners the picture of Farmer Baloyi, Mama Rhandu, Nsovo, the dog, the cat and the mouse all pulling! Explain that they are all working together to do something that none of them can do alone!
SAY	<ul style="list-style-type: none"> <li>• Ask learners: Who do you work with?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that at school, we work with our friends and classmates. At home, we work with our siblings and families. When we learn to work together, we can do lots of great things!</li> <li>• Explain that this week, we will be learning all about working together!</li> </ul>

WEEK 3: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	The more we work together, together, together	<i>Hook arms with the person next to you and swing side to side</i>
	The more we work together, the better it'll be!	<i>Hook arms with the person next to you and swing side to side</i>
	The more we help each other, each other, each other	<i>Hook arms with the person next to you and swing side to side</i>
	The more we help each other, the better it'll be!	<i>Hook arms with the person next to you and swing side to side</i>
THEME VOCABULARY	work, help, class, classmate	
QUESTION OF THE DAY		
Question	How do you like to do work in class?	
Graph	2 COLUMN GRAPH	
Options	alone / with other classmates	
Follow-up questions		
<b>Question</b>	<b>How many learners like to do work alone?</b>	
Answer	__ learners like to do work alone.	
<b>Question</b>	<b>How many learners like to do work with other classmates?</b>	
Answer	__ learners like to do work with other classmates.	
<b>Question</b>	<b>How do more learners like to do work in class?</b>	
Answer	More learners like to do work __.	
<b>Question</b>	<b>How do fewer learners like to do work in class?</b>	
Answer	Fewer learners like to do work __.	
<b>Question</b>	<b>How do you like to do work in class?</b>	
Answer	I like to do work alone.	
Answer	I like to do work with other classmates.	
SIGHT WORD OF THE DAY		
NEW	help	



WEEK 3: MONDAY: SHARED READING (10 MINUTES)	
TITLE	<u>The giant beetroot</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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"> <li>1. Show learners the front cover of the story: <b>The Giant Beetroot</b></li> <li>2. Read the title of the story.</li> <li>3. Ask learners: What do you think will happen in this story?</li> <li>4. Display the Big Book for learners to see. Make sure all learners can see the <b>pictures</b> in the book.</li> <li>5. Show learners the first picture.</li> <li>6. Ask learners: What do you think is happening here?</li> <li>7. Discuss the picture with learners.</li> <li>8. Ask learners: What do you think might happen next?</li> <li>9. Go through each picture in the book and ask learners these questions.</li> <li>10. When you get to the <b>last</b> picture, ask learners: How do you think this story will end?</li> <li>11. Thank learners for their predictions.</li> <li>12. Read through the story once.</li> </ol>	

## WEEK 3: MONDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUNDS	/e/ /k/ /ck/ /b/																
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: /e/ /k/ /ck/ /b/</li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> </ol> <p><b>REVIEW PAST WORDS</b></p> <ol style="list-style-type: none"> <li>Explain that you will sound out a word.</li> <li>Learners must listen carefully to the sounds and try to make out what the word is.</li> <li>Say the sounds: /b/ - /e/ - /t/</li> <li>Ask learners: What word do those sounds make?</li> <li>Model blending the sounds to make a word: /b/ - /e/ - /t/ = <b>bet</b></li> <li>Show the flashcard for the word: <b>bet</b>. Say the word clearly.</li> <li>Ask learners: Which word family does <b>bet</b> belong in?</li> <li>Explain that it belongs in the <b>-et</b> word family.</li> <li>If you have time, repeat for the word: <b>dock (it belongs to the -ock family)</b></li> </ol> <p><b>BUILD A WORD WITH PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Write these past sounds on the chalkboard: <b>/e/ /k/ /ck/ /b/ /i/ /o/ /a/ /n/ /m/ /d/</b></li> <li>Ask learners if they can use these sounds to build a word.</li> <li>As learners build words, write them on the chalkboard, in word families.</li> <li>Brainstorm other words on the chalkboard. Nonsense words are also acceptable.</li> </ol> <table border="1" data-bbox="555 1541 1257 1816"> <tbody> <tr> <td>mock</td> <td>deck</td> <td>in</td> <td>mad</td> </tr> <tr> <td>dock</td> <td>neck</td> <td>din</td> <td>dad</td> </tr> <tr> <td>bock</td> <td>meck</td> <td>bin</td> <td>bad</td> </tr> <tr> <td>nock</td> <td>beck</td> <td>min</td> <td></td> </tr> </tbody> </table>	mock	deck	in	mad	dock	neck	din	dad	bock	meck	bin	bad	nock	beck	min	
mock	deck	in	mad														
dock	neck	din	dad														
bock	meck	bin	bad														
nock	beck	min															

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

## WEEK 3: TUESDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	The more we work together, together, together	<i>Hook arms with the person next to you and swing side to side</i>
	The more we work together, the better it'll be!	<i>Hook arms with the person next to you and swing side to side</i>
	The more we help each other, each other, each other	<i>Hook arms with the person next to you and swing side to side</i>
	The more we help each other, the better it'll be!	<i>Hook arms with the person next to you and swing side to side</i>
THEME VOCABULARY	giant, beetroot, stuck, pull	
<b>QUESTION OF THE DAY</b>		
Question	<i>Explain that we have seen the pictures from the story: The giant beetroot. We have an idea about what might happen! In our Question of the Day, we will make a prediction. Ask learners: How do you think the giant beetroot finally comes out?</i>	
Graph	2 COLUMN GRAPH	
Options	many characters work together / one strong character pulls it out	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think many characters work together?</b>	
Answer	__ learners think many characters work together.	
<b>Question</b>	<b>How many learners think one strong character pulls it out?</b>	
Answer	__ learners think one strong character pulls it out.	
<b>Question</b>	<b>How do more learners think the giant beetroot finally comes out?</b>	
Answer	More learners think __.	
<b>Question</b>	<b>How do fewer learners think the giant beetroot finally comes out?</b>	
Answer	Fewer learners think __.	
<b>Question</b>	<b>How do you think the giant beetroot finally comes out?</b>	
Answer	I think many characters work together.	
Answer	I think one strong character pulls it out.	

SIGHT WORD OF THE DAY	
NEW	here
REVISE	help

WEEK 3: TUESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>The giant beetroot</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Visualise</b>
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
Farmer Baloyi lived on his beautiful farm in Venda, with his wife, Mama Rhandu. The farmer was happy, because the soil on his farm was rich, and that year, the rainfall was good. Farmer Baloyi and Mama Rhandu were so excited about the harvest.	I can <b>visualise</b> the farmer smiling while he looks out at his beautiful, green farm!
One day, when the time was right, Farmer Baloyi walked to his vegetable garden. 'It is time,' said Farmer Baloyi. 'I will harvest my vegetables.' Farmer Baloyi pulled out the potatoes. He pulled out the carrots. He pulled out the beetroots. But one beetroot would not come out! It was a very, very big beetroot. It was a giant beetroot!	--
Farmer Baloyi pulled and pulled and pulled. But the giant beetroot would not come out. 'I need help,' said the farmer. He called his wife, Mama Rhandu.	I can <b>visualise</b> Farmer Baloyi pulling and pulling so hard, that he begins to sweat!
Farmer Baloyi and Mama Rhandu pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!	I can <b>visualise</b> Farmer Baloyi and Mama Rhandu pulling together until their hands begin to hurt!

<p>'We need help,' said Mama Rhandu. She called Nsovo, her son.</p>	
<p>Farmer Baloyi and Mama Rhandu and Nsovo pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out! 'We need help,' said Nsovo. He called their dog.</p>	<p>I can <b>visualise</b> the whole family pulling until their backs begin to hurt!</p>
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out! 'We need help,' said the dog. He called the cat.</p>	<p>--</p>
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out! 'We need help,' said the cat. She called the mouse.</p>	<p>--</p>
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat and the mouse pulled the giant beetroot. They pulled and pulled and pulled and pulled and P-U-U-U-L-L-L-E-D...</p>	<p>I can <b>visualise</b> the family getting dirty. They dirt is sticking to their sweat as they pull and pull!</p>
<p>And out popped the giant beetroot! 'I did it!' shouted the mouse. 'I pulled out the giant beetroot!'</p>	<p>I can <b>visualise</b> everyone falling over when the giant beetroot finally comes out!</p>
<p>That night, everyone on the farm had a feast of vegetables. As they ate, the joked and laughed about the giant beetroot and the strong mouse!</p>	<p>I can <b>visualise</b> the sweet taste of the giant, delicious beetroot!</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>What is stuck in the ground?</p>	<p>A giant beetroot.</p>
<p>Who helps pull out the beetroot?</p>	<p>Farmer Baloyi, Mama Rhandu, Nsovo, the dog, the cat, and the mouse.</p>

Why question	Possible responses
<b>Visualise</b> all the characters in the story pulling and pulling. Do you think it was really the mouse who pulled the beetroot from the ground? Why or why not?	<ul style="list-style-type: none"> <li>I think it was the little mouse because everyone else pulled and pulled but it only came out when the mouse helped.</li> </ul> OR <ul style="list-style-type: none"> <li>I don't think it was the mouse alone because everyone helped. It was everyone pulling all together that made the beetroot finally come out!</li> </ul>

## WEEK 3: TUESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	<b>/h/</b>						
FLASHCARDS	<b>hit, hat, hot, hop, hen, hack</b>						
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard: <b>/h/</b></li> <li>Say the sound and instruct learners to repeat the sound x 3.</li> <li>Discuss how the sound for <b>/h/</b> is <u>the same</u> in English and home language.</li> <li>Tell learners to try to find this letter written somewhere on the walls.</li> <li>Ask learners: Can you think of words that begin with <b>/h/</b>?</li> <li>Brainstorm words with learners, like: <b>happy, hope, hop, him, hamburger</b></li> <li>Tell learners that we do not have any words that end in <b>/h/</b></li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>Say each word loudly and clearly as you show the flashcard: <b>hit, hat, hot, hop, hen, hack</b></li> <li>Show each word to learners, as you say it.</li> <li>Ask learners to repeat the words after you.</li> <li>Stick up the flashcards of the words on the Phonics Display Board.</li> </ol> <table border="1" data-bbox="539 1832 842 2040"> <tbody> <tr> <td><b>hit</b></td> <td><b>hop</b></td> </tr> <tr> <td><b>hat</b></td> <td><b>hen</b></td> </tr> <tr> <td><b>hot</b></td> <td><b>hack</b></td> </tr> </tbody> </table>	<b>hit</b>	<b>hop</b>	<b>hat</b>	<b>hen</b>	<b>hot</b>	<b>hack</b>
<b>hit</b>	<b>hop</b>						
<b>hat</b>	<b>hen</b>						
<b>hot</b>	<b>hack</b>						

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



WEEK 3: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	The more we work together, together, together	<i>Hook arms with the person next to you and swing side to side</i>
	The more we work together, the better it'll be!	<i>Hook arms with the person next to you and swing side to side</i>
	The more we help each other, each other, each other	<i>Hook arms with the person next to you and swing side to side</i>
	The more we help each other, the better it'll be!	<i>Hook arms with the person next to you and swing side to side</i>
THEME VOCABULARY	frustrated, ground, dirty, sweaty	
<b>QUESTION OF THE DAY</b>		
Question	<i>Visualise Farmer Baloyi pulling and pulling the giant beetroot out of the ground!</i> Ask learners: What do you <b>visualise</b> about Farmer Baloyi?	
Graph	3 COLUMN GRAPH	
Options	he is frustrated / he is dirty / he is sweaty	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners visualise that he is frustrated?</b>	
Answer	__ learners visualise that he is frustrated.	
<b>Question</b>	<b>How many learners visualise that he is dirty?</b>	
Answer	__ learners visualise that he is dirty.	
<b>Question</b>	<b>How many learners visualise that he is sweaty?</b>	
Answer	__ learners visualise that he is sweaty.	
<b>Question</b>	<b>What do most learners visualise about Farmer Baloyi?</b>	
Answer	Most learners visualise that he is __.	
<b>Question</b>	<b>What do fewest learners visualise about Farmer Baloyi?</b>	
Answer	Fewest learners visualise that he is __.	

Question	What do you visualise about Farmer Baloyi?
Answer	I visualise that he is frustrated.
Answer	I visualise that he is dirty.
Answer	I visualise that he is sweaty.
<b>SIGHT WORD OF THE DAY</b>	
NEW	please
REVISE	help, here

### WEEK 3: WEDNESDAY: SHARED READING (15 MINUTES)

TITLE	<u>The giant beetroot</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

#### INSTRUCTIONS

##### Modelling:

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: There is a giant beetroot stuck in the ground. All of the people and animals on the farm must work together to pull it out!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: pull.

##### Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: beetroot, together.

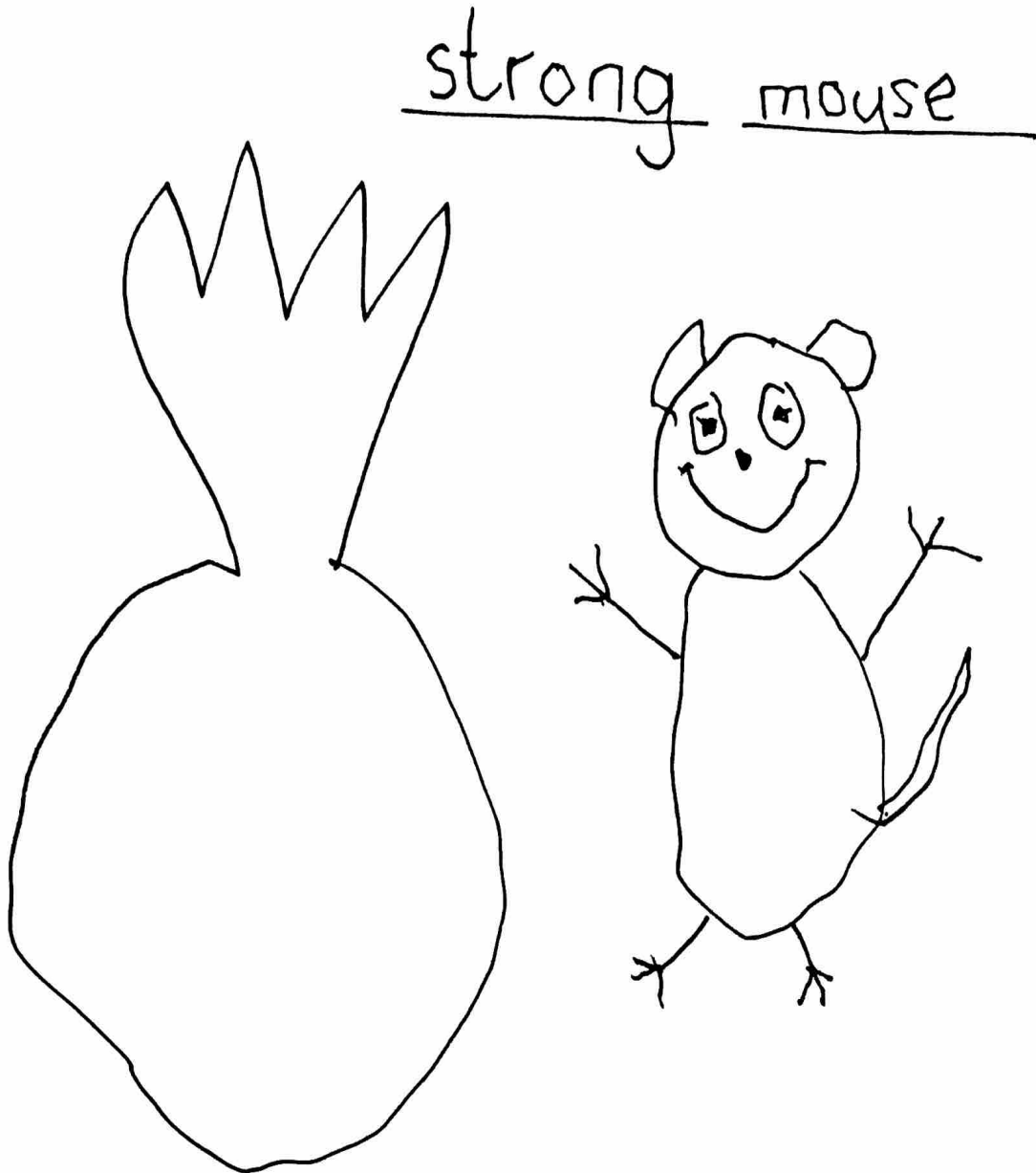
##### Writing:

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.*



beetroot

**WEEK 3: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)**

SOUND	/b/ /h/
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds /b/ and /h/</li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is /b/ or /h/</li> <li>5. If learners think you said /b/, they must hold up 1 finger.</li> <li>6. If learners think you said /h/, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either /b/ or /h/).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
WORDS	
ACTIVITY	

WEEK 3: THURSDAY: SHARED READING (15 MINUTES)	
TITLE	<u>The giant beetroot</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Visualise</b>
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: Second Read
Farmer Baloyi lived on his beautiful farm in Venda, with his wife, Mama Rhandu. The farmer was happy, because the soil on his farm was rich, and that year, the rainfall was good. Farmer Baloyi and Mama Rhandu were so excited about the harvest.	-
One day, when the time was right, Farmer Baloyi walked to his vegetable garden. 'It is time,' said Farmer Baloyi. 'I will harvest my vegetables.' Farmer Baloyi pulled out the potatoes. He pulled out the carrots. He pulled out the beetroots. But one beetroot would not come out! It was a very, very big beetroot. It was a giant beetroot!	I <b>visualise</b> Farmer Baloyi pulling out vegetable after vegetable, all day. I think he is already dirty and tired from all of his hard work!
Farmer Baloyi pulled and pulled and pulled. But the giant beetroot would not come out. 'I need help,' said the farmer. He called his wife, Mama Rhandu.	I <b>visualise</b> Farmer Baloyi shouting with frustration: 'Eish!'
Farmer Baloyi and Mama Rhandu pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out! 'We need help,' said Mama Rhandu. She called Nsovo, her son.	I <b>visualise</b> Farmer Baloyi and Mama Rhandu's loud noise as the pull: 'Urgh!'
Farmer Baloyi and Mama Rhandu and Nsovo pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out! 'We need help,' said Nsovo. He called their dog.	I <b>visualise</b> Nsovo shaking his head with frustration! They are all feeling frustrated that the beetroot isn't moving from the ground at all!

<p>One day, when the time was right, Farmer Baloyi walked to his vegetable garden. 'It is time,' said Farmer Baloyi. 'I will harvest my vegetables.'</p> <p>Farmer Baloyi pulled out the beetroots. He pulled out the beetrotes. He pulled out the carrots. He pulled out the beetroots. But one beetroot would not come out! It was a very, very giant beetroot. It was a giant beetroot!</p>	<p>I <b>visualise</b> Farmer Baloyi pulling out vegetable after vegetable, all day. I think he is already dirty and tired from all of his hard work!</p>
<p>Farmer Baloyi pulled and pulled and pulled. But the giant beetroot would not come out.</p> <p>'I need help,' said the farmer. He called his wife, Mama Rhandu.</p>	<p>I <b>visualise</b> Farmer Baloyi shouting with frustration: 'Eish!'</p>
<p>Farmer Baloyi and Mama Rhandu pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!</p> <p>'We need help,' said Mama Rhandu. She called Nsovo, her son.</p>	<p>I <b>visualise</b> Farmer Baloyi and Mama Rhandu's loud noise as the pull: 'Urgh!'</p>
<p>Farmer Baloyi lived on his beautiful farm in Venda, with his wife, Mama Rhandu. The farmer was happy, because the soil on his farm was rich, and that year, the rainfall was good. Farmer Baloyi and Mama Rhandu were so excited about the harvest.</p>	<p>--</p>
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!</p> <p>'We need help,' said the dog. He called the cat.</p>	<p>I <b>visualise</b> the dog growling with frustration as he pulls and pulls.</p>
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!</p> <p>'We need help,' said the cat. She called the mouse.</p>	<p>I <b>visualise</b> the family looking tired and frustrated. They are hurting and sweating, but the giant beetroot isn't even moving!</p>

Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat and the mouse pulled the giant beetroot. They pulled and pulled and pulled and pulled and P-U-U-L-L-E-D...	--
And out popped the giant beetroot! 'I did it!' shouted the mouse. 'I pulled out the giant beetroot!'	I can <b>visualise</b> the tiny mouse pulling out the giant beetroot on her own! What a funny thought!
That night, everyone on the farm had a feast of vegetables. As they ate, they joked and laughed about the giant beetroot and the strong mouse!	
<b>Follow up questions</b>	<b>Possible responses</b>
Why was Farmer Baloyi happy?	Because the soil on his farm was rich, and the rainfall was good.
How do you think the characters felt as they pulled the beetroot?	I think they felt...
<b>Why question</b>	<b>Possible responses</b>
Why is it funny to <b>visualise</b> a little mouse pulling out the giant beetroot?	<ul style="list-style-type: none"> <li>• Because the strong farmer couldn't pull it out.</li> <li>• Because two strong adults couldn't pull it out.</li> <li>• Because even Farmer Baloyi, Mama Rhandu, Nsovo, the dog, and the cat couldn't pull it out together! How could a tiny mouse do it alone?</li> <li>• Because the giant beetroot is much bigger than the tiny mouse!</li> </ul>

## WEEK 3: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I work well with...

**Modelling:**

1. Explain that today, learners will draw about **someone they work well with**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I work well with the other Grade 1 teacher. We plan together!
5. Use **modelling** to draw a picture of yourself and the other Grade 1 teacher.
6. **Use resources** to add a label, like: together, work, me
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: I work well with Mrs Sambo.
9. **Use resources**, like 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. Ask learners: Who do you work well with?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: I work well with
5. Explain that learners will now draw and write their own ideas!

**Writing:**

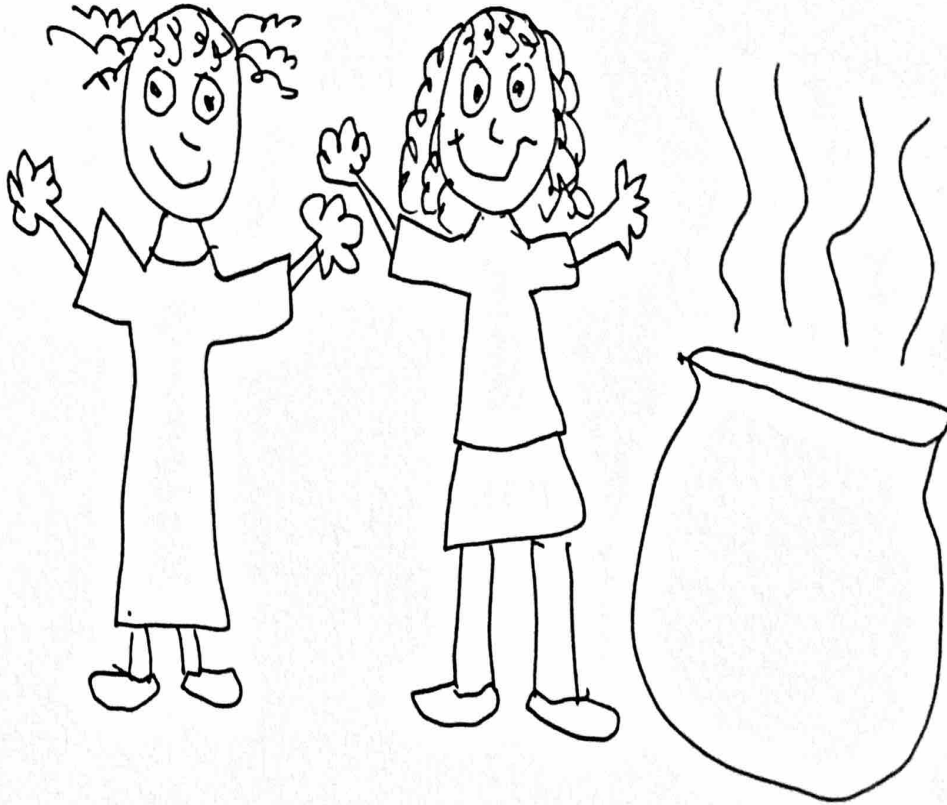
1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6.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

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



meMOM

I work well with

my mam.

WEEK 3: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	The more we work together, together, together	<i>Hook arms with the person next to you and swing side to side</i>
	The more we work together, the better it'll be!	<i>Hook arms with the person next to you and swing side to side</i>
	The more we help each other, each other, each other	<i>Hook arms with the person next to you and swing side to side</i>
	The more we help each other, the better it'll be!	<i>Hook arms with the person next to you and swing side to side</i>
THEME VOCABULARY	right, wrong, team, teamwork	
QUESTION OF THE DAY		
Question	<i>Remind learners that at the end of the story, the mouse says, 'I did it! I pulled out the giant beetroot!'</i> <b>Ask learners:</b> What do you think?	
Graph	2 COLUMN GRAPH	
Options	the mouse is right! / the mouse is wrong	
Follow-up questions		
<b>Question</b>	<b>How many learners think the mouse is right?</b>	
Answer	__ learners think the mouse is right.	
<b>Question</b>	<b>How many learners think the mouse is wrong?</b>	
Answer	__ learners think the mouse is wrong.	
<b>Question</b>	<b>What do more learners think?</b>	
Answer	More learners think __.	
<b>Question</b>	<b>What do fewer learners think?</b>	
Answer	Fewer learners think __.	
<b>Question</b>	<b>What do you think?</b>	
Answer	I think the mouse is right.	
Answer	I think the mouse is wrong.	

SENTENCE OF THE WEEK	
REVISE	help, here, please, dog, please, come, and, said, the
READ	'Please come here and help me,' said the dog

WEEK 3: FRIDAY: SHARED READING (15 MINUTES)		
TITLE	<u>The giant beetroot</u>	
ACTIVITY	<b>DRAMATISE</b>	
PURPOSE	To give learners a chance to act out what is happening in the story.	
<p><b>Getting ready:</b></p> <ul style="list-style-type: none"> <li>Choose a learner to be Farmer Baloyi, Mama Rhandu, Nsovo, the dog, the cat, and the mouse</li> <li>If possible, bring in some vegetables, like: beetroot, beetroot, beetroot, carrots</li> </ul>		
TEXT	TEACHER DOES / SAYS	LEARNERS DO
Farmer Baloyi lived on his beautiful farm in Venda, with his wife, Mama Rhandu. The farmer was happy, because the soil on his farm was rich, and that year, the rainfall was good. Farmer Baloyi and Mama Rhandu were so excited about the harvest.	<i>Ask learners: What is happening here?</i>	<i>Learners summarise what is happening on the page.</i>
One day, when the time was right, Farmer Baloyi walked to his vegetable garden. 'It is time,' said Farmer Baloyi. 'I will harvest my vegetables.' Farmer Baloyi pulled out the beetroots. He pulled out the beetrotes. He pulled out the carrots. He pulled out the beetroots. But one beetroot would not come out! It was a very, very giant beetroot. It was a giant beetroot!	<i>Call the learner who is Farmer Baloyi up to the front of the room.</i>	Farmer Baloyi says: 'It is time, I will harvest my vegetables.' <i>Farmer Baloyi pretends to pull out all of his vegetables.</i>

<p>Farmer Baloyi pulled and pulled and pulled. But the giant beetroot would not come out.</p> <p>'I need help,' said the farmer. He called his wife, Mama Rhandu.</p>	<p><i>Ask learners: What is happening here?</i></p>	<p><i>Learners summarise what is happening on the page! (Farmer Baloyi cannot pull out the giant beetroot!)</i></p> <p>Farmer Baloyi says: 'I need help!'</p>
<p>Farmer Baloyi and Mama Rhandu pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!</p> <p>'We need help,' said Mama Rhandu. She called Nsovo, her son.</p>	<p><i>Ask learners: Who must come next?</i></p> <p><i>Call Mama Rhandu up to the front of the room.</i></p>	<p><i>Learners answer: Mama Rhandu</i></p> <p><i>Mama Rhandu pulls on Farmer Baloyi.</i></p> <p>Mama Rhandu says: 'We need help!'</p>
<p>Farmer Baloyi and Mama Rhandu and Nsovo pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!</p> <p>'We need help,' said Nsovo. He called their dog.</p>	<p><i>Ask learners: Who must come next?</i></p> <p><i>Call Nsovo up to the front of the room.</i></p>	<p><i>Learners answer: Nsovo</i></p> <p><i>Nsovo pulls on Mama Rhandu.</i></p> <p>Nsovo says: 'We need help!'</p>
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!</p> <p>'We need help,' said the dog. He called the cat.</p>	<p><i>Ask learners: Who must come next?</i></p> <p><i>Call the dog up to the front of the room.</i></p>	<p><i>Learners answer: the dog</i></p> <p><i>The dog pulls on Nsovo</i></p> <p>The dog says: 'We need help!'</p>

<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat pulled the giant beetroot. They pulled and pulled and pulled and pulled. But the giant beetroot would not come out!</p> <p>'We need help,' said the cat. She called the mouse.</p>	<p><i>Ask learners: Who must come next?</i></p> <p><i>Call the cat up to the front of the room.</i></p>	<p><i>Learners answer: the cat</i></p> <p><i>The cat pulls on the dog.</i></p> <p>The cat says: 'We need help!'</p>
<p>Farmer Baloyi and Mama Rhandu and Nsovo and the dog and the cat and the mouse pulled the giant beetroot.</p> <p>They pulled and pulled and pulled and pulled and P-U-U-U-L-L-L-E-D...</p>	<p><i>Ask learners: Who must come next?</i></p> <p><i>Call the mouse up to the front of the room.</i></p>	<p><i>Learners answer: the mouse</i></p> <p><i>The mouse pulls on the cat.</i></p> <p><i>They pull and pull!</i></p>
<p>And out popped the giant beetroot!</p> <p>'I did it!' shouted the mouse. 'I pulled out the giant beetroot!'</p>	<p><i>Ask learners: What is happening here?</i></p>	<p><i>Learners summarise what is happening on the page. (The beetroot pops out!)</i></p> <p>The mouse says: 'I did it! I pulled out the giant beetroot!'</p>
<p>That night, everyone on the farm had a feast of vegetables. As they ate, the joked and laughed about the giant beetroot and the strong mouse!</p>	<p>--</p>	<p>--</p>

## WEEK 3: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/h/				
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>hot</b></li> <li>2. Segment the word into the individual sounds: <b>/h/ - /o/ - /t/</b></li> <li>3. Say the beginning sound of the word: <b>/h/</b></li> <li>4. Say the middle sound of the word: <b>/o/</b></li> <li>5. Say the end sound of the word: <b>/t/</b></li> <li>6. Write the word on the board: <b>hot</b></li> <li>7. Model pointing and blending the sounds to make a word: <b>/h/ - /o/ - /t/ = hot</b></li> <li>8. If you have time, repeat this with the word: <b>hop</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>hack</b></li> <li>2. Ask learners: What is the first sound in the word? <b>/h/</b></li> <li>3. Ask learners: What is the middle sound in the word? <b>/a/</b></li> <li>4. Ask learners: What is the last sound in the word? <b>/ck/</b></li> <li>5. Ask learners to segment the word into each individual sound: <b>/h/ - /a/ - /ck/</b></li> <li>6. Write the word: <b>hack</b></li> <li>7. Instruct learners to blend the sounds in the word with you: <b>/h/ - /a/ - /ck/ = hack</b></li> <li>8. If you have time, repeat this with the word: <b>hen</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>h words</b></li> <li>3. Instruct learners to write the numbers 1-4.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="555 1675 1161 1733"> <tr> <td><b>hen</b></td> <td><b>hit</b></td> <td><b>hop</b></td> <td><b>hack</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words.</li> <li>7. Instruct learners to practise reading the phonic words for <b>homework</b>.</li> <li>8. Instruct a few learners to stick the flashcard words up under existing word families or new word families on the word family wall.</li> </ol>	<b>hen</b>	<b>hit</b>	<b>hop</b>	<b>hack</b>
<b>hen</b>	<b>hit</b>	<b>hop</b>	<b>hack</b>		

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

## 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 1 - TERM 3



**THEME:**  
**WORKING TOGETHER**

'Teamwork makes dream work.'

— Unknown

## 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: 'before' and 'after' photos of a school or house that has been fixed up.
5. Do some research on the internet to prepare for the theme. For example: search for a song about working together and play it to your 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.

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 2: Fun, page 8
Activity 2	DBE Workbook 2: Word work, page 9
Activity 3	DBE Workbook 2: Let's write, page 9
Activity 4	Draw a picture of something you do to help your family at home.

TERM 3: WEEK 4	
OVERVIEW	
THEME	Working together
THEME VOCABULARY	mess, messy, messier, clean, job, problem, scrub, carpet, fix, broken, paint, wall, pile, papers, box, recycle, gather, idea, group, queue
PHONICS	/u/ - sun, bun, gun, bug, hug, dug
WRITING FRAME	My friends and I...
SIGHT WORDS	they, work, pull, beetroot
SENTENCE	They all work together to pull the beetroot!

TERM 3: WEEK 4	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>Rendani's fresh, clean classroom</i> .
SHOW	Show learners the picture of Rendani and all his best friends sitting by the flag. Remind learners that last week, we read about a family who worked together to pull their giant beetroot out of the ground. This week, we will read a story about friends who work together to get something important done!
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What do you think is easy about working with other people?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Ask learners: What do you think is hard (or difficult) about working with other people?</li> <li>• Discuss this with learners. Explain that when we work with others, we have to listen to other people's ideas. We have to work hard, but not do everything. Working together is something we must learn to be good at!</li> <li>• Explain that this week, we will continue talking about working together!</li> </ul>

WEEK 4: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	If we work together	<i>Put your arm around a friend</i>
	If we try our best	<i>Flex your muscles</i>
	We will get it done	<i>Throw your arms up and jump up in the air</i>
	And then we can rest!	<i>Pretend to relax</i>
THEME VOCABULARY	mess, messy, messier, clean	
QUESTION OF THE DAY		
Question	<i>Think about the inside of your school bag...</i> <b>Ask learners:</b> Is your school bag messy or clean?	
Graph	2 COLUMN GRAPH	
Options	messy / clean	
Follow-up questions		
<b>Question</b>	<b>How many learners have a messy school bag?</b>	
Answer	__ learners have a messy school bag.	
<b>Question</b>	<b>How many learners have a clean school bag?</b>	
Answer	__ learners have a clean school bag.	
<b>Question</b>	<b>Do more learners have a messy or clean school bag?</b>	
Answer	More learners have a __ school bag.	
<b>Question</b>	<b>Do fewer learners have a messy or clean school bag?</b>	
Answer	Fewer learners have a __ school bag.	
<b>Question</b>	<b>Is your school bag messy or clean?</b>	
Answer	My school bag is messy.	
Answer	My school bag is clean.	
SIGHT WORD OF THE DAY		
NEW	they	
REVISE	--	

WEEK 4: MONDAY: SHARED READING (10 MINUTES)	
TITLE	<u>Rendani's fresh, clean classroom</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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"> <li>1. Show learners the front cover of the story: <b>Rendani's fresh, clean classroom</b></li> <li>2. Read the title of the story.</li> <li>3. Ask learners: What do you think will happen in this story?</li> <li>4. Display the Big Book for learners to see. Make sure all learners can see the <b>pictures</b> in the book.</li> <li>5. Show learners the first picture.</li> <li>6. Ask learners: What do you think is happening here?</li> <li>7. Discuss the picture with learners.</li> <li>8. Ask learners: What do you think might happen next?</li> <li>9. Go through each picture in the book and ask learners these questions.</li> <li>10. When you get to the <b>last</b> picture, ask learners: How do you think this story will end?</li> <li>11. Thank learners for their predictions.</li> <li>12. Read through the story once.</li> </ol>	

## WEEK 4: MONDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUNDS	/e/ /ck/ /b/ /h/																
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: /e/ /ck/ /b/ /h/</li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> </ol> <p><b>REVIEW PAST WORDS</b></p> <ol style="list-style-type: none"> <li>Explain that you will sound out a word.</li> <li>Learners must listen carefully to the sounds and try to make out what the word is.</li> <li>Say the sounds: /h/ - /e/ - /ck/</li> <li>Ask learners: What word do those sounds make?</li> <li>Model blending the sounds to make a word: <b>/h/ - /e/ - /ck/ = heck</b></li> <li>Show the flashcard for the word: <b>heck</b>. Say the word clearly.</li> <li>Ask learners: Which word family does <b>heck</b> belong in?</li> <li>Explain that it belongs in the <b>-eck</b> word family.</li> <li>If you have time, repeat for the word: <b>bit (it belongs in the -it family)</b></li> </ol> <p><b>BUILD A WORD WITH PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Write these past sounds on the chalkboard: <b>/e/ /ck/ /b/ /h/ /a/ /i/ /o/ /g/ /d/ /m/</b></li> <li>Ask learners if they can use these sounds to build a word.</li> <li>As learners build words, write them on the chalkboard, in word families.</li> <li>Brainstorm other words on the chalkboard. Nonsense words are also acceptable.</li> </ol> <table border="1" data-bbox="555 1581 1161 1859"> <tbody> <tr> <td>hack</td> <td>bog</td> <td>bad</td> <td>bid</td> </tr> <tr> <td>mack</td> <td>hog</td> <td>dad</td> <td>did</td> </tr> <tr> <td>back</td> <td>dog</td> <td>mad</td> <td>mid</td> </tr> <tr> <td></td> <td>mog</td> <td>had</td> <td>hid</td> </tr> </tbody> </table>	hack	bog	bad	bid	mack	hog	dad	did	back	dog	mad	mid		mog	had	hid
hack	bog	bad	bid														
mack	hog	dad	did														
back	dog	mad	mid														
	mog	had	hid														

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

WEEK 4: TUESDAY: DAILY ACTIVITIES (15 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>If we work together</td> <td><i>Put your arm around a friend</i></td> </tr> <tr> <td>If we try our best</td> <td><i>Flex your muscles</i></td> </tr> <tr> <td>We will get it done</td> <td><i>Throw your arms up and jump up in the air</i></td> </tr> <tr> <td>And then we can rest!</td> <td><i>Pretend to relax</i></td> </tr> </tbody> </table>	Lyrics	Actions	If we work together	<i>Put your arm around a friend</i>	If we try our best	<i>Flex your muscles</i>	We will get it done	<i>Throw your arms up and jump up in the air</i>	And then we can rest!	<i>Pretend to relax</i>
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	If we work together	<i>Put your arm around a friend</i>									
	If we try our best	<i>Flex your muscles</i>									
	We will get it done	<i>Throw your arms up and jump up in the air</i>									
And then we can rest!	<i>Pretend to relax</i>										
THEME VOCABULARY	job, problem, scrub, carpet										
QUESTION OF THE DAY											
Question	<p><i>Instruct learners to think about their family at home. Our family at home is like a team! One of the ways families can work as a team is to keep a house clean. Often, different people in a family have a special job that they do to help make sure the house stays clean!</i></p> <p><b>Ask learners:</b> Do you have a special job to help keep your house clean?</p>										
Graph	2 COLUMN GRAPH										
Options	yes / no										
Follow-up questions											
Question	<b>How many learners have a special job?</b>										
Answer	__ learners have a special job.										
Question	<b>How many learners don't have a special job?</b>										
Answer	__ learners don't have a special job.										
Question	<b>Do more learners have a special job or not?</b>										
Answer	More learners have / don't have a special job.										
Question	<b>Do fewer learners have a special job or not?</b>										
Answer	Fewer learners have / don't have a special job.										
Question	<b>Do you have a special job to help keep your house clean?</b>										
Answer	Yes, I do.										
Answer	No, I don't.										



SIGHT WORD OF THE DAY	
NEW	work
REVISE	they

WEEK 4: TUESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Rendani's fresh, clean classroom</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Make evaluations</b>
PURPOSE	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.
Story	Think aloud: First Read
All of the learners in Rendani's class loved their teacher, Mrs Moleleki. One morning, Rendani arrived at school early. As he got to the classroom door, he heard Mrs Moleleki talking to the other Grade 1 teacher. 'I feel so tired,' Mrs Moleleki said, 'and my classroom is a mess! I just don't have the time or the money to fix it up! I want it to be nice because I love my learners, and I don't know what to do.' She sounded upset.	Let's <b>evaluate</b> the problem in the story: the problem is that Mrs Moleleki is upset about her classroom!
When class began, Rendani sat in his desk. He looked around the classroom. He saw that the classroom looked messier than usual! He saw that the paint was peeling off the walls. There were many broken desks. There were piles of books and papers everywhere. The reading carpet was dirty. He thought and thought about how he could help Mrs Moleleki.	Rendani must care about his teacher, because he really wants to help fix the problem!
At the beginning of break, all of Rendani's classmates waited in the queue for food. Rendani found his best friends and whispered in their ears, 'Let's meet by the flag when we have our food!'	Rendani tells all of his friends to meet up. I make the <b>evaluation</b> that the problem is too big for Rendani alone!

<p>When they had all gathered, Rendani told his friends all about what Mrs Moleleki had said. He told his friends about the peeling paint, the broken desks, the piles of books and papers, and the dirty carpet. ‘We need to help!’ Rendani said, sounding upset.</p>	<p>--</p>
<p>‘Well, my dad just painted our house! I remember he said there was some extra paint. I will be in charge of the walls.’ Anodiwa said.</p> <p>‘My mom built our kitchen table at home!’ Lufuno said. ‘Maybe she can help us fix the desks!’</p> <p>‘Well, I love to recycle! I will find boxes that we can use for books and papers!’ Tengisa said.</p> <p>‘My mom says I am the best cleaner,’ Fikani said. ‘I will scrub the carpet clean!’</p> <p>‘Let’s make it a surprise! My mom is friends with Principal Mavhungu. Maybe she can get the key and we can surprise Mrs Moleleki on Monday! I will be in charge of the key,’ Rendani said.</p>	<p>Rendani didn’t know what to do about the problem on his own. But now, he and his friends have so many good ideas! I make the <b>evaluation</b> that working with others can help you think of good ideas!</p>
<p>Rendani’s best friends and some of their parents worked all weekend.</p>	<p>--</p>
<p>Anodiwa and her father painted the walls with beautiful blue paint. The walls looked fresh and clean.</p> <p>Lufuno’s mother brought tools to school. Lufuno helped her mother fix and clean all the desks.</p> <p>Tengisa packed many boxes of paper and old books for recycling.</p> <p>Fikani scrubbed and scrubbed the carpet. It looked fresh and clean.</p> <p>Rendani helped anyone who needed an extra hand.</p>	<p>When I see all the hard work that Rendani and his friends do, I see that this problem was much too big for just one person to fix!</p>
<p>On Monday morning, Rendani, his best friends and their parents waited for Mrs Moleleki. As she opened the door, they all shouted, ‘Surprise!’</p>	<p>--</p>

Rendani saw tears in Mrs Moleleki's eyes as she looked around the fresh, clean, beautiful classroom.	Let's <b>evaluate</b> their work! When I look at the classroom, I can see that they had good ideas to fix their messy classroom for Mrs Moleleki.
Rendani's best friends and some of their parents worked all weekend.	--
<b>Follow up questions</b>	<b>Possible responses</b>
What does Rendani see that must be fixed?	He sees peeling paint, broken desks, piles of books and papers, and a dirty carpet.
Who helps Rendani?	Anodiwa, Lufuno, Tengisa, Fikani, and some of their parents!
<b>Why question</b>	<b>Possible responses</b>
Why do you think Rendani told his friends about the problem?	<ul style="list-style-type: none"> <li>• Because all of his friends love Mrs Moleleki.</li> <li>• Because he sees it is a big problem.</li> <li>• Because he can't think of how to fix the problem alone.</li> <li>• Because he needs his friends' help to think of a solution to the problem.</li> <li>• Because the problem is too big for one person to fix!</li> </ul>

## WEEK 4: TUESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	<b>/u/</b>
FLASHCARDS	<b>sun, bun, gun</b> <b>bug, hug, dug</b>
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/u/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/u/</b> is <u>different</u> in English and home language.</li> <li>4. Tell learners to try to find this letter written somewhere on the walls.</li> <li>5. Ask learners: Can you think of words that begin with <b>/u/</b>?</li> <li>6. Brainstorm words with learners, like: <b>umbrella, ugly, under</b></li> <li>7. Ask learners: Can you think of words that have <b>/u/</b> in the middle?</li> <li>8. Brainstorm words with learners, like: <b>fun, sun, duck, luck</b></li> <li>9. Tell learners that we do not have any words that end in <b>/u/</b></li> </ol>

ACTIVITY	<p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say each word loudly and clearly as you show the flashcard: <b>sun, bun, gun, bug, hug, dug</b></li> <li>2. Show each set of rhyming words to learners, as you say the words.</li> <li>3. Ask learners to repeat the rhyming words after you.</li> <li>4. Stick up the flashcards of the rhyming words on the Phonics Display Board.</li> </ol> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">sun</td> <td style="padding: 5px;">bug</td> </tr> <tr> <td style="padding: 5px;">bun</td> <td style="padding: 5px;">hug</td> </tr> <tr> <td style="padding: 5px;">gun</td> <td style="padding: 5px;">dug</td> </tr> </table>	sun	bug	bun	hug	gun	dug
sun	bug						
bun	hug						
gun	dug						

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

WEEK 4: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	If we work together	<i>Put your arm around a friend</i>
	If we try our best	<i>Flex your muscles</i>
	We will get it done	<i>Throw your arms up and jump up in the air</i>
	And then we can rest!	<i>Pretend to relax</i>
THEME VOCABULARY	fix, broken, paint, wall	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that in the story this week, Rendani's best friends work together to fix their messy classroom. They each have their own, special job to do! When we work as a team, we can make sure to think about what each person knows and is good – just like Rendani and his friends!</i></p> <p><b>Ask learners:</b> What special job would you like to have?</p>	
Graph	3 COLUMN GRAPH	
Options	fixing broken desks / painting the walls / scrubbing the carpet	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would like to fix broken desks?</b>	
Answer	__ learners would like to fix broken desks.	
<b>Question</b>	<b>How many learners would like to paint the walls?</b>	
Answer	__ learners would like to paint the walls.	
<b>Question</b>	<b>How many learners would like to scrub the carpet?</b>	
Answer	__ learners would like to scrub the carpet.	
<b>Question</b>	<b>What special job would most learners like to have?</b>	
Answer	Most learners would like to __.	
<b>Question</b>	<b>What special job would fewest learners like to have?</b>	
Answer	Fewest learners would like to __.	

<b>Question</b>	<b>What special job would you like to have?</b>
Answer	I would like to fix broken desks.
Answer	I would like to paint the walls.
Answer	I would like to scrub the carpet.
<b>SIGHT WORD OF THE DAY</b>	
NEW	pull
REVISE	they, work

**WEEK 4: WEDNESDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Rendani's fresh, clean classroom</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS**

**Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Rendani hears his teacher talk about how sad she is about the messy classroom. Rendani wants to help!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: messy.

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: together, work, fix

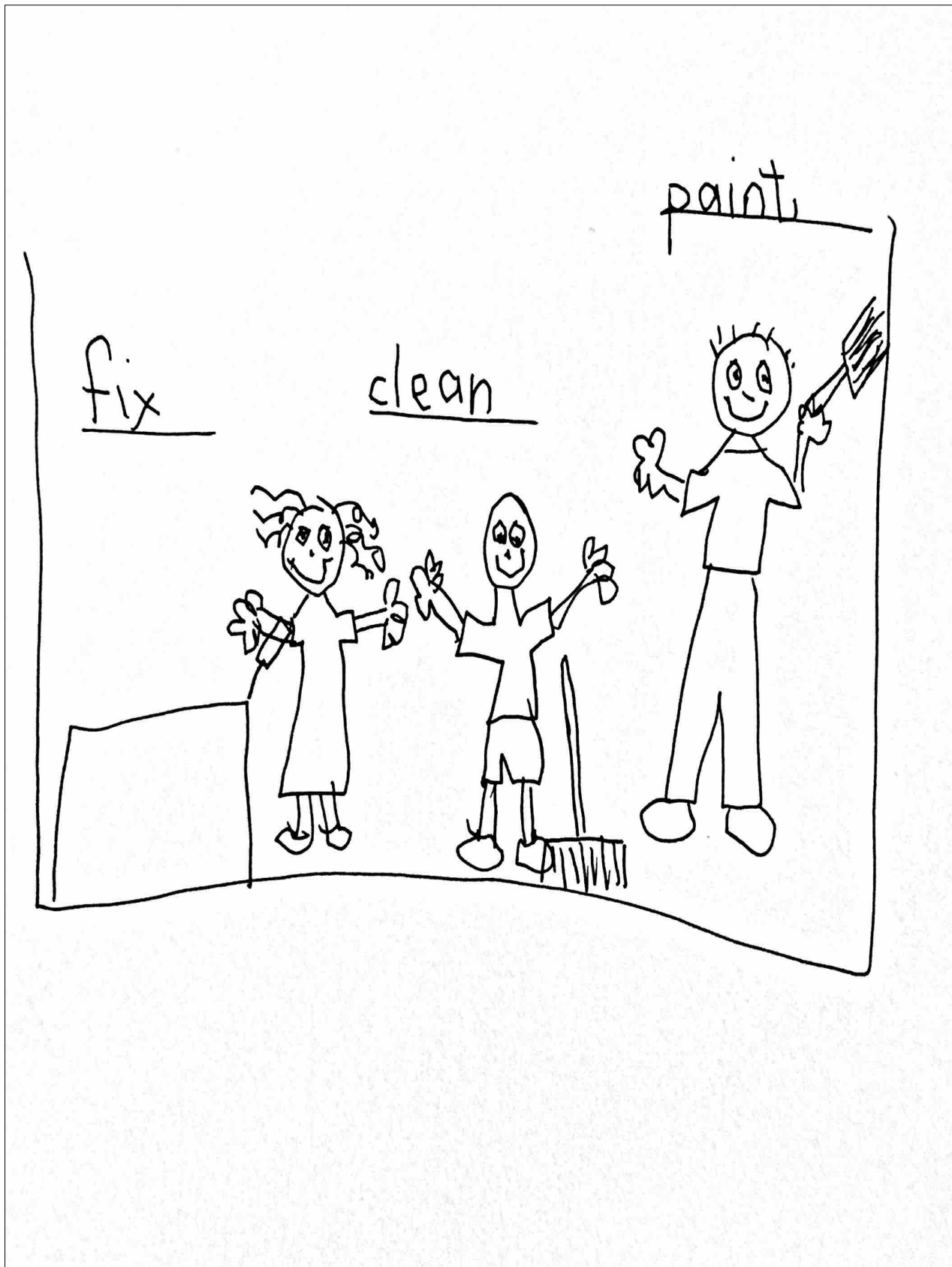
**Writing:**

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.*



## WEEK 4: WEDNESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/h/ /u/
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds <b>/h/</b> and <b>/u/</b></li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is <b>/h/</b> or <b>/u/</b></li> <li>5. If learners think you said <b>/h/</b>, they must hold up 1 finger.</li> <li>6. If learners think you said <b>/u/</b>, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either <b>/h/</b> or <b>/u/</b>).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	



WEEK 4: THURSDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	If we work together	<i>Put your arm around a friend</i>
	If we try our best	<i>Flex your muscles</i>
	We will get it done	<i>Throw your arms up and jump up in the air</i>
	And then we can rest!	<i>Pretend to relax</i>
THEME VOCABULARY	pile, papers, box, recycle	
QUESTION OF THE DAY		
Question	What do you think is the biggest problem in Rendani's classroom?	
Graph	3 COLUMN GRAPH	
Options	piles of papers / a dirty carpet / broken desks	
Follow-up questions		
<b>Question</b>	<b>How many learners think the biggest problem is piles of paper?</b>	
Answer	__ learners think the biggest problem is piles of paper.	
<b>Question</b>	<b>How many learners think the biggest problem is a dirty carpet?</b>	
Answer	__ learners think the biggest problem is a dirty carpet.	
<b>Question</b>	<b>How many learners think the biggest problem is broken desks?</b>	
Answer	__ learners think the biggest problem is broken desks.	
<b>Question</b>	<b>What do most learners think is the biggest problem?</b>	
Answer	Most learners think the biggest problem is __.	
<b>Question</b>	<b>What do fewest learners think is the biggest problem?</b>	
Answer	Fewest learners think the biggest problem is __.	
<b>Question</b>	<b>What do you think is the biggest problem in Rendani's classroom?</b>	
Answer	I think piles of paper is the biggest classroom.	
Answer	I think a dirty carpet is the biggest problem.	
Answer	I think broken desks is the biggest problem.	

SIGHT WORD OF THE DAY	
NEW	beetroot
REVISE	they, work, pull

WEEK 4: THURSDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Rendani's fresh, clean classroom</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make evaluations</b>
PURPOSE	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.
Story	Think aloud: Second Read
All of the learners in Rendani's class loved their teacher, Mrs Moleleki. One morning, Rendani arrived at school early. As he got to the classroom door, he heard Mrs Moleleki talking to the other Grade 1 teacher. 'I feel so tired,' Mrs Moleleki said, 'and my classroom is a mess! I just don't have the time or the money to fix it up! I want it to be nice because I love my learners, and I don't know what to do.' She sounded upset.	Rendani learns there is a problem! The teacher who he loves is upset!
When class began, Rendani sat in his desk. He looked around the classroom. He saw that the classroom looked messier than usual! He saw that the paint was peeling off the walls. There were many broken desks. There were piles of books and papers everywhere. The reading carpet was dirty. He thought and thought about how he could help Mrs Moleleki.	When Rendani get to class, he <b>evaluates</b> the problem. He sees that the classroom is a big mess. Rendani wants to help fix the problem!

<p>At the beginning of break, all of Rendani's classmates waited in the queue for food. Rendani found his best friends and whispered in their ears, 'Let's meet by the flag when we have our food!'</p>	<p>Rendani has <b>evaluated</b> the problem. He sees there is a lot of work to be done in the classroom! He must see that he needs help he can't fix the problem alone!</p>
<p>When they had all gathered, Rendani told his friends all about what Mrs Moleleki had said. He told his friends about the peeling paint, the broken desks, the piles of books and papers, and the dirty carpet. 'We need to help!' Rendani said, sounding upset.</p>	<p>Rendani feels upset as he tells his friends about the problem. He must really want to help his teacher who he loves.</p>
<p>'Well, my dad just painted our house! I remember he said there was some extra paint. I will be in charge of the walls.' Anodiwa said. 'My mom built our kitchen table at home!' Lufuno said. 'Maybe she can help us fix the desks!' 'Well, I love to recycle! I will find boxes that we can use for books and papers!' Tengisa said. 'My mom says I am the best cleaner,' Fikani said. 'I will scrub the carpet clean!' 'Let's make it a surprise! My mom is friends with Principal Mavhungu. Maybe she can get the key and we can surprise Mrs Moleleki on Monday! I will be in charge of the key,' Rendani said. Rendani's best friends and some of their parents worked all weekend.</p>	<p>Rendani's friends think of so many smart ideas for fixing the problem! I make the <b>evaluation</b> that they are a good team, because they each know exactly what they will do to help!</p>
<p>Anodiwa and her father painted the walls with beautiful blue paint. The walls looked fresh and clean. Lufuno's mother brought tools to school. Lufuno helped her mother fix and clean all the desks. Tengisa packed many boxes of paper and old books for recycling. Fikani scrubbed and scrubbed the carpet. It looked fresh and clean. Rendani helped anyone who needed an extra hand.</p>	<p>Everyone works so hard together! I make the <b>evaluation</b> that Rendani and his friends are a good team, because they all have their own special job!</p>

On Monday morning, Rendani, his best friends and their parents waited for Mrs Moleleki. As she opened the door, they all shouted, 'Surprise!'	--
Rendani saw tears in Mrs Moleleki's eyes as she looked around the fresh, clean, beautiful classroom.	Look at the classroom! I make the <b>evaluation</b> that their ideas to fix the messy classroom really worked, because the classroom looks so nice!
<b>Follow up questions</b>	<b>Possible responses</b>
What is the problem in the story?	The classroom is messy and Mrs Moleleki is upset because she can't fix it!
How is the problem fixed in the story?	All the learners work together to fix up the classroom.
<b>Why question</b>	<b>Possible responses</b>
Do you think Rendani and his friends did a good job of fixing the problem? Why or why not?	<ul style="list-style-type: none"> <li>• I think they did a good job because they each worked on a different part of the problem.</li> <li>• I think they did a good job because they worked as a team.</li> <li>• I think they did a good job because the classroom looks much better at the end.</li> <li>• I think they did a good job because their teacher is so happy at the end of the story.</li> </ul>

## WEEK 4: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

My friends and I...

**Modelling:**

1. Explain that today, learners will draw about **a time they worked together with their friends.**
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write.**
4. Tell learners your idea, like: I worked with my friends to plan a trip. We each planned part of the trip and then we all went on the trip together.
5. Use **modelling** to draw a picture of yourself on a trip with your friends.
6. **Use resources** to add a label, like: together, friends, me
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: My friends and I planned a trip together.
9. **Use resources**, like 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. Ask learners: When did you work with your friends? What did you do together?
2. Instruct learners to **think before they write.**
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: My friends and I...
5. Explain that learners will now 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 **tell you about their drawing.**
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. 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 writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*

friends



party

teacher

My friends and I planned

a party together.

WEEK 4: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	If we work together	<i>Put your arm around a friend</i>
	If we try our best	<i>Flex your muscles</i>
	We will get it done	<i>Throw your arms up and jump up in the air</i>
	And then we can rest!	<i>Pretend to relax</i>
THEME VOCABULARY	gather, idea, group, queue	
QUESTION OF THE DAY		
Question	Do you think Rendani could've fixed the messy classroom alone?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
<b>Question</b>	<b>How many learners think Rendani could've fixed it alone?</b>	
Answer	__ learners think Rendani could've fixed it alone.	
<b>Question</b>	<b>How many learners think Rendani couldn't have fixed it alone?</b>	
Answer	__ learners think Rendani couldn't have fixed it alone.	
<b>Question</b>	<b>Do more learners think Rendani could've fixed it alone or not?</b>	
Answer	More learners think Rendani could've / couldn't have fixed it alone.	
<b>Question</b>	<b>Do fewer learners think Rendani could've fixed it alone or not?</b>	
Answer	Fewer learners think Rendani could've / couldn't have fixed it alone.	
<b>Question</b>	<b>Do you think Rendani could've fixed the messy classroom alone?</b>	
Answer	Yes, I do think he could've fixed the messy classroom alone.	
Answer	No, I don't think he could've fixed the messy classroom alone.	
SENTENCE OF THE WEEK		
REVISE	they, work, pull, beetroot, all, together, to, the	
READ	They all work together to pull the beetroot!	

## WEEK 4: FRIDAY: SHARED READING (15 MINUTES)

TITLE	<u>Rendani's fresh, clean classroom</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
<b>INSTRUCTIONS</b>	
<ol style="list-style-type: none"> <li>1. Explain that today, learners will give a <b>recount</b> of one thing they liked in the story. This means they will say one thing they liked.</li> <li>2. Use <b>modelling</b> to show learners how to give a short recount of the story, like: I liked how all of Rendani's friends worked together.</li> <li>3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.</li> <li>4. Instruct learners to think about 1-2 things they liked about the story.</li> <li>5. Instruct learners to <b>turn and talk</b> and share their recount with a partner.</li> <li>6. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form a short sentence.</li> <li>7. Explain and correct any common problems.</li> </ol>	

## WEEK 4: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	<b>/u/</b>
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>sun</b></li> <li>2. Segment the word into the individual sounds: <b>/s/ - /u/ - /n/</b></li> <li>3. Say the beginning sound of the word: <b>/s/</b></li> <li>4. Say the middle sound of the word: <b>/u/</b></li> <li>5. Say the end sound of the word: <b>/n/</b></li> <li>6. Write the word on the board: <b>sun</b></li> <li>7. Model pointing and blending the sounds to make a word: <b>/s/ - /u/ - /n/ = sun</b></li> <li>8. If you have time, repeat this with the word: <b>gun</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>dug</b></li> <li>2. Ask learners: What is the first sound in the word? <b>/d/</b></li> <li>3. Ask learners: What is the middle sound in the word? <b>/u/</b></li> <li>4. Ask learners: What is the last sound in the word? <b>/g/</b></li> <li>5. Ask learners to segment the word into each individual sound: <b>/d/ - /u/ - /g/</b></li> <li>6. Write the word: <b>dug</b></li> </ol>



7. Instruct learners to blend the sounds in the word with you:  
**/d/ - /u/ - /g/ = dug**
8. If you have time, repeat this with the word: **hug**

#### SEGMENTING AND BLENDING (YOU DO)

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **u words**
3. Instruct learners to write the numbers 1-4.
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.

<b>bun</b>	<b>dug</b>	<b>sun</b>	<b>hug</b>
------------	------------	------------	------------

6. Uncover the Phonics Display Board. Instruct learners to check their words.
7. Instruct learners to practise reading the phonic words for **homework**.
8. Instruct a few learners to stick the flashcard words up under existing word families or new word families on the word family wall.

#### ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND

WORDS

ACTIVITY

## 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 1 - TERM 3

WEEK  
5

**THEME:**  
**ALL ABOUT CLOTHES**

'Clothes mean nothing until someone lives in them.'

— Marc Jacobs

## 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: pictures of clothing that is worn in different seasons.
5. Do some research on the internet to prepare for the theme. For example: the coldest places in the world, and what people wear to stay warm.
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 2: Let's write, page 10
Activity 2	DBE Workbook 2: Let's do, page 11
Activity 3	DBE Workbook 2: Let's talk, page 12
Activity 4	Draw a picture of your favourite clothes

TERM 3: WEEK 5	
OVERVIEW	
THEME	All about clothes
THEME VOCABULARY	clothing, blue, red, purple, wear, boots, orange, green, dress, pants, skirt, uniform, jersey, shirt, cold, warm, rain, puddle, wet, dry
PHONICS	/r/ - rat, rip, rag, rock, rub, red
WRITING FRAME	I love to wear...
SIGHT WORDS	up, down, boots, in
SENTENCE	I jump up and down in my new boots!

TERM 3: WEEK 5	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>Kenewang's new boots</i> .
SHOW	Show learners the picture of Kenewang carrying her new boots to school.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What is your favourite clothing to wear?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that we wear clothes every day. We all like different things!</li> <li>• Explain that this week, we will be learning all about the clothing we wear!</li> </ul>

WEEK 5: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
<b>GREETING</b>	<b>Greet the learners in English.</b>	
SONG / RHYME <i>(Change white shirt with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)</i>	<b>Lyrics</b>	<b>Actions</b>
	Children with a white shirt Children with a white shirt	--
	Please stand up Please stand up	<i>Stand</i>
	Clap your hands and turn around Clap your hands and turn around	<i>Clap your hands and turn around</i>
	Then sit down Then sit down	<i>Sit down</i>
THEME VOCABULARY	clothing, blue, red, purple	
<b>QUESTION OF THE DAY</b>		
Question	Which colour clothing do you like?	
Graph	3 COLUMN GRAPH	
Options	blue / red / purple	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners like blue clothing?</b>	
Answer	__ learners like blue clothing.	
<b>Question</b>	<b>How many learners like red clothing?</b>	
Answer	__ learners like red clothing.	
<b>Question</b>	<b>How many learners like purple clothing?</b>	
Answer	__ learners like purple clothing.	
<b>Question</b>	<b>Which colour clothing do most learners like?</b>	
Answer	Most learners like __ clothing.	
<b>Question</b>	<b>Which colour clothing do fewest learners like?</b>	
Answer	Fewest learners like __ clothing.	

<b>Question</b>	<b>Which colour clothing do you like?</b>
Answer	I like blue clothing.
Answer	I like red clothing.
Answer	I like purple clothing.
<b>SIGHT WORD OF THE DAY</b>	
NEW	up

### WEEK 5: MONDAY: SHARED READING (10 MINUTES)

TITLE	<u>Kenewang's new boots</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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

1. Show learners the front cover of the story: **Kenewang's new boots**
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.

## WEEK 5: MONDAY: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUNDS	/ck/ /b/ /h/ /u/																
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: /ck/ /b/ /h/ /u/</li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> </ol> <p><b>REVIEW PAST WORDS</b></p> <ol style="list-style-type: none"> <li>Explain that you will sound out a word.</li> <li>Learners must listen carefully to the sounds and try to make out what the word is.</li> <li>Say the sounds: /b/ - /u/ - /ck/</li> <li>Ask learners: What word do those sounds <b>make</b>?</li> <li>Model blending the sounds to make a word: <b>/b/ - /u/ - /ck/ = buck</b></li> <li>Show the flashcard for the word: <b>buck</b>. Say the word clearly.</li> <li>Ask learners: Which word family does <b>buck</b> belong in?</li> <li>Explain that it belongs in the <b>-uck</b> word family.</li> <li>If you have time, repeat for the word: <b>hug (it belongs to the -ug family)</b></li> </ol> <p><b>BUILD A WORD WITH PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Write these past sounds on the chalkboard: <b>/ck/ /b/ /h/ /u/ /k/ /c/ /e/ /g/ /d/ /n/</b></li> <li>Ask learners if they can use these sounds to build a word.</li> <li>As learners build words, write them on the chalkboard, in word families.</li> <li>Brainstorm other words on the chalkboard. Nonsense words are also acceptable.</li> </ol> <table border="1" data-bbox="555 1581 1161 1859"> <tbody> <tr> <td><b>cub</b></td> <td><b>beck</b></td> <td><b>hug</b></td> <td><b>duck</b></td> </tr> <tr> <td><b>hub</b></td> <td><b>deck</b></td> <td><b>bug</b></td> <td><b>buck</b></td> </tr> <tr> <td><b>dub</b></td> <td><b>heck</b></td> <td><b>nug</b></td> <td><b>guck</b></td> </tr> <tr> <td></td> <td><b>neck</b></td> <td><b>dug</b></td> <td><b>nuck</b></td> </tr> </tbody> </table>	<b>cub</b>	<b>beck</b>	<b>hug</b>	<b>duck</b>	<b>hub</b>	<b>deck</b>	<b>bug</b>	<b>buck</b>	<b>dub</b>	<b>heck</b>	<b>nug</b>	<b>guck</b>		<b>neck</b>	<b>dug</b>	<b>nuck</b>
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	<b>neck</b>	<b>dug</b>	<b>nuck</b>														



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

WEEK 5: TUESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Change white shirt with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)	<b>Lyrics</b>	<b>Actions</b>
	Children with a white shirt Children with a white shirt	--
	Please stand up Please stand up	<i>Stand</i>
	Clap your hands and turn around Clap your hands and turn around	<i>Clap your hands and turn around</i>
	Then sit down Then sit down	<i>Sit down</i>
THEME VOCABULARY	wear, boots, orange, green	
QUESTION OF THE DAY		
Question	Which colour boots do you want to wear?	
Graph	3 COLUMN GRAPH	
Options	green / purple / orange	
Follow-up questions		
<b>Question</b>	<b>How many learners want to wear green boots?</b>	
Answer	__ learners want to wear green boots.	
<b>Question</b>	<b>How many learners want to wear purple boots?</b>	
Answer	__ learners want to wear purple boots.	
<b>Question</b>	<b>How many learners want to wear orange boots?</b>	
Answer	__ learners want to wear orange boots.	
<b>Question</b>	<b>Which colour boots do most learners want to wear?</b>	
Answer	Most learners want to wear __.	
<b>Question</b>	<b>Which colour boots do fewest learners want to wear?</b>	
Answer	Fewest learners want to wear __.	
<b>Question</b>	<b>Which colour boots do you want to wear?</b>	
Answer	I want to wear green boots.	
Answer	I want to wear purple boots.	

Answer	I want to wear orange boots.
<b>SIGHT WORD OF THE DAY</b>	
NEW	down
REVISE	up

<b>WEEK 5: TUESDAY: SHARED READING (15 MINUTES)</b>	
TITLE	<u>Kenewang's new boots</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Make connections</b>
PURPOSE	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!
Story	Understanding the story (First Read)
Kenewang loved her new green and purple rain boots.	I love to get new clothing – especially shoes and boots!
On Monday morning Kenewang asked her mother, 'Please can I wear my new boots to school today?' Her mother said, 'No, Kenewang. You must only wear your boots when it rains!' So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.	I can make a <b>connection</b> . I always feel excited when I get new clothing! I want to wear it right away!
On Tuesday morning Kenewang asked her mother, 'Please can I wear my new boots to school today?' Her mother said, 'No, Kenewang. I said you must only wear your boots when it rains!' So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.	That's <b>just like</b> me! I don't like waiting to wear new clothes!
On Wednesday morning Kenewang asked her mother, 'Please, please can I wear my new boots today?' Her mother said, 'No, Kenewang! I already told you – you must only wear your boots when it rains!'	I can make a <b>connection</b> ! If I had to wait days and days to wear news boots, I would feel frustrated!

So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.	
On Thursday morning Kenewang asked her mother, 'Please, please, please can I wear my new boots today?' Her mother stamped her foot. 'No, Kenewang. I have already told you many times! You must only wear your boots when it rains.' So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.	Kenewang is getting more and more excited to wear her boots! I would really want to wear my new boots too! If <b>I were her</b> , I would feel upset that I had to wait so long!
After break on Thursday, the teacher said, 'It's raining!' Kenewang heard the rain on the roof. Kenewang saw the raindrops on the windows. 'The rain is here! Now I can wear my new boots!' she shouted happily.	--
Kenewang took off her school shoes. Then she put on her beautiful new green and purple boots. At last! Kenewang smiled all the way home in the rain!	I can make a <b>connection</b> ! I feel so happy when I wear new shoes for the first time!
<b>Follow up questions</b>	<b>Possible responses</b>
What colour are Kenewang's new boots?	Her new boots are green and purple.
When must Kenewang wear her boots?	She must only wear her boots when it rains.
<b>Why question</b>	<b>Possible answers</b>
Can you make a <b>connection</b> ? How would you feel if you were Kenewang waiting for rain?	<ul style="list-style-type: none"> <li>• I think I would feel...</li> <li>• If I had to wait to wear new shoes, I would feel...</li> </ul>

## WEEK 5: TUESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/r/						
FLASHCARDS	rat, rip, rag, rock, rub, red						
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: /r/</li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for /r/ is <u>different</u> in English and home language.</li> <li>4. Tell learners to try to find this letter written somewhere on the walls.</li> <li>5. Ask learners: Can you think of words that begin with /r/?</li> <li>6. Brainstorm words with learners, like: <b>run, rat, red, rose, rand</b></li> <li>7. Ask learners: Can you think of words that end in /r/?</li> <li>8. Brainstorm words with learners, like: <b>fur, were (remember, this is about the sound, not the spelling)</b></li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say each word loudly and clearly as you show the flashcard: <b>rat, rip, rag, rock, rub, red</b></li> <li>2. Show each word to learners, as you say the word.</li> <li>3. Ask learners to repeat the words after you.</li> <li>4. Stick up the flashcards of the words on the Phonics Display Board.</li> </ol> <table border="1" data-bbox="539 1196 842 1406"> <tr> <td>rat</td> <td>rock</td> </tr> <tr> <td>rip</td> <td>rub</td> </tr> <tr> <td>rag</td> <td>red</td> </tr> </table>	rat	rock	rip	rub	rag	red
rat	rock						
rip	rub						
rag	red						

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

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Change white shirt with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)	<b>Lyrics</b>	<b>Actions</b>
	Children with a white shirt Children with a white shirt	--
	Please stand up Please stand up	<i>Stand</i>
	Clap your hands and turn around Clap your hands and turn around	<i>Clap your hands and turn around</i>
	Then sit down Then sit down	<i>Sit down</i>
THEME VOCABULARY	dress, pants, skirt, uniform	
<b>QUESTION OF THE DAY</b>		
Question	What kind of uniform do you wear to school?	
Graph	3 COLUMN GRAPH	
Options	dress / pants / skirt	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners wear a dress to school?</b>	
Answer	__ learners wear a dress to school.	
<b>Question</b>	<b>How many learners wear pants to school?</b>	
Answer	__ learners wear pants to school.	
<b>Question</b>	<b>How many learners wear a skirt to school?</b>	
Answer	__ learners wear a skirt to school.	
<b>Question</b>	<b>What do most learners wear to school?</b>	
Answer	Most learners wear __ to school.	
<b>Question</b>	<b>What do fewest learners wear to school?</b>	
Answer	Fewest learners wear __ to school.	
<b>Question</b>	<b>What do you wear to school?</b>	
Answer	I wear a dress to school.	
Answer	I wear pants to school.	

Answer	I wear a skirt to school.
<b>SIGHT WORD OF THE DAY</b>	
NEW	boots
REVISE	up, down

WEEK 5: WEDNESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Kenewang's new boots</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.
INSTRUCTIONS	
<p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will draw a picture of something important that happens in the story.</li> <li>2. Use <b>modelling</b> to <b>think before you write</b>.</li> <li>3. Use <b>modelling</b> to <b>summarise</b> the story, like: Kenewang finally gets to wear her new boots when it rains!</li> <li>4. Use <b>modelling</b> to draw a picture of your summary.</li> <li>5. Use <b>modelling</b> to add a label to your drawing, like: boots.</li> </ol> <p><b>Oral Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they must think about something important that happens in the story.</li> <li>2. If needed, support learners by showing the pictures in the Big Book.</li> <li>3. Remind learners that we <b>think before we write</b>.</li> <li>4. Instruct learners to <b>turn and talk</b> and share their ideas with a partner.</li> <li>5. Call on 2-3 learners to tell you their summary of the story (<i>learners can point to a picture that shows something important happening if they cannot yet use oral language.</i>)</li> <li>6. Explain that learners can try to add a label, like: rain, boots.</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. <b>Hand out learner books.</b></li> <li>2. As learners write, walk around the room and complete <b>mini conferences</b>.</li> <li>3. Ask learners to tell you about their drawings.</li> <li>4. Help learners to add a label.</li> <li>5. Encourage learners!</li> </ol>	



**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.



WEEK 5: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)	
SOUND	/u/ /r/
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds /u/ and /r/</li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is /u/ or /r/</li> <li>5. If learners think you said /u/, they must hold up 1 finger.</li> <li>6. If learners think you said /r/, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either /u/ or /r/).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

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

WEEK 5: THURSDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Change white shirt with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)</i>	<b>Lyrics</b>	<b>Actions</b>
	Children with a white shirt Children with a white shirt	--
	Please stand up Please stand up	<i>Stand</i>
	Clap your hands and turn around Clap your hands and turn around	<i>Clap your hands and turn around</i>
	Then sit down Then sit down	<i>Sit down</i>
THEME VOCABULARY	jersey, shirt, cold, warm	
QUESTION OF THE DAY		
Question	Are you wearing a jersey to school today?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
<b>Question</b>	<b>How many learners are wearing a jersey to school today?</b>	
Answer	__ learners are wearing a jersey to school today.	
<b>Question</b>	<b>How many learners are not wearing a jersey to school today?</b>	
Answer	__ learners are not wearing a jersey to school today.	
<b>Question</b>	<b>Are more learners wearing a jersey to school today or not?</b>	
Answer	More learners are / are not wearing a jersey to school today.	
<b>Question</b>	<b>Are fewer learners wearing a jersey to school today or not?</b>	
Answer	Fewer learners are / are not wearing a jersey to school today.	
<b>Question</b>	<b>Are you wearing a jersey to school today?</b>	
Answer	Yes, I am wearing a jersey to school today.	
Answer	No, I am not wearing a jersey to school today.	

SIGHT WORD OF THE DAY	
NEW	in
REVISE	up, down, boots

WEEK 5: THURSDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Kenewang's new boots</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make connections</b>
PURPOSE	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!
Story	Think aloud (Second Read)
Kenewang loved her new green and purple rain boots.	--
On Monday morning Kenewang asked her mother, 'Please can I wear my new boots to school today?' Her mother said, 'No, Kenewang. You must only wear your boots when it rains!' So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.	I can make a <b>connection!</b> I bought my son a new warm hat. I wanted him to wait to wear it until it was cold so that it would last all winter!
On Tuesday morning Kenewang asked her mother, 'Please can I wear my new boots to school today?' Her mother said, 'No, Kenewang. I said you must only wear your boots when it rains!' So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.	That's <b>just like</b> my son! When he saw his new hat, he wanted to wear it before it was cold! I told him he has to wait.
On Wednesday morning Kenewang asked her mother, 'Please, please can I wear my new boots today?' Her mother said, 'No, Kenewang!	I can make a <b>connection!</b> My son was so excited about his new hat at he kept asking and asking. I felt frustrated that I said the same thing again and again!

<p>I already told you – you must only wear your boots when it rains!’ So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.</p>	
<p>On Thursday morning Kenewang asked her mother, ‘Please, please, please can I wear my new boots today?’ Her mother stamped her foot. ‘No, Kenewang. I have already told you many times! You must only wear your boots when it rains.’ So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.</p>	<p>That’s <b>just like</b> how I got frustrated that I had to say the same thing to my son again and again!</p>
<p>After break on Thursday, the teacher said, ‘It’s raining!’ Kenewang heard the rain on the roof. Kenewang saw the raindrops on the windows. ‘The rain is here! Now I can wear my new boots!’ she shouted happily.</p>	<p>That <b>reminds</b> me of how my son felt so excited the first time it was cold because then he could wear his new hat!</p>
<p>Kenewang took off her school shoes. Then she put on her beautiful new green and purple boots. At last! Kenewang smiled all the way home in the rain!</p>	<p>--</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>How do you think Kenewang’s mother feels in the story?</p>	<p>I think she must feel...</p>
<p>How does Kenewang feel when she sees the rain?</p>	<p>She feels happy!</p>
<p><b>Why question</b></p>	<p><b>Possible answers</b></p>
<p>Why does Kenewang’s mother get frustrated?</p>	<ul style="list-style-type: none"> <li>• Because she wants Kenewang to save her boots for the rain.</li> <li>• Because Kenewang asks her the same thing again and again.</li> <li>• Because she says Kenewang must wait for rain, but Kenewang asks every day!</li> </ul>

## WEEK 5: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I love to wear...

**Modelling:**

1. Explain that today, learners will draw about **something they love to wear**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I love to wear clothing that keeps me warm. I love my purple jersey!
5. Use **modelling** to draw a picture of yourself wearing your purple jersey.
6. **Use resources** to add a label, like: me, jersey, warm
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: I love to wear my purple jersey.
9. **Use resources**, like 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. Ask learners: What do you love to wear?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: I love to wear...
5. Explain that learners will now 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 **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. 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 writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



I love to wear my  
pretty dress.

WEEK 5: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Change white shirt with any other colour and type of clothing, like: grey pants, white socks, black shoes, etc.)	<b>Lyrics</b>	<b>Actions</b>
	Children with a white shirt Children with a white shirt	--
	Please stand up Please stand up	<i>Stand</i>
	Clap your hands and turn around Clap your hands and turn around	<i>Clap your hands and turn around</i>
	Then sit down Then sit down	<i>Sit down</i>
THEME VOCABULARY	rain, puddle, wet, dry	
QUESTION OF THE DAY		
Question	Why do you think Kenewang likes her new rain boots?	
Graph	3 COLUMN GRAPH	
Options	they keep her feet dry / she can play in the puddles / they look beautiful	
Follow-up questions		
<b>Question</b>	<b>How many learners think it's because they keep her feet dry?</b>	
Answer	__ learners think it's because they keep her feet dry.	
<b>Question</b>	<b>How many learners think it's because she can play in the puddles?</b>	
Answer	__ learners think it's because she can play in the puddles.	
<b>Question</b>	<b>How many learners think it's because they look beautiful?</b>	
Answer	__ learners think it's because they look beautiful.	
<b>Question</b>	<b>Why do most learners think Kenewang likes her new rain boots?</b>	
Answer	Most learners think it's because __.	
<b>Question</b>	<b>Why do fewest learners think Kenewang likes her new rain boots?</b>	
Answer	Fewest learners think it's because __.	
<b>Question</b>	<b>Why do you think Kenewang likes her new rain boots?</b>	
Answer	I think it's because they keep her feet dry.	
Answer	I think it's because she can play in the puddles.	



Answer	I think it's because they look beautiful.
<b>SENTENCE OF THE WEEK</b>	
REVISE	Up, down, boots, in, I, jump, and, in, my, new
READ	I jump up and down in my new boots!

WEEK 5: FRIDAY: SHARED READING (15 MINUTES)		
TITLE	<u>Kenewang's new boots</u>	
ACTIVITY	<b>DRAMATISE</b>	
PURPOSE	To give learners a chance to act out what is happening in the story.	
<p><b>Getting ready:</b></p> <ul style="list-style-type: none"> <li>• Choose a learner to be Kenewang.</li> <li>• Explain that the rest of the class will all pretend to be Kenewang's mother!</li> <li>• If possible, bring: boots, school shoes</li> </ul>		
TEXT	TEACHER DOES / SAYS	LEARNERS DO
Kenewang loved her new green and purple rain boots.	<i>Ask learners: What is happening here?</i>	<i>Learners summarise what is happening on the page.</i>
<p>On Monday morning Kenewang asked her mother, 'Please can I wear my new boots to school today?'</p> <p>Her mother said, 'No, Kenewang. You must only wear your boots when it rains!'</p> <p>So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.</p>	<p><i>Call the learner who is playing Kenewang up to the front of the room.</i></p> <p><i>Explain that everyone else will play the part of Kenewang's mother!</i></p>	<p>Kenewang says: 'Please can I wear my new boots to school today?'</p> <p>Kenewang's mother (<i>the whole class</i>) says: 'No, Kenewang. You must only wear your boots when it rains!'</p>

<p>On Tuesday morning Kenewang asked her mother, 'Please can I wear my new boots to school today?'</p> <p>Her mother said, 'No, Kenewang. I said you must only wear your boots when it rains!'</p> <p>So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.</p>	<p><i>Ask learners: How do you think Kenewang's mother feels when Kenewang asks again?</i></p>	<p><i>Learners answer the question, like: angry, annoyed</i></p> <p>Kenewang says: 'Please can I wear my new boots to school today?'</p> <p>Kenewang's mother (<i>the whole class</i>) says: 'No, Kenewang. I said you must only wear your boots when it rains!'</p>
<p>On Wednesday morning Kenewang asked her mother, 'Please, please can I wear my new boots today?'</p> <p>Her mother said, 'No, Kenewang! I already told you – you must only wear your boots when it rains!'</p> <p>So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.</p>	<p><i>Ask learners: How do you think Kenewang's mother feels when Kenewang asks a third time?</i></p>	<p><i>Learners answer the question, like: angry, annoyed, frustrated</i></p> <p>Kenewang says: 'Please, please can I wear my new boots to school today?'</p> <p>Kenewang's mother (<i>the whole class</i>) says: 'No, Kenewang! I already told you – you must only wear your boots when it rains!'</p>
<p>On Thursday morning Kenewang asked her mother, 'Please, please, please can I wear my new boots today?'</p> <p>Her mother stamped her foot. 'No, Kenewang. I have already told you many times! You must only wear your boots when it rains.'</p> <p>So Kenewang wore her school shoes. She carried her boots, hoping for rain to come.</p>	<p><i>Ask learners: How do you think Kenewang's mother feels when Kenewang asks a fourth time?</i></p>	<p><i>Learners answer the question, like: more angry, annoyed, frustrated</i></p> <p>Kenewang says: 'Please, please, please can I wear my new boots to school today?'</p> <p><i>Kenewang's mother is angry and stomps her foot!</i></p> <p>Kenewang's mother (<i>the whole class</i>) says: 'No, Kenewang. I have already told you many times! You must only wear your boots when it rains.'</p>

<p>After break on Thursday, the teacher said, 'It's raining!'</p> <p>Kenewang heard the rain on the roof. Kenewang saw the raindrops on the windows.</p> <p>'The rain is here! Now I can wear my new boots!' she shouted happily.</p>	<p><i>Ask learners: What is happening here?</i></p> <p><i>Instruct all the learners to make a rain sound on their desks!</i></p>	<p><i>Learners explain what is happening on the page: it is finally raining!</i></p> <p>Kenewang says: 'It's raining! The rain is here! Now I can wear my new boots!'</p> <p><i>Kenewang puts on her boots!</i></p>
<p>Kenewang took off her school shoes. Then she put on her beautiful new green and purple boots. At last!</p> <p>Kenewang smiled all the way home in the rain!</p>	<p><i>Ask learners: How does Kenewang feel now?</i></p>	<p><i>Learners explain that Kenewang feels happy, excited, good!</i></p> <p><i>Kenewang acts happy, smiles!</i></p>

## WEEK 5: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/r/				
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>rat</b></li> <li>2. Segment the word into the individual sounds: /r/ - /a/ - /t/</li> <li>3. Say the beginning sound of the word: /r/</li> <li>4. Say the middle sound of the word: /a/</li> <li>5. Say the end sound of the word: /t/</li> <li>6. Write the word on the board: <b>rat</b></li> <li>7. Model pointing and blending the sounds to make a word: /r/ - /a/ - /t/ = <b>rat</b></li> <li>8. If you have time, repeat this with the word: <b>red</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>rip</b></li> <li>2. Ask learners: What is the first sound in the word? /r/</li> <li>3. Ask learners: What is the middle sound in the word? /i/</li> <li>4. Ask learners: What is the last sound in the word? /p/</li> <li>5. Ask learners to segment the word into each individual sound: /r/ - /i/ - /p/</li> <li>6. Write the word: <b>rip</b></li> <li>7. Instruct learners to blend the sounds in the word with you: /r/ - /i/ - /p/ = <b>rip</b></li> <li>8. If you have time, repeat this with the word: <b>rock</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>r words</b></li> <li>3. Instruct learners to write the numbers 1-4.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="555 1675 1161 1742"> <tr> <td>rat</td> <td>rag</td> <td>rub</td> <td>rock</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words.</li> <li>7. Instruct learners to practise reading the phonic words for <b>homework</b>.</li> </ol>	rat	rag	rub	rock
rat	rag	rub	rock		

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

## 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 1 - TERM 3

WEEK



**THEME:**

**ALL ABOUT CLOTHES**

'Why fit in when you were born to stand out?'

- Dr Seuss

## 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: pictures of special clothing worn for different occasions, like a wedding dress or a ceremonial gown.
5. Do some research on the internet to prepare for the theme. For example: find out about some interesting ceremonies, and what people wear for them.
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 2: Let's do, page 13
Activity 2	DBE Workbook 2: Let's write, page 13 & 14
Activity 3	DBE Workbook 2: Let's talk, page 14
Activity 4	Draw a picture of clothes you would buy in a shop.



TERM 3: WEEK 6	
OVERVIEW	
THEME	All about clothes
THEME VOCABULARY	T-shirt, choose, pink, white, dinosaur, car, plain, buy, disagree, argue, shopping, frustrated, boy, girl, front, back, koki pen, draw, mirror, colourful
PHONICS	/f/ - fat, fit, fig, fed, fin, far
WRITING FRAME	I want to buy...at the clothing shop!
SIGHT WORDS	what, buy, two, shirts
SENTENCE	What will you buy in the shop? I will buy two shirts!

TERM 3: WEEK 6	
INTRODUCE THE THEME	
PICTURE	Picture from: the story <i>Bohlale's new T-shirt</i>
SHOW	Show learners the picture of Bohlale and her granny in the clothing shop.
SAY	<ul style="list-style-type: none"> <li>• Explain that this week we will read about a new character named Bohlale. We will see that in the story, Bohlale and her grandmother want different things.</li> <li>• Explain that sometimes, we have a different or idea or opinion from someone older than us (like our parents or grandparents) that can make us feel upset.</li> <li>• It is okay to be different and have different thoughts and ideas!</li> <li>• Explain that people are different in lots of ways. We get to decide how we think and feel about things. We don't have to try to be like anyone else.</li> <li>• Explain that this week, we will think about clothing, and the different kinds of clothing people like to wear.</li> </ul>

WEEK 6: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I am special and I'm one of a kind	<i>Hold yourself tightly</i>
	Another one like me you'll never find!	<i>Shake your index finger</i>
	You be you, and I'll be me	<i>Point to your friend, point to yourself</i>
	That's the way it should be!	<i>Thumbs up</i>
THEME VOCABULARY	T-shirt, choose, pink, white	
<b>QUESTION OF THE DAY</b>		
Question	Which kind of T-shirt would you choose to buy?	
Graph	3 COLUMN GRAPH	
Options	a pink T-shirt / a green T-shirt / a white T-shirt	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would choose to buy a pink T-shirt?</b>	
Answer	__ learners would choose to buy a pink T-shirt.	
<b>Question</b>	<b>How many learners would choose to buy a green T-shirt?</b>	
Answer	__ learners would choose to buy a green T-shirt.	
<b>Question</b>	<b>How many learners would choose to buy a white T-shirt?</b>	
Answer	__ learners would choose to buy a white T-shirt.	
<b>Question</b>	<b>Which kind of T-shirt would most learners choose to buy?</b>	
Answer	Most learners would choose to buy a __.	
<b>Question</b>	<b>Which kind of T-shirt would fewest learners choose to buy?</b>	
Answer	Fewest learners would choose to buy a __.	
<b>Question</b>	<b>Which kind of T-shirt would you choose to buy?</b>	
Answer	I would choose to buy a pink T-shirt.	
Answer	I would choose to buy a green T-shirt.	
Answer	I would choose to buy a white T-shirt.	

SIGHT WORD OF THE DAY	
NEW	what
REVISE	--

WEEK 6: MONDAY: SHARED READING (10 MINUTES)	
TITLE	<u>Bohlale's new T-shirt</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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"> <li>1. Show learners the front cover of the story: <b>Bohlale's new T-shirt!</b></li> <li>2. Read the title of the story.</li> <li>3. Ask learners: What do you think will happen in this story?</li> <li>4. Display the Big Book for learners to see. Make sure all learners can see the <b>pictures</b> in the book.</li> <li>5. Show learners the first picture.</li> <li>6. Ask learners: What do you think is happening here?</li> <li>7. Discuss the picture with learners.</li> <li>8. Ask learners: What do you think might happen next?</li> <li>9. Go through each picture in the book and ask learners these questions.</li> <li>10. When you get to the <b>last</b> picture, ask learners: How do you think this story will end?</li> <li>11. Thank learners for their predictions.</li> <li>12. Read through the story once.</li> </ol>	

## WEEK 6: MONDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUNDS	/b/ /h/ /u/ /r/												
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: /b/ /h/ /u/ /r/</li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> </ol> <p><b>REVIEW PAST WORDS</b></p> <ol style="list-style-type: none"> <li>Explain that you will sound out a word.</li> <li>Learners must listen carefully to the sounds and try to make out what the word is.</li> <li>Say the sounds: /r/ - /u/ - /b/</li> <li>Ask learners: What word do those sounds make?</li> <li>Model blending the sounds to make a word: /r/ - /u/ - /b/ = <b>rub</b></li> <li>Show the flashcard for the word: <b>rub</b>. Say the word clearly.</li> <li>Ask learners: Which word family does <b>rub</b> belong in?</li> <li>Explain that it belongs in the <b>-ub</b> word family.</li> <li>If you have time, repeat for the word: <b>run (it is in the -un family)</b></li> </ol> <p><b>BUILD A WORD WITH PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Write these past sounds on the chalkboard: <b>/b/ /h/ /u/ /r/ /e/ /o/ /ck/ /g/ /d/</b></li> <li>Ask learners if they can use these sounds to build a word.</li> <li>As learners build words, write them on the chalkboard, in word families.</li> <li>Brainstorm other words on the chalkboard. Nonsense words are also acceptable.</li> </ol> <table border="1" data-bbox="555 1541 1161 1742"> <tbody> <tr> <td><b>bed</b></td> <td><b>rug</b></td> <td><b>buck</b></td> <td><b>heck</b></td> </tr> <tr> <td><b>red</b></td> <td><b>dug</b></td> <td><b>ruck</b></td> <td><b>deck</b></td> </tr> <tr> <td></td> <td><b>hug</b></td> <td><b>duck</b></td> <td><b>reck</b></td> </tr> </tbody> </table>	<b>bed</b>	<b>rug</b>	<b>buck</b>	<b>heck</b>	<b>red</b>	<b>dug</b>	<b>ruck</b>	<b>deck</b>		<b>hug</b>	<b>duck</b>	<b>reck</b>
<b>bed</b>	<b>rug</b>	<b>buck</b>	<b>heck</b>										
<b>red</b>	<b>dug</b>	<b>ruck</b>	<b>deck</b>										
	<b>hug</b>	<b>duck</b>	<b>reck</b>										

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

WEEK 6: TUESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I am special and I'm one of a kind	<i>Hold yourself tightly</i>
	Another one like me you'll never find!	<i>Shake your index finger</i>
	You be you, and I'll be me	<i>Point to your friend, point to yourself</i>
	That's the way it should be!	<i>Thumbs up</i>
THEME VOCABULARY	dinosaur, car, plain, buy	
QUESTION OF THE DAY		
Question	Which kind of T-shirt would you choose to buy?	
Graph	3 COLUMN GRAPH	
Options	a dinosaur T-shirt / a car T-shirt / a plain white T-shirt	
Follow-up questions		
<b>Question</b>	<b>How many learners would choose a dinosaur T-shirt?</b>	
Answer	__ learners would choose a dinosaur T-shirt.	
<b>Question</b>	<b>How many learners would choose a car T-shirt?</b>	
Answer	__ learners would choose a car T-shirt.	
<b>Question</b>	<b>How many learners would choose a plain white T-shirt?</b>	
Answer	__ learners would choose a plain white T-shirt.	
<b>Question</b>	<b>Which kind of T-shirt would most learners choose?</b>	
Answer	Most learners would choose a __ T-shirt.	
<b>Question</b>	<b>Which kind of T-shirt would fewest learners choose?</b>	
Answer	Fewest learners would choose a __ T-shirt.	
<b>Question</b>	<b>Which kind of T-shirt would you choose to buy?</b>	
Answer	I would choose to buy a dinosaur T-shirt.	
Answer	I would choose to buy a car T-shirt.	
Answer	I would choose to buy a plain white T-shirt.	

SIGHT WORD OF THE DAY	
NEW	buy
REVISE	what

WEEK 6: TUESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Bohlale's new T-shirt</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Make inferences</b>
PURPOSE	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: First Read
It was Saturday. Bohlale was going to the shops with her grandmother. 'Let's go!' Granny called. Bohlale ran to the kitchen. Bohlale and her grandmother walked past pigs eating in the garden. They walked past some girls skipping. They walked past a woman hanging her washing up.	I can <b>infer</b> that Bohlale and her granny have a long walk!
Finally, they got to the main road. Their taxi was almost there!	--
Bohlale looked out the window the whole way. She saw an old, broken car. She saw some sheep. Then, she saw many colourful signs. They were in town! The taxi stopped. 'Let's go!' said Granny.	Oh! I can <b>infer</b> that Bohlale and her granny live far from town. I can <b>infer</b> that they might not go to town very often!
First, they went to the bank. Then, they went to the post office. Finally, they went to the clothing shop. 'I will buy you something new. Go and choose, Bohlale,' Granny said.	Look at the picture carefully! I can <b>infer</b> that Bohlale is bored at the bank. She also looks bored at the post office. But she looks very excited when she gets to the clothing shop!

<p>'I like this one,' Bohlale said, pointing to a green T-shirt with a picture of a dinosaur on the front.</p> <p>'That's for boys,' said Granny.</p> <p>'But I love dinosaurs,' Bohlale said.</p> <p>'You are looking at the boys' clothing!' Granny said.</p> <p>'Oh! I love this one!' Bohlale said, looking at T-shirt with a picture of a car on the front. Granny shook her head. 'Why not?' asked Bohlale. Granny walked away.</p>	<p>--</p>
<p>'What about this one?' asked Granny.</p> <p>'But Granny, I don't like pink,' said Bohlale.</p> <p>'All girls like pink!' said Granny.</p> <p>'Well, I'm a girl and I don't!' Bohlale thought.</p> <p>'Fine. We will just get you a plain, white T-shirt,' said Granny.</p>	<p>Bohlale and her granny like different T-shirts! I can <b>infer</b> that Bohlale is not happy about the T-shirt granny chooses to buy!</p>
<p>When Bohlale got home she left the shopping bag on the kitchen table and went to her room. She sat on her bed and thought about all the T-shirts at the clothing shop. Bohlale's mother came into her room. She was holding the new white T-shirt.</p> <p>'Is this what you chose?' she asked.</p> <p>Bohlale told her mom what had happened at the clothing shop.</p>	<p>Bohlale leaves her bag on the table. That let's me <b>infer</b> that Bohlale is not happy about the T-shirt she got at the shop!</p>
<p>'I have an idea,' her mother said and left the room. She came back with some koki pens.</p> <p>'You can use these to draw your own picture on your new T-shirt!' she said. Bohlale thought about all the T-shirts she liked at the shop, and began to draw.</p>	<p>I can infer that Bohlale will draw a T-shirt like the ones she saw in the shops!</p>
<p>Later, Bohlale's father called her to come for supper. Bohlale put on her new T-shirt. She looked in the mirror. Bohlale liked what she saw! She ran to the kitchen.</p>	<p>Look at Bohlale's big smile! I can <b>infer</b> that she likes her new T-shirt now!</p>
<p>When Palesa saw Bohlale's T-shirt, she pointed to the picture. 'I want a T-shirt just like Bohlale's!' she said. Bohlale looked at her mother and they both smiled.</p>	<p>I remember that Granny said cars and dinosaurs are only for boys. But look! Palesa likes them too. I can <b>infer</b> that not all girls like the same things!</p>



Follow up questions	Possible responses
What kind of shirts did Bohlale want?	She wanted a dinosaur shirt or a car shirt.
Which shirt did her granny buy for her?	Granny bought a plain white T-shirt.
Why question	Possible responses
What lets you infer that Bohlale is upset about her new T-shirt?	<ul style="list-style-type: none"> <li>• She looks sad at the shop.</li> <li>• She leaves her bag on the kitchen table.</li> <li>• She sits on her bed, looking upset.</li> <li>• She told her mom all about what happened.</li> <li>• She drew on her new T-shirt to make it look nice, because she didn't like shirt her granny had picked out.</li> </ul>

### WEEK 6: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND	<b>/f/</b>
FLASHCARDS	<b>fat, fit, fig, fed, fin, far</b>
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/f/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/f/</b> is <u>the same</u> in English and home language.</li> <li>4. Tell learners to try to find this letter written somewhere on the walls.</li> <li>5. Ask learners: Can you think of words that begin with <b>/f/</b>?</li> <li>6. Brainstorm words with learners, like: <b>fight, family, four, five, farm</b></li> <li>7. Ask learners: Can you think of words that have <b>/f/</b> in the middle?</li> <li>8. Brainstorm words with learners, like: <b>after, afternoon</b></li> <li>9. Tell learners that we will learn about words that end with <b>/ff/</b> soon.</li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say each word loudly and clearly as you show the flashcard: <b>fat, fit, fig, fed, fin, far</b></li> <li>2. Show each word to learners, as you say the word.</li> <li>3. Ask learners to repeat the words after you.</li> </ol>

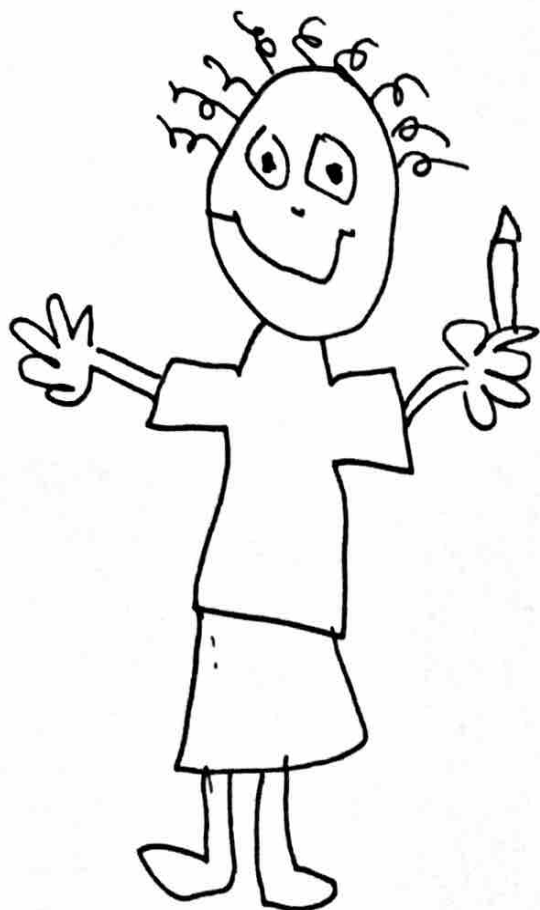
	<p>4. Stick up the flashcards of the words on the Phonics Display Board.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;"><b>fat</b></td> <td style="padding: 5px;"><b>fed</b></td> </tr> <tr> <td style="padding: 5px;"><b>fit</b></td> <td style="padding: 5px;"><b>fin</b></td> </tr> <tr> <td style="padding: 5px;"><b>fig</b></td> <td style="padding: 5px;"><b>far</b></td> </tr> </table>	<b>fat</b>	<b>fed</b>	<b>fit</b>	<b>fin</b>	<b>fig</b>	<b>far</b>
<b>fat</b>	<b>fed</b>						
<b>fit</b>	<b>fin</b>						
<b>fig</b>	<b>far</b>						

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

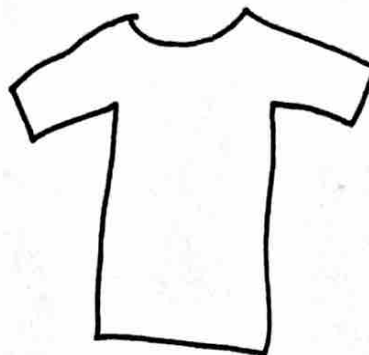
WEEK 6: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I am special and I'm one of a kind</td> <td><i>Hold yourself tightly</i></td> </tr> <tr> <td>Another one like me you'll never find!</td> <td><i>Shake your index finger</i></td> </tr> <tr> <td>You be you, and I'll be me</td> <td><i>Point to your friend, point to yourself</i></td> </tr> <tr> <td>That's the way it should be!</td> <td><i>Thumbs up</i></td> </tr> </tbody> </table>	Lyrics	Actions	I am special and I'm one of a kind	<i>Hold yourself tightly</i>	Another one like me you'll never find!	<i>Shake your index finger</i>	You be you, and I'll be me	<i>Point to your friend, point to yourself</i>	That's the way it should be!	<i>Thumbs up</i>
	Lyrics	Actions									
	I am special and I'm one of a kind	<i>Hold yourself tightly</i>									
	Another one like me you'll never find!	<i>Shake your index finger</i>									
You be you, and I'll be me	<i>Point to your friend, point to yourself</i>										
That's the way it should be!	<i>Thumbs up</i>										
THEME	disagree, argue, shopping, frustrated										
VOCABULARY											
QUESTION OF THE DAY											
Question	<p><i>Remind learners that in our story this week, Bohlale disagrees with her granny while they are shopping. Her granny wants her to buy a pink T-shirt, but Bohlale disagrees. They argue because they each like different things.</i></p> <p><b>Ask learners:</b> Do you sometimes disagree with your granny?</p>										
Graph	2 COLUMN GRAPH										
Options	yes / no										
Follow-up questions											
Question	<b>How many learners sometimes disagree with their granny?</b>										
Answer	__ learners sometimes disagree with their granny.										
Question	<b>How many learners never disagree with their granny?</b>										
Answer	__ learners never disagree with their granny.										
Question	<b>Do more learners sometimes disagree with their granny or not?</b>										
Answer	More learners sometimes disagree / never disagree with their granny.										
Question	<b>Do fewer learners sometimes disagree with their granny or not?</b>										
Answer	Fewer learners disagree / never disagree with their granny.										
Question	<b>Do you sometimes disagree with your granny?</b>										
Answer	Yes, I do sometimes disagree with my granny.										
Answer	No, I never disagree with my granny.										

SIGHT WORD OF THE DAY	
NEW	two
REVISE	what, buy

WEEK 6: WEDNESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Bohlale's new T-shirt</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.
INSTRUCTIONS	
<p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will draw a picture of something important that happens in the story.</li> <li>2. Use <b>modelling</b> to <b>think before you write</b>.</li> <li>3. Use <b>modelling</b> to <b>summarise</b> the story, like: Bohlale's grandmother will not let her get the T-shirts that she likes! She feels so frustrated.</li> <li>4. Use <b>modelling</b> to draw a picture of your summary.</li> <li>5. Use <b>modelling</b> to add a label to your drawing, like: T-shirt.</li> </ol> <p><b>Oral Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they must think about something important that happens in the story.</li> <li>2. If needed, support learners by showing the pictures in the Big Book.</li> <li>3. Remind learners that we <b>think before we write</b>.</li> <li>4. Instruct learners to <b>turn and talk</b> and share their ideas with a partner.</li> <li>5. Call on 2-3 learners to tell you their summary of the story (<i>learners can point to a picture that shows something important happening if they cannot yet use oral language.</i>)</li> <li>6. Explain that learners can try to add a label, like: Bohlale, T-shirt.</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. <b>Hand out learner books.</b></li> <li>2. As learners write, walk around the room and complete <b>mini conferences</b>.</li> <li>3. Ask learners to tell you about their drawings.</li> <li>4. Help learners to add a label.</li> <li>5. Encourage learners!</li> </ol> <p><b>Turn and Talk:</b></p> <ol style="list-style-type: none"> <li>1. When there are 2-3 minutes left, instruct learners to put their pencils down.</li> <li>2. Instruct learners to <b>turn and talk</b> with a partner about their drawings.</li> </ol> <p><i>Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.</i></p>	



pen



T-shirt

**WEEK 6: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)**

SOUND	<b>/r/ /f/</b>
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds <b>/r/</b> and <b>/f/</b></li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is <b>/r/</b> or <b>/f/</b></li> <li>5. If learners think you said <b>/r/</b>, they must hold up 1 finger.</li> <li>6. If learners think you said <b>/f/</b>, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either <b>/r/</b> or <b>/f/</b>).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
WORDS	
ACTIVITY	

WEEK 6: THURSDAY: DAILY ACTIVITIES (15 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 am special and I'm one of a kind</td> <td><i>Hold yourself tightly</i></td> </tr> <tr> <td>Another one like me you'll never find!</td> <td><i>Shake your index finger</i></td> </tr> <tr> <td>You be you, and I'll be me</td> <td><i>Point to your friend, point to yourself</i></td> </tr> <tr> <td>That's the way it should be!</td> <td><i>Thumbs up</i></td> </tr> </tbody> </table>	Lyrics	Actions	I am special and I'm one of a kind	<i>Hold yourself tightly</i>	Another one like me you'll never find!	<i>Shake your index finger</i>	You be you, and I'll be me	<i>Point to your friend, point to yourself</i>	That's the way it should be!	<i>Thumbs up</i>
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You be you, and I'll be me	<i>Point to your friend, point to yourself</i>										
That's the way it should be!	<i>Thumbs up</i>										
THEME	boy, girl, front, back										
VOCABULARY											
QUESTION OF THE DAY											
Question	<p><i>Remind learners that in our story, Bohlale likes the T-shirts that her granny thinks are only for boys. Bohlale doesn't like the pink T-shirt, even though her granny thinks all girls should like pink! They disagree about what girls must like.</i></p> <p><b>Ask learners:</b> How do you think Bohlale feels in the clothing shop?</p>										
Graph	3 COLUMN GRAPH										
Options	angry / sad / frustrated										
Follow-up questions											
Question	<b>How many learners think Bohlale feels angry?</b>										
Answer	__ learners think Bohlale feels angry.										
Question	<b>How many learners think Bohlale feels sad?</b>										
Answer	__ learners think Bohlale feels sad.										
Question	<b>How many learners think Bohlale feels frustrated?</b>										
Answer	__ learners think Bohlale feels frustrated.										
Question	<b>How do most learners think Bohlale feels?</b>										
Answer	Most learners think Bohlale feels __.										
Question	<b>How do fewest learners think Bohlale feels?</b>										
Answer	Fewest learners think Bobby feels __.										

<b>Question</b>	<b>How do you think Bohlale feels in the clothing shop?</b>
Answer	I think Bohlale feels angry.
Answer	I think Bohlale feels sad.
Answer	I think Bohlale feels frustrated.
<b>SIGHT WORD OF THE DAY</b>	
NEW	shirts
REVISE	what, buy, two

**WEEK 6: THURSDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Bohlale's new T-shirt</u>	
ACTIVITY	SECOND READ	
COMPREHENSION STRATEGY	<b>Make inferences</b>	
PURPOSE	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.	
	<b>Story</b>	<b>Think aloud: Second Read</b>
	It was Saturday. Bohlale was going to the shops with her grandmother. 'Let's go!' Granny called. Bohlale ran to the kitchen. Bohlale and her grandmother walked past pigs eating in the garden. They walked past some girls skipping. They walked past a woman hanging her washing up.	Bohlale ran to the kitchen. I can <b>infer</b> that she is excited to go to the shops.
	Finally, they got to the main road. Their taxi was almost there!	--
	Bohlale looked out the window the whole way. She saw an old, broken car. She saw some sheep. Then, she saw many colourful signs. They were in town! The taxi stopped. 'Let's go!' said Granny.	--



<p>First, they went to the bank. Then, they went to the post office. Finally, they went to the clothing shop.</p> <p>'I will buy you something new. Go and choose, Bohlale,' Granny said.</p>	<p>Bohlale is only excited about going to the clothing shop. I can <b>infer</b> that she only went to town with granny to go to the clothing shop.</p>
<p>'I like this one,' Bohlale said, pointing to a green T-shirt with a picture of a dinosaur on the front.</p> <p>'That's for boys,' said Granny.</p> <p>'But I love dinosaurs,' Bohlale said.</p> <p>'You are looking at the boys' clothing!' Granny said.</p> <p>'Oh! I love this one!' Bohlale said, looking at T-shirt with a picture of a car on the front.</p> <p>Granny shook her head. 'Why not?' asked Bohlale. Granny walked away.</p>	<p>I can <b>infer</b> that Bohlale and her grandmother have different ideas about what girls should wear.</p>
<p>'What about this one?' asked Granny.</p> <p>'But Granny, I don't like pink,' said Bohlale.</p> <p>'All girls like pink!' said Granny.</p> <p>'Well, I'm a girl and I don't!' Bohlale thought.</p> <p>'Fine. We will just get you a plain, white T-shirt,' said Granny.</p>	<p>Look at the picture! I can <b>infer</b> that Bohlale feels frustrated. Bohlale must feel frustrated because Granny told her she could choose, but then she says no to all the T-shirts that Bohlale likes!</p>
<p>When Bohlale got home she left the shopping bag on the kitchen table and went to her room. She sat on her bed and thought about all the T-shirts at the clothing shop.</p> <p>Bohlale's mother came into her room. She was holding the new white T-shirt.</p> <p>'Is this what you chose?' she asked.</p> <p>Bohlale told her mom what had happened at the clothing shop.</p>	<p>Bohlale must be frustrated that Granny didn't let her choose a T-shirt that she likes. Poor Bohlale doesn't even want to take her new T-shirt out of the bag!</p>
<p>'I have an idea,' her mother said and left the room. She came back with some koki pens.</p> <p>'You can use these to draw your own picture on your new T-shirt!' she said. Bohlale thought about all the T-shirts she liked at the shop, and began to draw.</p>	<p>Bohlale's mother helps her make a T-shirt that she likes. I can <b>infer</b> that Bohlale's mom let's Bohlale wear anything she likes.</p>
<p>Later, Bohlale's father called her to come for supper. Bohlale put on her new T-shirt. She looked in the mirror. Bohlale liked what she saw! She ran to the kitchen.</p>	<p>--</p>

When Palesa saw Bohlale’s T-shirt, she pointed to the picture. ‘I want a T-shirt just like Bohlale’s!’ she said. Bohlale looked at her mother and they both smiled.	Bohlale smiles at her mother. I can <b>infer</b> that Bohlale’s mother helped her feel better.
<b>Follow up questions</b>	<b>Possible responses</b>
What do Bohlale and her granny disagree about?	<ul style="list-style-type: none"> <li>• They disagree about which T-shirt Bohlale should get.</li> <li>• They disagree about what boys and girls like.</li> </ul>
What does Bohlale’s mother do to help her feel better?	<ul style="list-style-type: none"> <li>• She listens when Bohlale feels sad.</li> <li>• She gives her koki pens.</li> <li>• She tells her she can draw anything she wants.</li> </ul>
<b>Why question</b>	<b>Possible responses</b>
Why did Bohlale feel frustrated?	<ul style="list-style-type: none"> <li>• Because Granny said ‘no’ to all the T-shirts she chooses.</li> <li>• Because Granny told her the things she likes are only for boys.</li> </ul>
	<ul style="list-style-type: none"> <li>• Because Granny told her she must like pink.</li> <li>• Because Granny wouldn’t let Bohlale choose something she really likes.</li> </ul>

## WEEK 6: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I want to buy...at the clothing shop!

**Modelling:**

1. Explain that today, learners will draw about **something new they would like if they went to the clothing shop.**
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write.**
4. Tell learners your idea, like: I would want to buy some new shoes. I want shoes I can run in!
5. Use **modelling** to draw a picture of yourself at the shop, looking at shoes.
6. **Use resources** to add a label, like: me, shoes
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: I want to buy running shoes at the clothing shop!
9. **Use resources**, like 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. Ask learners: What would you like to buy at the clothing shop?
2. Instruct learners to **think before they write.**
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: I want to buy...at the clothing shop.
5. Explain that learners will now draw and write their own ideas!

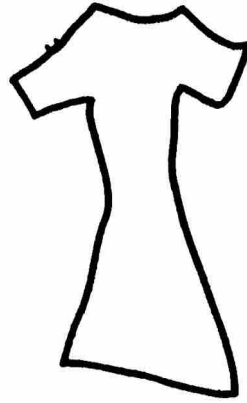
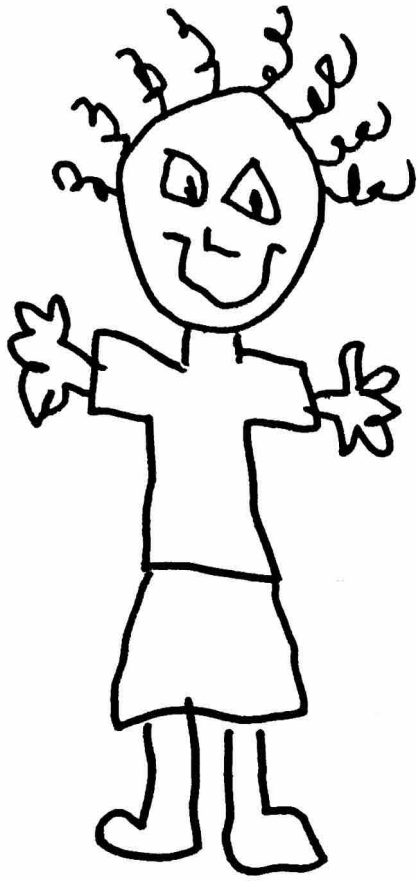
**Writing:**

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

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



dress

MA

I want to buy a  
dress at the clothing  
shop.

WEEK 6: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I am special and I'm one of a kind	<i>Hold yourself tightly</i>
	Another one like me you'll never find!	<i>Shake your index finger</i>
	You be you, and I'll be me	<i>Point to your friend, point to yourself</i>
	That's the way it should be!	<i>Thumbs up</i>
THEME VOCABULARY	koki pen, draw, mirror, colourful	
<b>QUESTION OF THE DAY</b>		
Question	How do you think Bohlale feels when her mother brings her koki pens?	
Graph	3 COLUMN GRAPH	
Options	happy / loved / excited	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners think she feels happy?</b>	
Answer	__ learners think she feels happy.	
<b>Question</b>	<b>How many learners think she feels loved?</b>	
Answer	__ learners think she feels loved.	
<b>Question</b>	<b>How many learners think she feels excited?</b>	
Answer	__ learners think she feels excited.	
<b>Question</b>	<b>How do most learners think she feels?</b>	
Answer	Most learners think she feels __.	
<b>Question</b>	<b>How do fewest learners think she feels?</b>	
Answer	Fewest learners think she feels __.	
<b>Question</b>	<b>How do you think Bohlale feels when her mother brings her koki pens?</b>	
Answer	I think she feels happy.	
Answer	I think she feels loved.	
Answer	I think she feels excited.	
<b>SENTENCE OF THE WEEK</b>		
REVISE	what, buy, two, shirts, will, you, in, the, shop, i	
READ	What will you buy in the shop? I will buy two shirts!	

## WEEK 6: FRIDAY: SHARED READING (15 MINUTES)

TITLE	<u>Bohlale's new T-shirt</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
<b>INSTRUCTIONS</b>	
<ol style="list-style-type: none"> <li>1. Explain that today, learners will give a <b>recount</b> of one thing they liked in the story. This means they will say one thing they liked.</li> <li>2. Use <b>modelling</b> to show learners how to give a short recount of the story, like: I liked when Bohlale's mother brought her koki pens and then she drew her own picture on her T-shirt!</li> <li>3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.</li> <li>4. Instruct learners to think about 1-2 things they liked about the story.</li> <li>5. Instruct learners to <b>turn and talk</b> and share their recount with a partner.</li> <li>6. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form a short sentence.</li> <li>7. Explain and correct any common problems.</li> </ol>	

## WEEK 6: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	<b>/f/</b>
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>fat</b></li> <li>2. Segment the word into the individual sounds: <b>/f/ - /a/ - /t/</b></li> <li>3. Say the beginning sound of the word: <b>/f/</b></li> <li>4. Say the middle sound of the word: <b>/a/</b></li> <li>5. Say the end sound of the word: <b>/t/</b></li> <li>6. Write the word on the board: <b>fat</b></li> <li>7. Model pointing and blending the sounds to make a word: <b>/f/ - /a/ - /t/ = fat</b></li> <li>8. If you have time, repeat this with the word: <b>fig</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>fed</b></li> <li>2. Ask learners: What is the first sound in the word? <b>/f/</b></li> <li>3. Ask learners: What is the middle sound in the word? <b>/e/</b></li> <li>4. Ask learners: What is the last sound in the word? <b>/d/</b></li> <li>5. Ask learners to segment the word into each individual sound: <b>/f/ - /e/ - /d/</b></li> </ol>

6. Write the word: **fed**
7. Instruct learners to blend the sounds in the word with you:  
**/f/ - /e/ - /d/ = fed**
8. If you have time, repeat this with the word: **fin**

#### SEGMENTING AND BLENDING (YOU DO)

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **f words**
3. Instruct learners to write the numbers 1-4.
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.

<b>fig</b>	<b>fit</b>	<b>far</b>	<b>fed</b>
------------	------------	------------	------------

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

#### ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND

WORDS

ACTIVITY

## 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 1 - TERM 3**

**WEEK**  
**7**

**THEME:**  
**READING IS FUN**

*'Today, a reader. Tomorrow, a leader.'*

- Margaret Fuller

## 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: a selection of different stories and books.
5. Do some research on the internet to prepare for the theme. For example: go to [www.bookdash.org](http://www.bookdash.org) and print out some free storybooks.
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 2: Word work, page 15
Activity 2	DBE Workbook 2: Let's write, page 15
Activity 3	DBE Workbook 2: Let's talk, page 16
Activity 3	DBE Workbook 2: Let's do, page 17
Activity 4	Draw a picture of a book you would like to read.

TERM 3: WEEK 7	
OVERVIEW	
THEME	Reading is fun!
THEME VOCABULARY	book, fun, read, parents, cover, story, title, author, page, turn (like to turn a page), title, page number, character, picture, words, interesting, gift, in love, dream, carry
PHONICS	Revision of sounds and words taught in Term 3
WRITING FRAME	I want to read a story about...
SIGHT WORDS	this, fun, book
SENTENCE	This book is fun!

TERM 3: WEEK 7	
INTRODUCE THE THEME	
PICTURE	Today we will not use a picture – we will use real items.
SHOW	Show learners a number of different books.
SAY	<p>Ask learners: What do we do with these?</p> <ul style="list-style-type: none"> <li>• Listen to learner responses.</li> <li>• Explain that these are books. We <b>read</b> books.</li> <li>• Explain that over the next two weeks, we will be discussing reading and books.</li> </ul>

WEEK 7: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Stories are such fun	<i>Smile and nod your head</i>
	This I know is true	<i>Hold up your thumbs</i>
	To the library I'll run	<i>Pretend to run</i>
	For a book to read with you!	<i>Point to a friend and smile</i>
THEME VOCABULARY	book, fun, read, parents	
QUESTION OF THE DAY		
Question	Who do you like to read with?	
Graph	3 COLUMN GRAPH	
Options	I like to read alone / I like to read with a friend / I like to read with my parents	
Follow up questions		
<b>Question</b>	<b>How many learners like to read alone?</b>	
Answer	__ learners like to read alone.	
<b>Question</b>	<b>How many learners like to read with a friend?</b>	
Answer	__ learners like to read with a friend.	
<b>Question</b>	<b>How many learners like to read with their parents?</b>	
Answer	__ learners like to read with their parents.	
<b>Question</b>	<b>Who do most learners like to read with?</b>	
Answer	Most learners like to read __.	
<b>Question</b>	<b>Who do fewest learners like to read with?</b>	
Answer	Fewest learners like to read __.	
<b>Question</b>	<b>Who do you like to read with?</b>	
Answer	I like to read alone.	
Answer	I like to read with a friend.	
Answer	I like to read with my parents.	

SIGHT WORD OF THE DAY	
NEW	this
REVISE	--

WEEK 7: MONDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Bohlale's new book</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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"> <li>1. Show learners the front cover of the story: <b>Bohlale's new book!</b></li> <li>2. Read the title of the story.</li> <li>3. Ask learners: What do you think will happen in this story?</li> <li>4. Display the Big Book for learners to see. Make sure all learners can see the <b>pictures</b> in the book.</li> <li>5. Show learners the first picture.</li> <li>6. Ask learners: What do you think is happening here?</li> <li>7. Discuss the picture with learners.</li> <li>8. Ask learners: What do you think might happen next?</li> <li>9. Go through each picture in the book and ask learners these questions.</li> <li>10. When you get to the <b>last</b> picture, ask learners: How do you think this story will end?</li> <li>11. Thank learners for their predictions.</li> </ol>	

WEEK 7: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
OBJECTIVE	Revise all sounds taught in Term 3
SOUNDS	<b>/ck/ /b/ /h/ /u/ /r/ /f/</b>
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: <b>/ck/ /b/ /h/ /u/ /r/ /f/</b></li> <li>Also make a pile of the vowel sounds and some single consonants that learners know: <b>/a/ /e/ /i/ /o/ /u/ /p/ /t/ /m/ /s/ /n/ /d/</b></li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> <li>Call on individual learners to read the sounds – do this thoroughly.</li> </ol>

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

WEEK 7: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Stories are fun	<i>Smile and nod your head</i>
	This I know is true	<i>Hold your thumbs up</i>
	To the library I'll run	<i>Pretend to run</i>
	For a book to read with you!	<i>Smile and point to your friend</i>
THEME VOCABULARY	cover, story, title, author	
QUESTION OF THE DAY		
Question	Do you guess what the story is about from the title or the cover?	
Graph	2 COLUMN GRAPH	
Options	title / cover	
Follow up questions		
<b>Question</b>	<b>How many learners guess from the title?</b>	
Answer	___ learners guess from the title.	
<b>Question</b>	<b>How many learners guess from the cover?</b>	
Answer	___ learners guess from the cover.	
<b>Question</b>	<b>Do more learners guess from the title or the cover?</b>	
Answer	More learners guess from the ___.	
<b>Question</b>	<b>Do fewer learners guess from the title or cover?</b>	
Answer	Fewer learners guess from the ___.	
<b>Question</b>	<b>Do you guess what the story is about from the title or the cover?</b>	
Answer	I guess what the story is about from the title.	
Answer	I guess what the story is about from the cover.	
SIGHT WORD OF THE DAY		
NEW	fun	
REVISE	this	

## WEEK 7: TUESDAY: SHARED READING (15 MINUTES)

TITLE	<u>Bohlale's new book</u>	
ACTIVITY	FIRST READ	
COMPREHENSION STRATEGY	I wonder...	
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.	
	<b>Story</b>	<b>Think aloud: First Read</b>
	Bohlale's auntie came to visit after her holiday. As Bohlale's auntie was leaving, she handed her a small brown package. 'I almost forgot!' she said, 'I brought you something.' She handed Bohlale a small brown package with a green ribbon.	<b>I wonder</b> what is inside the package?
	Bohlale put the package on her bed. She thought about the crayons she had seen at the shops with her mother. She thought about her cousin Lebo's puzzle. Finally, she opened the package. Inside was a small book.	Bohlale was not thinking about a book. I <b>wonder</b> how she will feel about getting a new book?
	'This is no fun!' thought Bohlale. She ran outside to play. She chased a butterfly flying through the sky. She watched an aeroplane fly overhead, and wondered where it was going. She searched for stones in the riverbed.	<b>I wonder</b> why Bohlale isn't excited about her new book? She must think a book isn't as fun as crayons or a puzzle!
	Then she felt a raindrop right between her eyes. She looked up. The sky was dark and grey. Bohlale ran inside. The rain began to fall harder and harder.	--



<p>Bohlale went to her room. She took off her wet clothes and put on her warm, dry tracksuit. She sat on her bed and watched the rain fall. She listened to the thunder.</p>	<p>Bohlale can't play outside anymore because of the rain. I <b>wonder</b> what she will do now?</p>
<p>Then, she noticed the book on her bed. There was a picture of the earth on the cover. She read the title, "All Around the World".</p> <p>Bohlale opened to the first page. There was a picture of giant pyramids and camels. 'I want to go there!' she thought. 'Egypt,' she read.</p> <p>Bohlale turned to the next page. She read the words, "New York". She looked at the pictures. There were lights and cars everywhere. She had never seen such tall buildings.</p> <p>On the next page, she saw Mount Kilimanjaro, the highest mountain in Africa.</p>	<p>I <b>wonder</b> why Bohlale decides to look at the book now? It must be because she doesn't have anything else to do!</p>
<p>Bohlale read until she fell asleep, the book in her hands.</p> <p>That night, Bohlale dreamed about flying in a giant aeroplane.</p>	<p>I <b>wonder</b> why falls asleep with the book in her hands? It must be because she reads and reads until she falls asleep!</p>
<p>When Bohlale woke up, the book was no longer in her hands. 'Where is my book?' she thought. She looked under the covers. No book. She looked on the table next to her bed. No book. Finally, she looked under her bed. 'Phew,' she said. 'I thought I'd lost you!'</p>	<p>I <b>wonder</b> why Bohlale is so scared that she lost her book? I think it is because she really likes it!</p>
<p>Bohlale shined her shoes and packed her school bag. She put her new book into her bag. But then she changed her mind. 'I want to carry my book so I can see it,' Bohlale thought.</p> <p>All the way to school, Bohlale turned through the pages, trying to decide which one she would show her friends first.</p>	<p>I <b>wonder</b> which page Bohlale will decide to show her friends first?</p>

Follow up questions	Possible responses
Who brought Bohlale a new book?	Her auntie brought her a new book.
What are the places Bohlale sees in her new book?	She sees Egypt, she sees New York, and Mount Kilimanjaro.
Why question	Possible responses
How do Bohlale's feelings about her new book change?	<ul style="list-style-type: none"> <li>At first she is not very excited about the book.</li> <li>When she reads the book, she loves it! She feels excited about the book once she looks at it.</li> <li>By the end of the story, she loves the book so much she wants to carry it to school with her.</li> </ul>

**WEEK 7: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)**

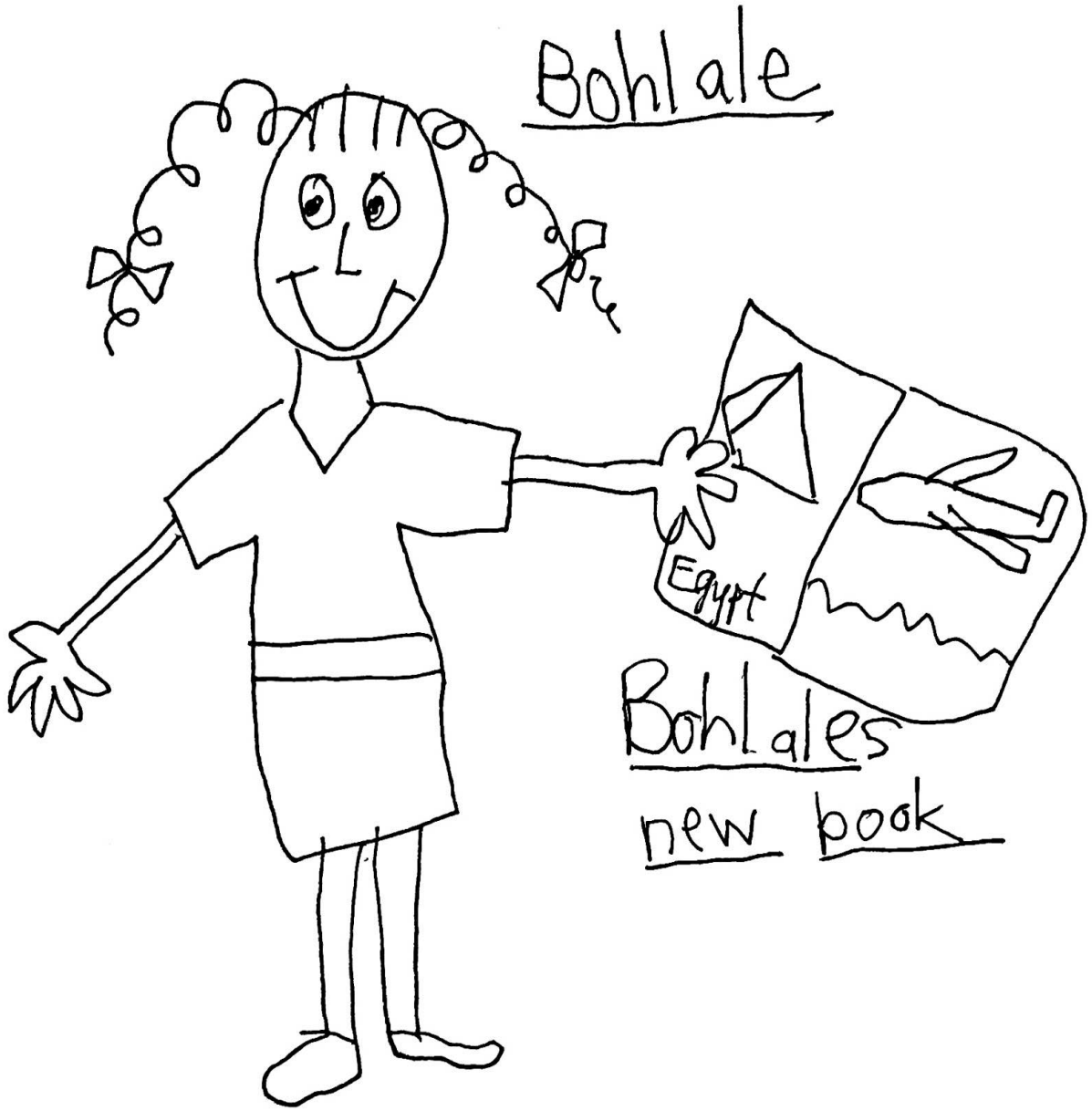
SOUNDS	Review past words taught in Term 3																				
ACTIVITY	<p><b>REVIEW PAST WORDS</b></p> <ol style="list-style-type: none"> <li>Explain that you will sound out a word.</li> <li>Learners must listen carefully to the sounds and try to make out what the word is.</li> <li>Say the sounds: /s/ - /i/ - /ck/</li> <li>Ask learners: What word do those sounds make?</li> <li>Model blending the sounds to make a word: /s/ - /i/ - /ck/ = sick</li> <li>Show the flashcard for the word: sick. Say the word clearly.</li> </ol> <p><b>BUILD A WORD WITH PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Write these past sounds on the chalkboard: /a/ /e/ /i/ /o/ /u/ /f/ /h/ /r/ /-ck/ /b/ /s/ /t/ /m/ /n/</li> <li>Ask learners if they can use these sounds to build a word.</li> <li>As learners build words, write them on the chalkboard, in word families.</li> <li>Brainstorm other words on the chalkboard. Nonsense words are also acceptable, like:</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>sick</td> <td>man</td> <td>gun</td> <td>fat</td> <td>hot</td> </tr> <tr> <td>tick</td> <td>fan</td> <td>bun</td> <td>bat</td> <td>dot</td> </tr> <tr> <td>nick</td> <td>ban</td> <td>run</td> <td>rat</td> <td>not</td> </tr> <tr> <td></td> <td>tan</td> <td>fun</td> <td>hat</td> <td></td> </tr> </tbody> </table>	sick	man	gun	fat	hot	tick	fan	bun	bat	dot	nick	ban	run	rat	not		tan	fun	hat	
sick	man	gun	fat	hot																	
tick	fan	bun	bat	dot																	
nick	ban	run	rat	not																	
	tan	fun	hat																		

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

WEEK 7: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Stories are such fun	<i>Smile and nod your head</i>
	This I know is true	<i>Hold up your thumbs</i>
	To the library I'll run	<i>Pretend to run</i>
	For a book to read with you!	<i>Point to a friend and smile</i>
THEME VOCABULARY	page, turn ( <i>like to turn a page</i> ), title, page number	
QUESTION OF THE DAY		
Question	<i>Show learners three different books.</i> Which book do you think has the most pages?	
Graph	3 COLUMN GRAPH	
Options	book 1 / book 2 / book 3	
Follow up questions		
<b>Question</b>	<b>How many learners think (book 1) has the most pages?</b>	
Answer	__ learners think (book 1) has the most pages.	
<b>Question</b>	<b>How many learners think (book 2) has the most pages?</b>	
Answer	__ learners think (book 2) has the most pages.	
<b>Question</b>	<b>How many learners think (book 3) has the most pages?</b>	
Answer	__ learners think (book 3) has the most pages.	
<b>Question</b>	<b>Which book do most learners think has the most pages?</b>	
Answer	Most learners think __ has the most pages.	
<b>Question</b>	<b>Which book do fewest learners think has the most pages?</b>	
Answer	Fewest learners think __ has the most pages.	
<b>Question</b>	<b>Which book do you think has the most pages?</b>	
Answer	I think (book 1) has the most pages.	
Answer	I think (book 2) has the most pages.	
Answer	I think (book 3) has the most pages.	

SIGHT WORD OF THE DAY	
NEW	this
REVISE	fun

WEEK 7: WEDNESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Bohlale's new book</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarise and reflect on the text.
INSTRUCTIONS	
<p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will draw a picture of something important that happens in the story.</li> <li>2. Use <b>modelling</b> to <b>think before you write</b>.</li> <li>3. Use <b>modelling</b> to <b>summarise</b> the story, like: Bohlale did not want a book. Then it rained and she looked at her new book. It was all about different places in the world. Bohlale loved her book.</li> <li>4. Use <b>modelling</b> to draw a picture of your summary.</li> <li>5. Use <b>modelling</b> to add a label to your drawing, like: New York</li> </ol> <p><b>Oral Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they must think about something important that happens in the story.</li> <li>2. If needed, support learners by showing the pictures in the story.</li> <li>3. Remind learners that we <b>think before we write</b>.</li> <li>4. Instruct learners to decide what they will write about.</li> <li>5. Call on 2-3 learners to tell you their summary of the story (<i>learners can point to a picture that shows something important happening if they cannot yet use oral language.</i>)</li> <li>6. Explain that learners can try to add a label, like: airplane; pyramids; etc.</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. <b>Hand out learner books.</b></li> <li>2. As learners write, walk around the room and complete <b>mini conferences</b>.</li> <li>3. Ask learners to tell you about their drawings.</li> <li>4. Help learners to add a label.</li> <li>5. Encourage learners!</li> </ol> <p><b>Turn and Talk:</b></p> <ol style="list-style-type: none"> <li>1. When there are 2-3 minutes left, instruct learners to put their pencils down.</li> <li>2. Instruct learners to <b>turn and talk</b> with a partner about their drawings.</li> </ol> <p><i>Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.</i></p>	



**WEEK 7: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

OBJECTIVE	Conduct a formal or informal assessment of Term 3 phonics by asking learners to write sounds and words.
ACTIVITY	<ol style="list-style-type: none"> <li>1. Hand out learners' exercise books</li> <li>2. Instruct learners to write 1-10 in the margin.</li> <li>3. Explain that you will say a sound or a word that learners have already learnt.</li> <li>4. Learners must write down the sound or word that they hear. If they cannot write the sound or word they must draw a short line.</li> <li>5. Say each of the following sounds or words. Give time for learners to write.             <ol style="list-style-type: none"> <li>1. -ck (at the end of a word)</li> <li>2. pack</li> <li>3. b</li> <li>4. back</li> <li>5. h</li> <li>6. hit</li> <li>7. u</li> <li>8. sun</li> <li>9. r</li> <li>10. red</li> <li>11. f</li> <li>12. far</li> </ol> </li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
WORDS	
ACTIVITY	

WEEK 7: THURSDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Stories are such fun	<i>Smile and nod your head</i>
	This I know is true	<i>Hold up your thumbs</i>
	To the library I'll run	<i>Pretend to run</i>
	For a book to read with you!	<i>Point to a friend and smile</i>
THEME VOCABULARY	character, picture, words, interesting	
QUESTION OF THE DAY		
Question	Which part of our big books do you like best?	
Graph	2 COLUMN GRAPH	
Options	the words / the pictures	
Follow up questions		
<b>Question</b>	<b>How many learners like the words best?</b>	
Answer	__ learners like the words best.	
<b>Question</b>	<b>How many learners like the pictures best?</b>	
Answer	__ learners like the pictures best.	
<b>Question</b>	<b>Which part of our big books do more learners like best?</b>	
Answer	More learners like the __ best.	
<b>Question</b>	<b>Which part of our big books do fewer learners like best?</b>	
Answer	Fewer learners like the __ best.	
<b>Question</b>	<b>Which part of our big books do you like best?</b>	
Answer	I like the words best.	
Answer	I like the pictures best.	
SIGHT WORD OF THE DAY		
NEW	book	
REVISE	this, fun	



WEEK 7: THURSDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Bohlale's new book</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 for 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
Bohlale's auntie came to visit after her holiday. As Bohlale's auntie was leaving, she handed her a small brown package. 'I almost forgot!' she said, 'I brought you something.' She handed Bohlale a small brown package with a green ribbon.	--
Bohlale put the package on her bed. She thought about the crayons she had seen at the shops with her mother. She thought about her cousin Lebo's puzzle. Finally, she opened the package. Inside was a small book.	I can <b>infer</b> that Bohlale was wishing for a different gift!
'This is no fun!' thought Bohlale. She ran outside to play. She chased a butterfly flying through the sky. She watched an aeroplane fly overhead, and wondered where it was going. She searched for stones in the riverbed.	I can <b>infer</b> that Bohlale isn't too excited about her book at first. She doesn't even look at it! She just goes outside to play.
Then she felt a raindrop right between her eyes. She looked up. The sky was dark and grey. Bohlale ran inside. The rain began to fall harder and harder.	

<p>Bohlale went to her room. She took off her wet clothes and put on her warm, dry tracksuit. She sat on her bed and watched the rain fall. She listened to the thunder.</p>	<p>Look at Bohlale’s sad face. I can <b>infer</b> that she feels upset that she must stay inside!</p>
<p>Then, she noticed the book on her bed. There was a picture of the earth on the cover. She read the title, “All Around the World”.</p> <p>Bohlale opened to the first page. There was a picture of giant pyramids and camels. ‘I want to go there!’ she thought. ‘Egypt,’ she read.</p> <p>Bohlale turned to the next page. She read the words, “New York”. She looked at the pictures. There were lights and cars everywhere. She had never seen such tall buildings.</p> <p>On the next page, she saw Mount Kilimanjaro, the highest mountain in Africa.</p>	<p>Bohlale keeps turning the pages. She sees so many new places! I can infer that she is interested in the book.</p>
<p>Bohlale read until she fell asleep, the book in her hands.</p> <p>That night, Bohlale dreamed about flying in a giant aeroplane.</p>	<p>I can <b>infer</b> that Bohlale is so excited about her new book! I make that <b>inference</b> because she dreams about the aeroplane from her book! She can’t stop thinking about everything she has seen inside!</p>
<p>When Bohlale woke up, the book was no longer in her hands. ‘Where is my book?’ she thought. She looked under the covers. No book. She looked on the table next to her bed. No book. Finally, she looked under her bed. ‘Phew,’ she said. ‘I thought I’d lost you!’</p>	<p>I can <b>infer</b> that Bohlale loves her book now, because she is very scared when she cannot find it!</p>
<p>Bohlale shined her shoes and packed her school bag. She put her new book into her bag. But then she changed her mind. ‘I want to carry my book so I can see it,’ Bohlale thought.</p> <p>All the way to school, Bohlale turned through the pages, trying to decide which one she would show her friends first.</p>	<p>I wonder why Bohlale decides to carry her book? It must be because she loves it so much, she wants to keep looking at it!</p>

Follow up questions	Possible responses
What did Bohlale dream about?	<ul style="list-style-type: none"> <li>• She dreamt about an aeroplane – like the one from her book!</li> </ul>
How do you think Bohlale felt when she thought she lost her book?	<ul style="list-style-type: none"> <li>• I think Bohlale felt...</li> </ul>
Why question	Possible responses
How can you infer that Bohlale loves her new book in the end?	<ul style="list-style-type: none"> <li>• Bohlale keeps turning the pages!</li> <li>• Bohlale falls asleep with the book in her hands.</li> <li>• Bohlale dreams about the book. She can't stop thinking about all the things she saw in her new book!</li> <li>• Bohlale is scared when she thinks she lost her book!</li> <li>• Bohlale decides to carry her book to school. She doesn't want to put it in her bag.</li> <li>• Bohlale wants to hold her books so she can easily show her friends all the interesting places inside!</li> <li>• Bohlale thinks about her book the whole way to school.</li> </ul>

## WEEK 7: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I want to read a story about...

**Modelling:**

1. Explain that today, learners will draw and write about **a story that they want to read!**
2. Use **modelling** to show learners that you **think before you write**.
3. Tell learners your idea, like: I love gardening. The flowers and plants make me feel so happy. So, I want to read a story about someone who has a beautiful garden.
4. Use **modelling** to draw a picture of a beautiful garden.
5. Use **modelling** to complete the writing frame, like: I want to read a story about **someone who has a beautiful garden**.
6. Explain which words you will write. **Draw a line for each word**.
7. **Use resources** to add a label, like: roses; trees
8. **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 do you want to read a story about?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their friend, like: I want to read a story about ...
5. Explain that learners will now draw and write their own ideas!

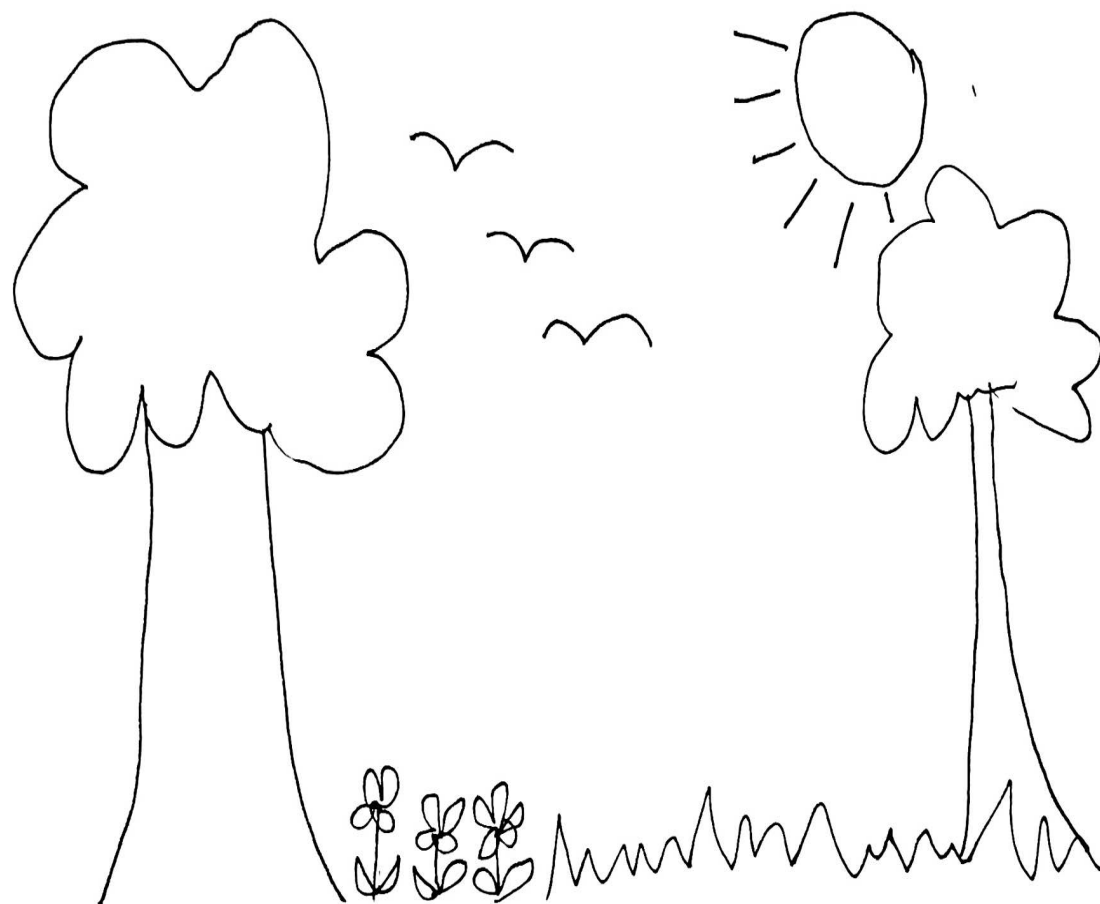
**Writing:**

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

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



I want to read a story  
about someone who has a  
garden.

WEEK 7: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Stories are such fun	<i>Smile and nod your head</i>
	This I know is true	<i>Hold up your thumbs</i>
	To the library I'll run	<i>Pretend to run</i>
	For a book to read with you!	<i>Point to a friend and smile</i>
THEME VOCABULARY	gift, in love, dream, carry	
QUESTION OF THE DAY		
Question	How does Bohlale feel about her book at the end of the story: Bohlale's new book?	
Graph	3 COLUMN GRAPH	
Options	excited / happy / in love	
Follow up questions		
<b>Question</b>	<b>How many learners think Bohlale feels excited?</b>	
Answer	__ learners think Bohlale feels excited.	
<b>Question</b>	<b>How many learners think Bohlale feels happy?</b>	
Answer	__ learners think Bohlale feels happy.	
<b>Question</b>	<b>How many learners think Bohlale feels in love?</b>	
Answer	__ learners think Bohlale feels in love.	
<b>Question</b>	<b>How do most learners think Bohlale feels?</b>	
Answer	Most learners think Bohlale feels __.	
<b>Question</b>	<b>How do fewest learners think Bohlale feels?</b>	
Answer	Fewest learners think Bohlale feels __.	
<b>Question</b>	<b>How does Bohlale feel about her book at the end of the story?</b>	
Answer	I think Bohlale feels excited.	
Answer	I think Bohlale feels happy.	
Answer	I think Bohlale feels in love.	

SENTENCE OF THE WEEK	
REVISE	this, fun, book, is
READ	This book is fun!

WEEK 7: FRIDAY: SHARED READING (15 minutes)	
TITLE	<u>Bohlale's new book</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	To give learners a chance to <b>summarise</b> the story
INSTRUCTIONS	
<ol style="list-style-type: none"> <li>1. Explain that today, learners will give a <b>recount</b> of one thing they liked in the story. This means they will say one thing they liked.</li> <li>2. Use <b>modelling</b> to show learners how to give a short recount of the story, like: Bohlale's auntie brought her a gift. She wanted a puzzle or crayons, but it was a book. Bohlale did not look at the book until it rained. Then, when she looked at the book, she loved it! I liked the part where Bohlale fell in love with her new book.</li> <li>3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.</li> <li>4. Instruct learners to think about 1-2 things they liked about the story.</li> <li>5. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form a short sentence.</li> <li>6. Explain and correct any common problems to learners.</li> <li>7. Instruct learners to <b>turn and talk</b> and share their recount with a partner.</li> </ol>	

## WEEK 7: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

OBJECTIVE	Conduct a formal or informal assessment of Term 3 phonics by asking learners to build words.												
ACTIVITY	<p><b>WORD FIND</b></p> <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="547 450 1155 658"> <tr> <td>f</td> <td>r</td> <td>a</td> <td>-ck</td> </tr> <tr> <td>h</td> <td>u</td> <td>e</td> <td>m</td> </tr> <tr> <td>b</td> <td>i</td> <td>o</td> <td>n</td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>1. Review all of the sounds and blends on the chalkboard.</li> <li>2. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.</li> <li>3. Tell learners they can make word using any of the sounds.</li> <li>4. Show learners how to make a few words, like: /f/ - /u/ - /n/ or //m/ - /o/ - /ck/</li> </ol> <p><b>LEARNERS DO</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to open their exercise books and write the heading: <b>revision words</b>.</li> <li>2. Instruct learners to begin writing.</li> <li>3. Give learners 3 minutes to find and build as many words as they can.</li> </ol> <p>Allow learners to correct their own work. Show learners how to build these words (and others): <b>fun, bun, run, rim, fan, man, ran, back, hack, rack, ram, ham, hob, rob, etc.</b></p>	f	r	a	-ck	h	u	e	m	b	i	o	n
f	r	a	-ck										
h	u	e	m										
b	i	o	n										



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

## WEEK 7: FRIDAY: END OF WEEK LEARNING REVIEW

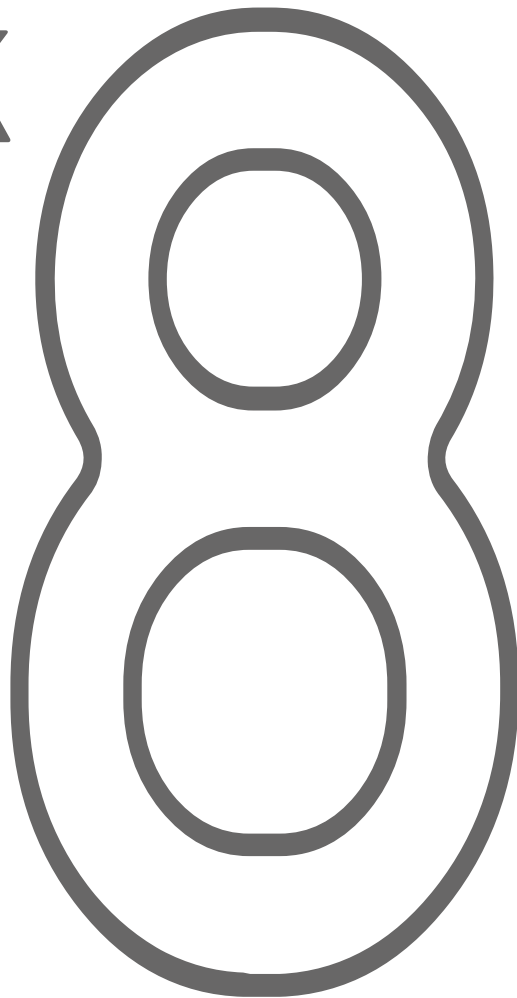
*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

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 1 - TERM 3

WEEK



**THEME:**  
**READING IS FUN!**

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'

— Dr. Seuss

## 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: a different selection of stories and books.
5. Do some research on the internet to prepare for the theme. For example: go to [www.africanstorybook.org](http://www.africanstorybook.org) and print out some free stories.
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 2: Word work, page 19
Activity 2	DBE Workbook 2: Let's write, page 19 & 20
Activity 3	DBE Workbook 2: Let's talk, page 21
Activity 4	Draw a picture of yourself reading a book!

TERM 3: WEEK 8	
OVERVIEW	
THEME	Reading is fun!
THEME VOCABULARY	newspaper, comics, Bible, difficult, story, phone, app, download, bored, boring, search, exciting, aloud, share, silent, noise, data, free, language, airtime
PHONICS	/ff/ - ruff, cuff, buff, huff, puff
WRITING FRAME	I like to read with...
SIGHT WORDS	read, wants, for, books
SENTENCE	He wants to read. He looks and looks for some books to read.

TERM 3: WEEK 8	
INTRODUCE THE THEME	
PICTURE	The last picture in the story <i>Bohlale's new book</i> – the picture when she is carrying her book to school.
SHOW	Show learners this picture. Remind learners that at the end of the story we read last week, Bohlale loves her new book.
SAY	<ul style="list-style-type: none"> <li>• Remind learners that we are learning about reading.</li> <li>• Explain to learners that reading is so important for our brains.</li> <li>• Remind learners that we are all becoming readers. We must work hard! Reading is hard work but there are so many wonderful reasons to be a reader!</li> <li>• Explain that this week, we will read about another character who loves to read. His name is Rendani!</li> </ul>

WEEK 8: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I can learn some words by sight	<i>Hold your hand above your eyes</i>
	Practice 'til I get them right	<i>Pretend to read a book</i>
	I can sound some words out	<i>Pretend to point at sounds</i>
	Think of what the story is about!	<i>Hold your finger to your head</i>
THEME VOCABULARY	newspaper, comics, Bible, difficult	
<b>QUESTION OF THE DAY</b>		
Question	Which do you think is most difficult to read?	
Graph	3 COLUMN GRAPH	
Options	the newspaper / the comics / the Bible	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think the newspaper is most difficult to read?</b>	
Answer	___ learners think the newspaper is most difficult to read.	
<b>Question</b>	<b>How many learners think the comics are most difficult to read?</b>	
Answer	___ learners think the comics are most difficult to read.	
<b>Question</b>	<b>How many learners think the Bible is most difficult to read?</b>	
Answer	___ learners think the Bible is most difficult to read.	
<b>Question</b>	<b>Which do most learners think is most difficult to read?</b>	
Answer	Most learners think ___.	
<b>Question</b>	<b>Which do fewest learners think is most difficult to read?</b>	
Answer	Fewest learners think ___.	
<b>Question</b>	<b>Which do you think is most difficult to read?</b>	
Answer	I think the newspaper is most difficult to read.	
Answer	I think the comics are most difficult to read.	
Answer	I think the Bible is most difficult to read.	

SIGHT WORD OF THE DAY	
NEW	read
REVISE	--

### WEEK 8: MONDAY: SHARED READING (10 MINUTES)

TITLE	<u>Rendani reads</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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

1. Show learners the front cover of the story: **Rendani reads**.
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.

## WEEK 8: MONDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUNDS	/h/ /u/ /r/ /f/																				
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: /h/ /u/ /r/ /f/</li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> </ol> <p><b>REVIEW PAST WORDS</b></p> <ol style="list-style-type: none"> <li>Explain that you will sound out a word.</li> <li>Learners must listen carefully to the sounds and try to make out what the word is.</li> <li>Say the sounds: /f/ - /u/ - /n/</li> <li>Ask learners: What word do those sounds make?</li> <li>Model blending the sounds to make a word: /f/ - /u/ - /n/ = <b>fun</b></li> <li>Show the flashcard for the word: <b>fun</b>. Say the word clearly.</li> <li>Ask learners: Which word family does <b>fun</b> belong in?</li> <li>Explain that it belongs in the <b>-un</b> word family.</li> <li>If you have time, repeat for the word: <b>hug (It belongs to the -ug family)</b></li> </ol> <p><b>BUILD A WORD WITH PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Write these past sounds on the chalkboard: /h/ /u/ /r/ /f/ /e/ /a/ /i/ /b/ /m/ /n/ /d/</li> <li>Ask learners if they can use these sounds to build a word.</li> <li>As learners build words, write them on the chalkboard, in word families.</li> <li>Brainstorm other words on the chalkboard. Nonsense words are also acceptable.</li> </ol> <table border="1" data-bbox="555 1541 1257 1883"> <tbody> <tr> <td>hub</td> <td>man</td> <td>din</td> <td>had</td> </tr> <tr> <td>rub</td> <td>fan</td> <td>fin</td> <td>mad</td> </tr> <tr> <td>nub</td> <td>ran</td> <td>rin</td> <td>bad</td> </tr> <tr> <td>fub</td> <td>ban</td> <td>bin</td> <td>rad</td> </tr> <tr> <td></td> <td>band</td> <td></td> <td>dad</td> </tr> </tbody> </table>	hub	man	din	had	rub	fan	fin	mad	nub	ran	rin	bad	fub	ban	bin	rad		band		dad
hub	man	din	had																		
rub	fan	fin	mad																		
nub	ran	rin	bad																		
fub	ban	bin	rad																		
	band		dad																		



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

WEEK 8: TUESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I can learn some words by sight	<i>Hold your hand above your eyes</i>
	Practice 'til I get them right	<i>Pretend to read a book</i>
	I can sound some words out	<i>Pretend to point at sounds</i>
	Think of what the story is about!	<i>Hold your finger to your head</i>
THEME VOCABULARY	story, phone, app, download	
QUESTION OF THE DAY		
Question	Where would you like to read a story?	
Graph	2 COLUMN GRAPH	
Options	on an app / in a book	
Follow-up questions		
<b>Question</b>	<b>How many learners would like to read a story on an app?</b>	
Answer	__ learners would like to read a story on an app.	
<b>Question</b>	<b>How many learners would like to read a story in a book?</b>	
Answer	__ learners would like to read a story in a book.	
<b>Question</b>	<b>Where would more learners like to read a story?</b>	
Answer	More learners would like to read a story __.	
<b>Question</b>	<b>Where would fewer learners like to read a story?</b>	
Answer	Fewer learners would like to read a story __.	
<b>Question</b>	<b>Where would you like to read a story?</b>	
Answer	I would like to read a story on an app.	
Answer	I would like to read a story in a book.	
SIGHT WORD OF THE DAY		
NEW	wants	
REVISE	read	

WEEK 8: TUESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Rendani reads</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	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
Rendani woke up late. It was Saturday! He looked through the basket of books next to his bed. He had read all of these books one hundred times!	<b>What</b> does Rendani want to do when he wakes up? Oh! He wants to read.
Rendani walked into the sitting room. His father was sitting on the sofa, reading the newspaper. 'I want to read, too!' Rendani said. 'But I am bored of my books. I have read them so many times!' Rendani's father paged through the newspaper. 'Try to read these!' he said, handing Rendani the comics. Rendani looked at the pictures. He tried to read the words. He could read a few, but most of the words were too difficult!	<b>What</b> does Rendani try to read next? Oh! <b>I learn</b> that he tries to read the comics from the newspaper!
Then, Rendani walked into the kitchen. His mother was sitting at the table, reading her Bible. 'I want to read, too!' Rendani said. 'But I am bored of my books. I have read them too many times!' Rendani's mother passed him her Bible. 'Try to read this!' she said. Rendani loved the Bible stories that he heard at church and from his parents, but he could not read the Bible. It was too difficult.	<b>What</b> does Rendani try to read after that? <b>I learn</b> that he tries to read a Bible story!
Finally, Rendani found his sister. She was sitting outside, looking at her phone. 'Let's play!' Rendani said, tugging on her sleeve. 'No, Rendani, I am reading!' Nduvho said, waving her phone in his face.	<b>What</b> is Rendani doing? Oh! He is looking for something new to read!

<p>‘I want to read, too!’ Rendani said. ‘But I am bored of my books. I have read them one hundred times! I have looked and looked but there is nothing for me to read.’</p>	
<p>‘I have an idea!’ Nduvho said. ‘The app that I use is called Fundza. It is for older kids. But I bet we can find some good apps for you!’ she said. She went to the App Store on her phone and started searching. ‘Look!’ Nduvho said, showing Rendani the phone. Rendani saw that his sister had found an app called the African Storybook Reader.</p>	<p><b>Why</b> can’t Rendani read on Nduvho’s app? <b>I learn</b> that her app is for older kids!</p>
<p>Nduvho ran inside the house. ‘Mama, where is your old phone? I want to set it up so Rendani can read on it! We found an app with so many free books for him! And the books are in different languages, so he can read in TshiVenda, XiTsonga and English! All we needs is a little bit of data to download the app, and then he can read forever!’ Mama opened a drawer in the kitchen. She pulled out her old phone, and handed it to Nduvho.</p>	<p><b>What</b> will Nduvho do with Mama’s old phone? Oh! She will download a cool app onto the phone for Rendani to use!</p>
<p>Nduvho went back outside and sat next to Rendani. ‘Mama loaded some airtime on the phone. Let’s download the app! Then you will always have something new to read!’ Rendani was so excited. Now he would always have a new story to read!</p>	<p><b>What</b> is the app that Rendani is excited about? <b>I remember</b> that it is called African Storybook Reader.</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>What did Rendani try to read?</p>	<p>He tried to read the comics from the newspaper and the Bible.</p>
<p>Who did Rendani want to play with?</p>	<p>He wanted to play with his sister, Nduvho.</p>
<p><b>Why question</b></p>	<p><b>Possible responses</b></p>
<p>Why was Rendani searching for something new to read?</p>	<ul style="list-style-type: none"> <li>• He was bored of the books he had.</li> <li>• He had already read his own books too many times.</li> <li>• There weren’t very many books in his house.</li> <li>• All the new things he could find to read were too difficult.</li> </ul>

## WEEK 8: TUESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/ff/					
FLASHCARDS	<b>ruff, cuff, buff, huff, puff</b>					
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/ff/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Explain that when we see the letters <b>f</b> and <b>f</b> together in a word, we must not say the sounds separately. We must say the sounds together: <b>/ff/</b></li> <li>4. Explain that we usually find this sound at the end of a word.</li> <li>5. Discuss how the sound for <b>/ff/</b> is <u>the same</u> sound as the <b>/f/</b> sound. The only difference is where we find this sound in a word.</li> <li>6. Tell learners to try to find this letter written somewhere on the walls.</li> <li>7. Ask learners: Can you think of words that end with <b>/ff/</b>?</li> <li>8. Brainstorm words with learners, like: <b>ruff, fluff, enough</b> (<b>remember, this is about the sound, not the spelling</b>)</li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say each word loudly and clearly as you show the flashcard: <b>ruff, cuff, buff, huff, puff</b></li> <li>2. Show these rhyming words to learners, as you say the words.</li> <li>3. Ask learners to repeat the rhyming words after you.</li> <li>4. Stick up the flashcards of the rhyming words on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td><b>ruff</b></td></tr> <tr><td><b>cuff</b></td></tr> <tr><td><b>buff</b></td></tr> <tr><td><b>huff</b></td></tr> <tr><td><b>puff</b></td></tr> </table>	<b>ruff</b>	<b>cuff</b>	<b>buff</b>	<b>huff</b>	<b>puff</b>
<b>ruff</b>						
<b>cuff</b>						
<b>buff</b>						
<b>huff</b>						
<b>puff</b>						

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

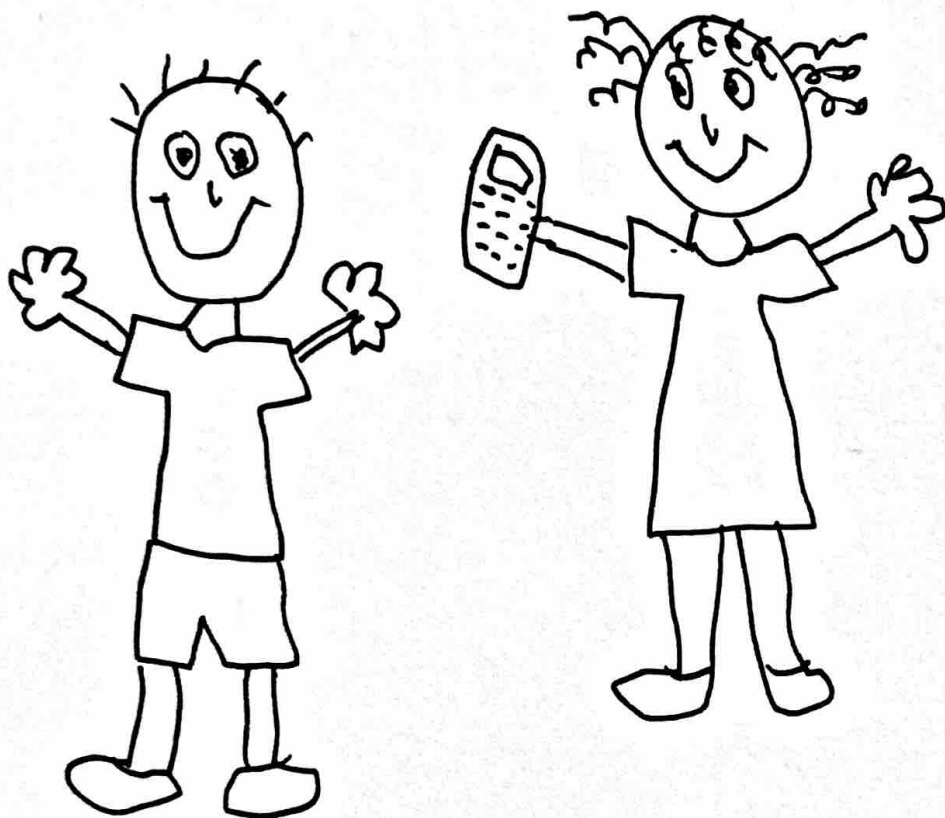
WEEK 8: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I can learn some words by sight	<i>Hold your hand above your eyes</i>
	Practice 'til I get them right	<i>Pretend to read a book</i>
	I can sound some words out	<i>Pretend to point at sounds</i>
	Think of what the story is about!	<i>Hold your finger to your head</i>
THEME VOCABULARY	bored, boring, search, exciting	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that last week, we read about Bohlale. Bohlale thinks her new book is boring at first. But then, she sees that there are so many interesting things in her new book! At the end of the story, she loves her new book. This week, we are reading about Rendani. Rendani is bored of the books he has because he has read them many times. He searches for something new and interesting to read!</i></p> <p><b>Ask learners:</b> Who do you think likes to read more?</p>	
Graph	2 COLUMN GRAPH	
Options	Bohlale / Rendani	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Bohlale likes to read more?</b>	
Answer	__ learners think Bohlale likes to read more.	
<b>Question</b>	<b>How many learners think Rendani likes to read more?</b>	
Answer	__ learners think Rendani likes to read more.	
<b>Question</b>	<b>Who do more learners think likes to read more?</b>	
Answer	More learners think __ likes to read more.	
<b>Question</b>	<b>Who do fewer learners think likes to read more?</b>	
Answer	Fewer learners think __ likes to read more.	
<b>Question</b>	<b>Who do you think likes to read more?</b>	
Answer	I think Bohlale likes to read more.	
Answer	I think Rendani likes to read more.	

SIGHT WORD OF THE DAY	
NEW	for
REVISE	read, wants

WEEK 8: WEDNESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Rendani reads</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.
INSTRUCTIONS	
<p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will draw a picture of something important that happens in the story.</li> <li>2. Use <b>modelling to think before you write</b>.</li> <li>3. Use <b>modelling to summarise</b> the story, like: Rendani looks and looks for something new to read because he is so bored with the books he has!</li> <li>4. Use <b>modelling</b> to draw a picture of your summary.</li> <li>5. Use <b>modelling</b> to add a label to your drawing, like: read, book.</li> </ol> <p><b>Oral Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they must think about something important that happens in the story.</li> <li>2. If needed, support learners by showing the pictures in the Big Book.</li> <li>3. Remind learners that we <b>think before we write</b>.</li> <li>4. Instruct learners to <b>turn and talk</b> and share their ideas with a partner.</li> <li>5. Call on 2-3 learners to tell you their summary of the story (<i>learners can point to a picture that shows something important happening if they cannot yet use oral language.</i>)</li> <li>6. Explain that learners can try to add a label, like: Rendani, phone.</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. <b>Hand out learner books.</b></li> <li>2. As learners write, walk around the room and complete <b>mini conferences</b>.</li> <li>3. Ask learners to tell you about their drawings.</li> <li>4. Help learners to add a label.</li> <li>5. Encourage learners!</li> </ol> <p><b>Turn and Talk:</b></p> <ol style="list-style-type: none"> <li>1. When there are 2-3 minutes left, instruct learners to put their pencils down.</li> <li>2. Instruct learners to <b>turn and talk</b> with a partner about their drawings.</li> </ol> <p><i>Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.</i></p>	



cellphone



read

**WEEK 8: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)**

SOUND	/h/ /ff/
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds /h/ and /ff/</li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is /h/ or /ff/</li> <li>5. If learners think you said /h/, they must hold up 1 finger.</li> <li>6. If learners think you said /ff/, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either /h/ or /ff/).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
WORDS	
ACTIVITY	

WEEK 8: THURSDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I can learn some words by sight	<i>Hold your hand above your eyes</i>
	Practice 'til I get them right	<i>Pretend to read a book</i>
	I can sound some words out	<i>Pretend to point at sounds</i>
	Think of what the story is about!	<i>Hold your finger to your head</i>
THEME VOCABULARY	aloud, share, silent, noise	
<b>QUESTION OF THE DAY</b>		
Question	Which kind of reading do you like better?	
Graph	2 COLUMN GRAPH	
Options	reading aloud / silent reading	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners like reading aloud better?</b>	
Answer	__ learners like reading aloud better.	
<b>Question</b>	<b>How many learners like silent reading better?</b>	
Answer	__ learners like silent reading better.	
<b>Question</b>	<b>Which kind of reading do more learners like better?</b>	
Answer	More learners like __ better.	
<b>Question</b>	<b>Which kind of reading do fewer learners like better?</b>	
Answer	Fewer learners like __.	
<b>Question</b>	<b>Which kind of reading do you like better?</b>	
Answer	I like reading aloud.	
Answer	I like silent reading.	
<b>SIGHT WORD OF THE DAY</b>		
NEW	books	
REVISE	read, wants, for	

## WEEK 8: THURSDAY: SHARED READING (15 MINUTES)

TITLE	<u>Rendani reads</u>	
ACTIVITY	SECOND READ	
COMPREHENSION STRATEGY	<b>Search the text</b>	
PURPOSE	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.	
	<b>Story</b>	<b>Think aloud: Second Read</b>
	Rendani woke up late. It was Saturday! He looked through the basket of books next to his bed. He had read all of these books one hundred times!	<b>Why</b> doesn't Rendani want to read any of his own books? Oh! Because he has read all of his books lots of times!
	Rendani walked into the sitting room. His father was sitting on the sofa, reading the newspaper. 'I want to read, too!' Rendani said. 'But I am bored of my books. I have read them so many times!' Rendani's father paged through the newspaper. 'Try to read these!' he said, handing Rendani the comics. Rendani looked at the pictures. He tried to read the words. He could read a few, but most of the words were too difficult!	<b>Why</b> can't Rendani read the comics? Oh! I learn that it is because they are too difficult for him!
	Then, Rendani walked into the kitchen. His mother was sitting at the table, reading her Bible. 'I want to read, too!' Rendani said. 'But I am bored of my books. I have read them too many times!' Rendani's mother passed him her Bible. 'Try to read this!' she said. Rendani loved the Bible stories that he heard at church and from his parents, but he could not read the Bible. It was too difficult.	<b>Why</b> can't Rendani read the Bible? Oh! It is because it is also too difficult!

<p>Finally, Rendani found his sister. She was sitting outside, looking at her phone. ‘Let’s play!’ Rendani said, tugging on her sleeve. ‘No, Rendani, I am reading!’ Nduvho said, waving her phone in his face. ‘I want to read, too!’ Rendani said. ‘But I am bored of my books. I have read them one hundred times! I have looked and looked but there is nothing for me to read.’</p>	<p><b>How</b> is Nduvho reading? Oh! <b>I learn</b> that she is reading on her phone.</p>
<p>‘I have an idea!’ Nduvho said. ‘The app that I use is called Fundza. It is for older kids. But I bet we can find some good apps for you!’ she said. She went to the App Store on her phone and started searching. ‘Look!’ Nduvho said, showing Rendani the phone. Rendani saw that his sister had found an app called the African Storybook Reader.</p>	<p><b>What</b> is Nduvho searching for? <b>I learn</b> that she is searching for an app that Rendani can use to read!</p>
<p>Nduvho ran inside the house. ‘Mama, where is your old phone? I want to set it up so Rendani can read on it! We found an app with so many free books for him! And the books are in different languages, so he can read in TshiVenda, XiTsonga and English! All we need is a little bit of data to download the app, and then he can read forever!’ Mama opened a drawer in the kitchen. She pulled out her old phone, and handed it to Nduvho.</p>	<p><b>Why</b> did Mama give Nduvho her old phone? Oh! <b>I learn</b> that it is for Rendani. Nduvho wants to set up the app so Rendani can read on the phone, just like her!</p>
<p>Nduvho went back outside and sat next to Rendani. ‘Mama loaded some airtime on the phone. Let’s download the app! Then you will always have something new to read!’ Rendani was so excited. Now he would always have a new story to read!</p>	<p><b>How</b> will the app help Rendani? Oh! <b>I learn</b> that it is because there are so many new stories to read on the app!</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>What did Rendani do when he couldn’t find something new to read?</p>	<p>He asked Nduvho to play with him.</p>
<p>What does Nduvho use to read?</p>	<p>She uses an app called Fundza.</p>

Why question	Possible responses
Why did Nduvho find an app for Rendani?	<ul style="list-style-type: none"><li>• Because Rendani couldn't find anything new to read.</li><li>• Because Rendani was bored of his books.</li><li>• Because she didn't want Rendani to bother her.</li><li>• Because she loved her app Fundza and she wanted to find something like that for Rendani.</li><li>• Because she remembered her mother had an old phone.</li></ul>

## WEEK 8: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I like to read with...

**Modelling:**

1. Explain that today, learners will draw about **someone they like to read with**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I like to read with my daughter. I read the words and we talk about the pictures in the story together.
5. Use **modelling** to draw a picture of you and your daughter reading together.
6. **Use resources** to add a label, like: me, read
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: I like to read with my daughter.
9. **Use resources**, like 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. Ask learners: Who do you like to read with?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: I like to read with...
5. Explain that learners will now 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 **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. 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 writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



I like to read with my  
mom.



WEEK 8: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I can learn some words by sight	<i>Hold your hand above your eyes</i>
	Practice 'til I get them right	<i>Pretend to read a book</i>
	I can sound some words out	<i>Pretend to point at sounds</i>
	Think of what the story is about!	<i>Hold your finger to your head</i>
THEME VOCABULARY	data, free, language, airtime	
QUESTION OF THE DAY		
Question	How do you think Rendani feels when he can't find something new to read?	
Graph	3 COLUMN GRAPH	
Options	bored / sad / frustrated	
Follow up questions		
<b>Question</b>	<b>How many learners think Rendani feels bored?</b>	
Answer	__ learners think Rendani feels bored.	
<b>Question</b>	<b>How many learners think Rendani feels sad?</b>	
Answer	__ learners think Rendani feels sad.	
<b>Question</b>	<b>How many learners think Rendani feels frustrated?</b>	
Answer	__ learners think Rendani feels frustrated.	
<b>Question</b>	<b>How do most learners think Rendani feels?</b>	
Answer	Most learners think Rendani feels __.	
<b>Question</b>	<b>How do fewest learners think Rendani feels?</b>	
Answer	Fewest learners think Rendani feels __.	
<b>Question</b>	<b>How do you think Rendani feels when he can't find something new to read?</b>	
Answer	I think he feels bored.	
Answer	I think he feels sad.	
Answer	I think he feels frustrated.	

EXPLAIN	<i>Explain that Rendani felt bored, sad, and frustrated when he couldn't find something new to read! He was lucky his sister was so kind to him! She helped him find an app with lots of free books for him to read. The app she finds is a real app that you can ask you parents to download on their phone! It is called the African Storybook Reader. They just need a little bit of data for the app!</i>
<b>SENTENCE OF THE WEEK</b>	
REVISE	read, wants, for, books, he, to, looks, and
READ	He wants to read. He looks and looks for some books to read.

WEEK 8: FRIDAY: SHARED READING (15 MINUTES)		
TITLE	<u>Rendani reads</u>	
ACTIVITY	<b>DRAMATISE</b>	
PURPOSE	To give learners a chance to act out what is happening in the story.	
<b>Getting ready:</b>		
<ul style="list-style-type: none"> <li>Choose a learner to be Rendani, Rendani's father, Rendani's mother, and Rendani's sister (Nduvho)</li> <li>If possible, bring: a newspaper with comics, a Bible, an old phone</li> </ul>		
TEXT	TEACHER DOES / SAYS	LEARNERS DO
Rendani woke up late. It was Saturday! He looked through the basket of books next to his bed. He had read all of these books one hundred times!	<i>Ask learners: What is happening here?</i>	<i>Learners summarise what is happening on the page.</i>
Rendani walked into the sitting room. His father was sitting on the sofa, reading the newspaper. 'I want to read, too!' Rendani said. 'But I am bored of my books. I have read them so many times!' Rendani's father paged through the newspaper. 'Try to read these!' he said, handing Rendani the comics. Rendani looked at the pictures.	<i>Call the learners who are playing Rendani and his father up to the front of the room.</i>	Rendani says: 'I want to read, too! But I am bored of my books. I have read them so many times!' <i>Rendani's father gives the comics to Rendani.</i> Rendani's father says: 'Try to read these!'

<p>He tried to read the words. He could read a few, but most of the words were too difficult!</p>		
<p>Then, Rendani walked into the kitchen. His mother was sitting at the table, reading her Bible. 'I want to read, too!' Rendani said. 'But I am bored of my books. I have read them too many times!' Rendani's mother passed him her Bible. 'Try to read this!' she said. Rendani loved the Bible stories that he heard at church and from his parents, but he could not read the Bible. It was too difficult.</p>	<p><i>Rendani's father sits down. Call the learner who is playing Rendani's mother up to the front of the room.</i></p>	<p>Rendani says: 'I want to read, too! But I am bored of my books. I have read them too many times!' <i>Rendani's mother gives Rendani her Bible.</i> Rendani's mother says: 'Try to read this!'</p>
<p>Finally, Rendani found his sister. She was sitting outside, looking at her phone. 'Let's play!' Rendani said, tugging on her sleeve. 'No, Rendani, I am reading!' Nduvho said, waving her phone in his face. 'I want to read, too!' Rendani said. 'But I am bored of my books. I have read them one hundred times! I have looked and looked but there is nothing for me to read.'</p>	<p><i>Rendani's mother sits down. Call the learner who is playing Nduvho up to the front of the room.</i></p>	<p>Rendani says: 'Let's play!' Nduvho says: 'No, Rendani, I am reading!' <i>Nduvho waves her phone in the air!</i> Rendani says: 'I want to read, too! But I am bored of my books. I have read them one hundred times! I have looked and looked but there is nothing for me to read.'</p>

<p>'I have an idea!' Nduvho said. 'The app that I use is called Fundza. It is for older kids. But I bet we can find some good apps for you!' she said. She went to the App Store on her phone and started searching.</p> <p>'Look!' Nduvho said, showing Rendani the phone. Rendani saw that his sister had found an app called the African Storybook Reader.</p>	<p><i>Instruct all the learners in the class to pretend they are searching on their phone!</i></p> <p><i>Instruct all the learners to pretend they have found the App: African Storybook Reader</i></p>	<p>All the learners say: We are searching the App store!</p> <p>Nduvho says: 'I have an idea! I bet we can find some good Apps for you!'</p> <p>All the learners say: Look! We found African Storybook Reader!</p>
<p>Nduvho ran inside the house. 'Mama, where is your old phone? I want to set it up so Rendani can read on it! We found an app with so many free books for him! And the books are in different languages, so he can read in TshiVenda, XiTsonga and English! All we need is a little bit of data to download the app, and then he can read forever!'</p> <p>Mama opened a drawer in the kitchen. She pulled out her old phone, and handed it to Nduvho.</p>	<p><i>Ask learners: Where is this part of the story happening?</i></p> <p><i>Call the learner who is playing Rendani's mother to come back to the front of the room.</i></p>	<p><i>Learners explain that Nduvho has run into the kitchen, where her mother is reading!</i></p> <p>Nduvho says: 'Mama, where is your old phone? I want to set it up so Rendani can read on it!'</p> <p><i>Rendani's mother gives Nduvho an old phone!</i></p>
<p>Nduvho went back outside and sat next to Rendani.</p> <p>'Mama loaded some airtime on the phone. Let's download the app! Then you will always have something new to read!'</p> <p>Rendani was so excited. Now he would always have a new story to read!</p>	<p><i>Ask learners: How does Rendani feel now?</i></p>	<p><i>Learners explain that Rendani feels happy, excited, good!</i></p> <p><i>Rendani acts happy!</i></p>

## WEEK 8: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/ff/				
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word: <b>cuff</b></li> <li>Segment the word into the individual sounds: /c/ - /u/ - /ff/</li> <li>Say the beginning sound of the word: /c/</li> <li>Say the middle sound of the word: /u/</li> <li>Say the end sound of the word: /ff/</li> <li>Write the word on the board: <b>cuff</b></li> <li>Model pointing and blending the sounds to make a word: /c/ - /u/ - /ff/ = <b>cuff</b></li> <li>If you have time, repeat this with the word: <b>ruff</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word: <b>buff</b></li> <li>Ask learners: What is the first sound in the word? /b/</li> <li>Ask learners: What is the middle sound in the word? /u/</li> <li>Ask learners: What is the last sound in the word? /ff/</li> <li>Ask learners to segment the word into each individual sound: /b/ - /u/ - /ff/</li> <li>Write the word: <b>buff</b></li> <li>Instruct learners to blend the sounds in the word with you: /b/ - /u/ - /ff/ = <b>buff</b></li> <li>If you have time, repeat this with the word: <b>puff</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>ff words</b></li> <li>Instruct learners to write the numbers 1-4.</li> <li><i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="539 1653 1147 1722"> <tr> <td>ruff</td> <td>cuff</td> <td>puff</td> <td>huff</td> </tr> </table> <ol style="list-style-type: none"> <li>Uncover the Phonics Display Board. Instruct learners to check their words.</li> <li>Instruct learners to practise reading the phonic words for <b>homework</b>.</li> <li>Instruct a few learners to stick the flashcard words up under existing word families or new word families on the word family wall.</li> </ol>	ruff	cuff	puff	huff
ruff	cuff	puff	huff		

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

## 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 1 - TERM 3**

**WEEK**

**9**

**THEME:**

**KEEPING OUR BODIES HEALTHY AND SAFE**

'Nothing compares to the simple pleasure of riding a bike'

- John F Kennedy

## 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: pictures of healthy food and unhealthy food, a bike helmet, etc.
5. Do some research on the internet to prepare for the theme. For example: do some research about the number of pedestrians and cyclists injured in accidents every year.
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 2: Let's write, page 21
Activity 2	DBE Workbook 2: Let's talk, page 22
Activity 3	DBE Workbook 2: Let's do, page 23
Activity 4	Draw a picture of something that is unsafe.



TERM 3: WEEK 9	
OVERVIEW	
THEME	Keeping our bodies healthy and safe
THEME VOCABULARY	body, helmet, bike, bicycle, crash, broken, bone, rock, hurt, head, fall, protect, wash, seatbelt, sick, healthy, sleep, tired, awake, brain
PHONICS	/l/ - lip, lap, lot, lad, lick, lock
WRITING FRAME	My body is healthy when I...
SIGHT WORDS	wear, ride, helmet, ride
SENTENCE	Please wear a helmet when you ride a bike!

TERM 3: WEEK 9	
INTRODUCE THE THEME	
PICTURE	The front cover of the story <i>Bohlale's helmet</i> .
SHOW	Show learners the picture of the helmet on the front cover.
SAY	<ul style="list-style-type: none"> <li>• Explain that this is a helmet. We wear a helmet on our head when we ride a bicycle. A helmet is something that can keep us safe!</li> <li>• Ask learners: What are some things we know keep us healthy and safe?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that over the next two weeks, we will learn about all different ways to be healthy and safe.</li> </ul>

WEEK 9: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME (sung to the tune of 'row row row your boat')	<b>Lyrics</b>	<b>Actions</b>
	Ride ride ride your bike	<i>Pretend to ride a bike</i>
	All around the town	<i>Pretend to ride a bike</i>
	Don't forget to wear your helmet	<i>Pretend to put on a helmet</i>
	So you're safe if you fall down!	-
THEME VOCABULARY	body, helmet, bike, bicycle	
<b>QUESTION OF THE DAY</b>		
Question	Have you ever been on a bicycle?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners have been on a bicycle?</b>	
Answer	__ learners have been on a bicycle.	
<b>Question</b>	<b>How many learners have not been on a bicycle?</b>	
Answer	__ learners have not been on a bicycle.	
<b>Question</b>	<b>Have more learners been on a bicycle or not?</b>	
Answer	More learners have / have not been on a bicycle.	
<b>Question</b>	<b>Have fewer learners been on a bicycle or not?</b>	
Answer	Fewer learners have / have not been on a bicycle.	
<b>Question</b>	<b>Have you ever been on a bicycle?</b>	
Answer	Yes, I have been on a bicycle.	
Answer	No, I have not been on a bicycle.	
<b>SIGHT WORD OF THE DAY</b>		
NEW	wear	
REVISE	--	

WEEK 9: MONDAY: SHARED READING (10 MINUTES)	
TITLE	<u>Bohlale's helmet</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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"> <li>1. Show learners the front cover of the story: <b>Bohlale's helmet!</b></li> <li>2. Read the title of the story.</li> <li>3. Ask learners: What do you think will happen in this story?</li> <li>4. Display the Big Book for learners to see. Make sure all learners can see the <b>pictures</b> in the book.</li> <li>5. Show learners the first picture.</li> <li>6. Ask learners: What do you think is happening here?</li> <li>7. Discuss the picture with learners.</li> <li>8. Ask learners: What do you think might happen next?</li> <li>9. Go through each picture in the book and ask learners these questions.</li> <li>10. When you get to the <b>last</b> picture, ask learners: How do you think this story will end?</li> <li>11. Thank learners for their predictions.</li> <li>12. Read through the story once.</li> </ol>	

## WEEK 9: MONDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUNDS	/ff/ /f/ /r/ /u/																
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: /ff/ /f/ /r/ /u/</li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> </ol> <p><b>REVIEW PAST WORDS</b></p> <ol style="list-style-type: none"> <li>Explain that you will sound out a word.</li> <li>Learners must listen carefully to the sounds and try to make out what the word is.</li> <li>Say the sounds: /r/ - /u/ - /ff/</li> <li>Ask learners: What word do those sounds make?</li> <li>Model blending the sounds to make a word: /r/ - /u/ - /ff/ = <b>ruff</b></li> <li>Show the flashcard for the word: <b>ruff</b>. Say the word clearly.</li> <li>Ask learners: Which word family does <b>ruff</b> belong in?</li> <li>Explain that it belongs in the <b>-uff</b> word family.</li> <li>If you have time, repeat for the word: <b>huff (It belongs to the -uff family)</b></li> </ol> <p><b>BUILD A WORD WITH PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Write these past sounds on the chalkboard: /ff/ /f/ /r/ /u/ /i/ /a/ /b/ /g/ /d/ /ck/ /e/</li> <li>Ask learners if they can use these sounds to build a word.</li> <li>As learners build words, write them on the chalkboard, in word families.</li> <li>Brainstorm other words on the chalkboard. Nonsense words are also acceptable.</li> </ol> <table border="1" data-bbox="555 1541 1161 1818"> <tbody> <tr> <td>fab</td> <td>ruff</td> <td>rag</td> <td>biff</td> </tr> <tr> <td>dab</td> <td>buff</td> <td>bag</td> <td>riff</td> </tr> <tr> <td>gab</td> <td>duff</td> <td>dag</td> <td>fiff</td> </tr> <tr> <td></td> <td>guff</td> <td>fag</td> <td></td> </tr> </tbody> </table>	fab	ruff	rag	biff	dab	buff	bag	riff	gab	duff	dag	fiff		guff	fag	
fab	ruff	rag	biff														
dab	buff	bag	riff														
gab	duff	dag	fiff														
	guff	fag															

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

WEEK 9: TUESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Ride ride ride your bike	<i>Pretend to ride a bike</i>
	All around the town	<i>Pretend to ride a bike</i>
	Don't forget to wear your helmet	<i>Pretend to put on a helmet</i>
	So you're safe if you fall down!	-
THEME VOCABULARY	crash, broken, bone, rock	
QUESTION OF THE DAY		
Question	Have you ever broken a bone?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
<b>Question</b>	<b>How many learners have broken a bone?</b>	
Answer	__ learners have broken a bone.	
<b>Question</b>	<b>How many learners have never broken a bone?</b>	
Answer	__ learners have never broken a bone.	
<b>Question</b>	<b>Have more learners broken a bone or not?</b>	
Answer	More learners have / have never broken a bone.	
<b>Question</b>	<b>Have fewer learners broken a bone or not?</b>	
Answer	Fewer learners have / have never broken a bone.	
<b>Question</b>	<b>Have you ever broken a bone?</b>	
Answer	Yes I have broken a bone.	
Answer	No, I have never broken a bone.	
SIGHT WORD OF THE DAY		
NEW	ride	
REVISE	wear	

WEEK 9: TUESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Bohlale's helmet</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Make inferences</b>
PURPOSE	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: First Read
Bohlale was so excited about her new blue bike. She loved the bright colour of her new bike. She loved the sound of the bell on her new bike. She loved that her bike could go so fast. She even loved her new red helmet. It was covered with flowers. Bohlale rode her new bike everywhere.	--
One afternoon, Bohlale followed a dog that was looking for food. She followed a kid chasing its mother down the path. Then Lebohang and Lungi, two of the older girls from school, rode past Bohlale. They had brightly coloured bikes. They were ringing their bells loudly. They were riding fast, passing each other and laughing. Bohlale noticed their hair. They were not wearing helmets. They looked so comfortable and free.	I can <b>infer</b> that Bohlale is thinking about not wearing a helmet!
That night, Bohlale lay in her bed. She thought about the older girls. She thought about their cool hairstyles. She thought about how free they looked with the wind blowing in their faces. 'Helmets are silly,' she thought. The next morning, Bohlale put on her helmet. She thought about the warning from her mother, 'Always wear your helmet, Bohlale!' Then she thought about the older girls. She decided that she was big enough not to wear a helmet.	--

She took off her helmet and hid it under a bush.	Bohlale hides her helmet. I can <b>infer</b> that Bohlale doesn't want her mother to see her leave the house without a helmet!
As she rode to Koki's house, Bohlale rang her bell loudly. She went as fast as she could. She felt the wind blowing in her face. She felt free! Bohlale was almost at Koki's house when she saw a big rock in the road. She tried to stop, but she was going too fast. She tried to swerve, but the rock was too big. Her bike hit the rock!	Look at Bohlale's face in this picture! I can <b>infer</b> that Bohlale feels very scared! It must be scary to hit a big rock and fall without a helmet on!
Bohlale felt her bike shake. She fell off the bike. Her head hit the pavement. When Bohlale opened her eyes, her mother was standing over her. Bohlale's mother said, 'You hit your head so hard! Bohlale, you must wear a helmet. You could have been really hurt!' 'I'm sorry, Mama,' she said.	Bohlale hit her head with no helmet to protect her! I can <b>infer</b> that Bohlale is lucky that she didn't have to go to the hospital!
The next morning, Bohlale found her helmet under the bush. 'I don't want to hurt my head again,' Bohlale thought.	I can <b>infer</b> that Bohlale's head really hurt. I can <b>infer</b> that Bohlale doesn't want to hurt her head like that again!
On her way to Koki's house, Lebohang and Lungi rode past Bohlale. They both had brand new helmets. The helmets were red, and covered with flowers. 'Hey Bohlale!' Lungi yelled, 'Nice helmet!' Bohlale kept her helmet on for the rest of the day.	I remember that in the picture, the older girls saw Bohlale fall! I can <b>infer</b> that they saw Bohlale hit her head. Now, they want to protect their heads too!
<b>Follow up questions</b>	<b>Possible responses</b>
Who did Bohlale see riding their bikes without helmets?	She saw Lungi and Lebohang.
Where did Bohlale hide her helmet?	She hid it under a bush.



Why question	Possible responses
Why did Bohlale decide to wear her helmet in the end?	<ul style="list-style-type: none"> <li>• She knew that her helmet would keep her safe.</li> <li>• Because she fell and hurt her head.</li> <li>• Because she didn't want to hurt her head again.</li> <li>• Because she didn't want to make her mother feel worried.</li> </ul>

WEEK 9: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)							
SOUND	/l/						
FLASHCARDS	<b>lip, lap, lot, lad, lick, lock</b>						
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: /l/</li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for /l/ is <u>the same</u> in English and home language.</li> <li>4. Tell learners to try to find this letter written somewhere on the walls.</li> <li>5. Ask learners: Can you think of words that begin with /l/?</li> <li>6. Brainstorm words with learners, like: <b>love, let, leg, lawn</b></li> <li>7. Ask learners: Can you think of words that have /l/ in the middle?</li> <li>8. Brainstorm words with learners, like: <b>wild, miles, pulls</b></li> <li>9. Tell learners that we will learn about words that end with /ll/ next week.</li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say each word loudly and clearly as you show the flashcard: <b>lip, lap, lot, lad, lick, lock</b></li> <li>2. Show each word to learners, as you say the word.</li> <li>3. Ask learners to repeat the words after you.</li> <li>4. Stick up the flashcards of the words on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>lip</td> <td>lad</td> </tr> <tr> <td>lap</td> <td>lick</td> </tr> <tr> <td>lot</td> <td>lock</td> </tr> </tbody> </table>	lip	lad	lap	lick	lot	lock
lip	lad						
lap	lick						
lot	lock						

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

WEEK 9: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME ( <i>'sung to the tune of row, row, row your boat'</i> )	<b>Lyrics</b>	<b>Actions</b>
	Ride ride ride your bike	<i>Pretend to ride a bike</i>
	All around the town	<i>Pretend to ride a bike</i>
	Don't forget to wear your helmet	<i>Pretend to put on a helmet</i>
	So you're safe if you fall down!	-
THEME VOCABULARY	hurt, head, fall, protect	
QUESTION OF THE DAY		
Question	<p><i>Remind learners that in our story, Bohlale's mother warns her that she must wear a helmet to protect her head! But, Bohlale doesn't wear her helmet. She falls and hurts her head.</i></p> <p><b>Ask learners:</b> How do you think Bohale's mother feels when she sees Bohlale without a helmet?</p>	
Graph	3 COLUMN GRAPH	
Options	angry / worried / scared	
Follow-up questions		
<b>Question</b>	<b>How many learners think Bohlale's mother feels angry?</b>	
Answer	__ learners think Bohlale's mother feels angry.	
<b>Question</b>	<b>How many learners think Bohlale's mother feels worried?</b>	
Answer	__ learners think Bohlale's mother feels worried.	
<b>Question</b>	<b>How many learners think Bohlale's mother feels scared?</b>	
Answer	__ learners think Bohlale's mother feels scared.	
<b>Question</b>	<b>How do more learners think Bohlale's mother feels?</b>	
Answer	More learners think Bohlale's mother feels __.	
<b>Question</b>	<b>How do fewer learners think Bohlale's mother feels?</b>	
Answer	Fewer learners think Bohlale's mother feels __.	

Question	How do you think Bohale's mother feels when she sees Bohlale without a helmet?
Answer	I think Bohlale's mother feels angry.
Answer	I think Bohlale's mother feels worried.
Answer	I think Bohlale's mother feels scared.
<b>SIGHT WORD OF THE DAY</b>	
NEW	helmet
REVISE	wear, ride

## WEEK 9: WEDNESDAY: SHARED READING (15 MINUTES)

TITLE	<u>Bohlale's helmet</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS****Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling to think before you write**.
3. Use **modelling to summarise** the story, like: Bohlale hides her helmet in the bush. Then she falls and hurts her head!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: helmet.

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: Bohlale, helmet, fall.

**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.*



**WEEK 9: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)**

SOUND	<b>/ff/ /l/</b>
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds <b>/ff/</b> and <b>/l/</b></li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is <b>/ff/</b> or <b>/l/</b></li> <li>5. If learners think you said <b>/ff/</b>, they must hold up 1 finger.</li> <li>6. If learners think you said <b>/l/</b>, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either <b>/ff/</b> or <b>/l/</b>).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
WORDS	
ACTIVITY	

WEEK 9: THURSDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (sung to the tune of 'row row row your boat')	<b>Lyrics</b>	<b>Actions</b>
	Ride ride ride your bike	<i>Pretend to ride a bike</i>
	All around the town	<i>Pretend to ride a bike</i>
	Don't forget to wear your helmet	<i>Pretend to put on a helmet</i>
	So you're safe if you fall down!	-
THEME VOCABULARY	wash, seatbelt, sick, healthy	
<b>QUESTION OF THE DAY</b>		
Question	What is something you do to protect your body?	
Graph	3 COLUMN GRAPH	
Options	I wash my hands / I wear a seatbelt / I wear a helmet	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners wash their hands?</b>	
Answer	__ learners wash their hands.	
<b>Question</b>	<b>How many learners wear a seatbelt?</b>	
Answer	__ learners wear a seatbelt.	
<b>Question</b>	<b>How many learners wear a helmet?</b>	
Answer	__ learners wear a helmet.	
<b>Question</b>	<b>What is something most learners do to protect their body?</b>	
Answer	Most learners __.	
<b>Question</b>	<b>What is something fewest learners do to protect their body?</b>	
Answer	Fewest learners __.	
<b>Question</b>	<b>What is something you do to protect your body?</b>	
Answer	I wash my hands.	
Answer	I wear a seatbelt.	
Answer	I wear a helmet.	

SIGHT WORD OF THE DAY	
NEW	ride
REVISE	wear, ride, helmet

WEEK 9: THURSDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Bohlale's helmet</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make inferences</b>
PURPOSE	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
Bohlale was so excited about her new blue bike. She loved the bright colour of her new bike. She loved the sound of the bell on her new bike. She loved that her bike could go so fast. She even loved her new red helmet. It was covered with flowers. Bohlale rode her new bike everywhere.	
One afternoon, Bohlale followed a dog that was looking for food. She followed a kid chasing its mother down the path. Then Lebohang and Lungi, two of the older girls from school, rode past Bohlale. They had brightly coloured bikes. They were ringing their bells loudly. They were riding fast, passing each other and laughing. Bohlale noticed their hair. They were not wearing helmets. They looked so comfortable and free.	I can <b>infer</b> that the older girls look like they are having fun. Maybe Bohlale is wishing she could ride bikes with them!
That night, Bohlale lay in her bed. She thought about the older girls. She thought about their cool hairstyles. She thought about how free they looked with the wind blowing in their faces. 'Helmets are silly,' she thought.	Bohlale is still thinking about those older girls. That helps me <b>infer</b> that she must think they are cool. I think she must want to copy them.



<p>The next morning, Bohlale put on her helmet. She thought about the warning from her mother, 'Always wear your helmet, Bohlale!' Then she thought about the older girls. She decided that she was big enough not to wear a helmet.</p>	
<p>She took off her helmet and hid it under a bush.</p>	<p>Bohlale doesn't want to wear her helmet anymore. I can <b>infer</b> that Bohlale wants to be like the older girls.</p>
<p>As she rode to Koki's house, Bohlale rang her bell loudly. She went as fast as she could. She felt the wind blowing in her face. She felt free!</p> <p>Bohlale was almost at Koki's house when she saw a big rock in the road. She tried to stop, but she was going too fast. She tried to swerve, but the rock was too big. Her bike hit the rock!</p>	<p>I can <b>infer</b> Bohlale want to be like the older girls because she is doing all the things she saw them doing!</p>
<p>Bohlale felt her bike shake. She fell off the bike. Her head hit the pavement. When Bohlale opened her eyes, her mother was standing over her.</p> <p>Bohlale's mother said, 'You hit your head so hard! Bohlale, you must wear a helmet. You could have been really hurt!'</p> <p>'I'm sorry, Mama,' she said.</p>	<p>--</p>
<p>The next morning, Bohlale found her helmet under the bush. 'I don't want to hurt my head again,' Bohlale thought.</p>	<p>I can <b>infer</b> that Bohlale understands why her mother told her to wear a helmet. She knows protecting her head is more important than being like the older girls!</p>
<p>On her way to Koki's house, Lebohang and Lungi rode past Bohlale. They both had brand new helmets. The helmets were red, and covered with flowers.</p> <p>'Hey Bohlale!' Lungi yelled, 'Nice helmet!'</p> <p>Bohlale kept her helmet on for the rest of the day.</p>	<p>Look – now the older girls want to be like Bohlale! I can <b>infer</b> that they thought that Bohlale's helmet was cool and safe.</p>

Follow up questions	Possible responses
Who wears helmets in the end?	Bohlale and the older girls all wear helmets.
How do you think Bohlale feels when she sees the older girls wearing helmets, like her?	I think Bohlale feels... I can infer that Bohlale feels...because...
Why question	Possible responses
Why did Bohlale hide her helmet under the bush?	<ul style="list-style-type: none"> <li>• She decided not to wear her helmet.</li> <li>• She wanted to be like the older girls.</li> <li>• She wanted to feel the wind in her face.</li> <li>• She wanted to feel comfortable and free.</li> <li>• She didn't want to look like a baby.</li> <li>• She didn't want her mother to know she was not wearing her helmet.</li> </ul>

## WEEK 9: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

My body is healthy when I...

**Modelling:**

1. Explain that today, learners will draw about **something they do to keep their body healthy**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I try to do lots of things, like eat fruits and vegetables, wash my hands, and wear a seatbelt in the car. I think today I will write about wearing a seatbelt.
5. Use **modelling** to draw a picture of yourself with a seatbelt on.
6. **Use resources** to add a label, like: me, safe
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: **My body is healthy when I** wear a seatbelt.
9. **Use resources**, like 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. Ask learners: What is something you do that keeps you healthy and safe?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: My body is healthy when I...
5. Explain that learners will now draw and write their own ideas!

**Writing:**

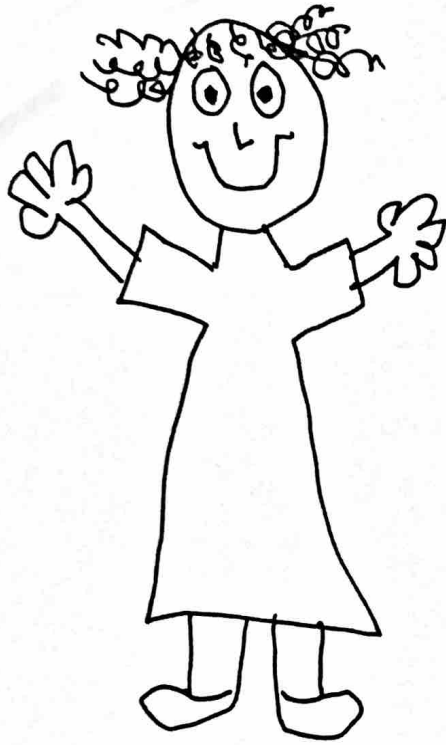
1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6.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

**Turn and Talk:**

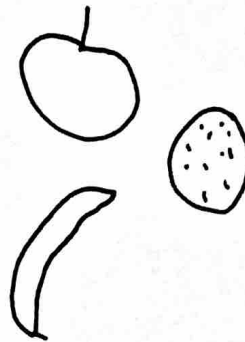
1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*

me



fruit



My body is healthy when

I eat fruit.

WEEK 9: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Ride ride ride your bike	<i>Pretend to ride a bike</i>
	All around the town	<i>Pretend to ride a bike</i>
	Don't forget to wear your helmet	<i>Pretend to put on a helmet</i>
	So you're safe if you fall down!	-
THEME VOCABULARY	sleep, tired, awake, brain	
QUESTION OF THE DAY		
Question	How many hours of sleep do you think you need every night?	
Graph	3 COLUMN GRAPH	
Options	6 hours / 8 hours / 10 hours	
Follow-up questions		
<b>Question</b>	<b>How many learners think you need 6 hours of sleep?</b>	
Answer	__ learners think you need 6 hours of sleep.	
<b>Question</b>	<b>How many learners think you need 8 hours of sleep?</b>	
Answer	__ learners think you need 8 hours of sleep.	
<b>Question</b>	<b>How many learners think you need 10 hours of sleep?</b>	
Answer	__ learners think you need 10 hours of sleep.	
<b>Question</b>	<b>How many hours of sleep do most learners think you need?</b>	
Answer	Most learners think you need __ hours of sleep.	
<b>Question</b>	<b>How many hours of sleep do fewest learners think you need?</b>	
Answer	Fewest learners think you need __ hours of sleep.	
<b>Question</b>	<b>How many hours of sleep do you think you need every night?</b>	
Answer	I think you need 6 hours of sleep.	
Answer	I think you need 8 hours of sleep.	
Answer	I think you need 10 hours of sleep.	

EXPLAIN	<i>Explain that one thing we can do to keep our bodies safe is to get enough sleep! Primary school children need 9-11 hours of sleep every night! Getting enough sleep helps keep you healthy. It also helps you do better in school, because you feel awake. It helps you focus and do your best.</i>
<b>SENTENCE OF THE WEEK</b>	
REVISE	wear, ride, helmet, ride, please, a, when, you
READ	Please wear a helmet when you ride a bike!

**WEEK 9: FRIDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Bohlale's helmet</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

**INSTRUCTIONS**

1. Explain that today, learners will give a **recount** of one thing they liked in the story. This means they will say one thing they liked.
2. Use **modelling** to show learners how to give a short recount of the story, like: I liked when the older girls wore helmets too, and they were just like the Bohlale's helmet!
3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
4. Instruct learners to think about 1-2 things they liked about the story.
5. Instruct learners to **turn and talk** and share their recount with a partner.
6. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form a short sentence.
7. Explain and correct any common problems.

## WEEK 9: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/l/				
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word: <b>lip</b></li> <li>Segment the word into the individual sounds: /l/ - /i/ - /p/</li> <li>Say the beginning sound of the word: /l/</li> <li>Say the middle sound of the word: /i/</li> <li>Say the end sound of the word: /p/</li> <li>Write the word on the board: <b>lip</b></li> <li>Model pointing and blending the sounds to make a word: /l/ - /i/ - /p/ = <b>lip</b></li> <li>If you have time, repeat this with the word: <b>lad</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word: <b>lock</b></li> <li>Ask learners: What is the first sound in the word? /l/</li> <li>Ask learners: What is the middle sound in the word? /o/</li> <li>Ask learners: What is the last sound in the word? /ck/</li> <li>Ask learners to segment the word into each individual sound: /l/ - /o/ - /ck/</li> <li>Write the word: <b>lock</b></li> <li>Instruct learners to blend the sounds in the word with you: /l/ - /o/ - /ck/ = <b>lock</b></li> <li>If you have time, repeat this with the word: <b>lick</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>I words</b></li> <li>Instruct learners to write the numbers 1-4.</li> <li><i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="539 1675 959 1742"> <tr> <td><b>lip</b></td> <td><b>lot</b></td> <td><b>lick</b></td> <td><b>lap</b></td> </tr> </table> <ol style="list-style-type: none"> <li>Uncover the Phonics Display Board. Instruct learners to check their words.</li> <li>Instruct learners to practise reading the phonic words for <b>homework</b>.</li> <li>Instruct a few learners to stick the flashcard words up under existing word families or new word families on the word family wall.</li> </ol>	<b>lip</b>	<b>lot</b>	<b>lick</b>	<b>lap</b>
<b>lip</b>	<b>lot</b>	<b>lick</b>	<b>lap</b>		

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
WORDS	
ACTIVITY	

**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 1 - TERM 3**

**WEEK**  
**10**

**THEME:**

**KEEPING OUR BODIES HEALTHY AND SAFE**

'My body, my choice.'

— Unknown

## 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: posters of any organisations working in child protection, like Childline.
5. Do some research on the internet to prepare for the theme. For example: find out what children can do to keep themselves safe from strangers.
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 2: Let's write, page 24 & 25
Activity 2	DBE Workbook 2: Walk and talk, page 24
Activity 3	DBE Workbook 2: Word work, page 25
Activity 4	Draw a picture about something that is unsafe.

TERM 3: WEEK 10	
OVERVIEW	
THEME	Keeping our bodies healthy and safe
THEME VOCABULARY	uncomfortable, secret, tell, trust, brave, kiss, lips, hug, food, fruit, vegetable, many, ignore, listen, feeling, shout, greet, high five, window, underneath
PHONICS	/ll/ - ball, call, fall, pill, kill, hill
WRITING FRAME	I trust...
SIGHT WORDS	tell, mother, father, feel
SENTENCE	I can tell my mother and father when I feel funny.

TERM 3: WEEK 10	
INTRODUCE THE THEME	
PICTURE	Picture from the story <i>Lesego feels uncomfortable</i> .
SHOW	Show learners the picture of Lesego sitting on her bed, looking upset.
SAY	<ul style="list-style-type: none"> <li>• Explain that this week, we will continue talking about our bodies and how we can keep them healthy and safe.</li> <li>• Explain that part of being healthy and safe is listening to the voice in our head that tells us when something is wrong! If we feel uncomfortable about the way someone talks to us or touches us, we must listen to that! It is important to talk to someone we trust if someone makes us feel unsafe.</li> </ul>

WEEK 10: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I may be young	<i>Point to yourself</i>
	I may be small	<i>Pinch your fingers together</i>
	But this is my body	<i>Point to yourself</i>
	I am in charge of it all!	<i>Point to yourself</i>
	If someone does something I don't like	<i>Wave your index finger</i>
	I must tell someone, it's my right!	<i>Point to yourself</i>
THEME VOCABULARY	uncomfortable, secret, tell, trust	
QUESTION OF THE DAY		
Question	<p><i>Explain that this week, we will read another story about Lesego. In this story, we will see that Lesego has an uncle who makes her feel uncomfortable. She is very scared to tell her mother! It is so important that if someone makes you feel uncomfortable, you don't keep it a secret! You must be brave and tell an adult who you trust.</i></p> <p><b>Ask learners:</b> Who could you talk to if someone makes you feel uncomfortable?</p>	
Graph	3 COLUMN GRAPH	
Options	my grandmother / my parents / my teacher	
Follow-up questions		
<b>Question</b>	<b>How many learners could talk to their grandmother?</b>	
Answer	__ learners could talk to their grandmother.	
<b>Question</b>	<b>How many learners could talk to their parents?</b>	
Answer	__ learners could talk to their parents.	
<b>Question</b>	<b>How many learners could talk to their teacher?</b>	
Answer	__ learners could talk to their teacher.	
<b>Question</b>	<b>Who could most learners talk to if someone makes them feel uncomfortable?</b>	
Answer	Most learners could talk to their __.	

<b>Question</b>	<b>Who could fewest learners talk to if someone makes them feel uncomfortable?</b>
Answer	Fewest learners could talk to their ___.
<b>Question</b>	<b>Who could you talk to if someone makes you feel uncomfortable?</b>
Answer	I could talk to my grandmother.
Answer	I could talk to my parents.
Answer	I could talk to my teacher.
<b>SIGHT WORD OF THE DAY</b>	
NEW	tell
REVISE	--

### WEEK 10: MONDAY: SHARED READING (10 MINUTES)

TITLE	<u>Lesego feels uncomfortable</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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

1. Show learners the front cover of the story: **Lesego feels uncomfortable!**
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.

WEEK 10: MONDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUNDS	/r/ /f/ /ff/ /l/																
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: /r/ /f/ /ff/ /l/</li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> </ol> <p><b>REVIEW PAST WORDS</b></p> <ol style="list-style-type: none"> <li>Explain that you will sound out a word.</li> <li>Learners must listen carefully to the sounds and try to make out what the word is.</li> <li>Say the sounds: /r/ - /u/ - /ff/</li> <li>Ask learners: What word do those sounds make?</li> <li>Model blending the sounds to make a word: /r/ - /u/ - /ff/ = ruff</li> <li>Show the flashcard for the word: <b>ruff</b>. Say the word clearly.</li> <li>Ask learners: Which word family does <b>ruff</b> belong in?</li> <li>Explain that it belongs in the <b>-uff</b> word family.</li> <li>If you have time, repeat for the word: <b>fir (It belongs to the -ir family)</b></li> </ol> <p><b>BUILD A WORD WITH PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Write these past sounds on the chalkboard: /r/ /f/ /ff/ /l/ /e/ /i/ /b/ /g/ /d/ /c/ /k/ /u/</li> <li>Ask learners if they can use these sounds to build a word.</li> <li>As learners build words, write them on the chalkboard, in word families.</li> <li>Brainstorm other words on the chalkboard. Nonsense words are also acceptable.</li> </ol> <table border="1" data-bbox="555 1581 1257 1859"> <tr> <td>kid</td> <td>biff</td> <td>leg</td> <td>cud</td> </tr> <tr> <td>bid</td> <td>riff</td> <td>keg</td> <td>dud</td> </tr> <tr> <td>rid</td> <td>liff</td> <td>deg</td> <td>bud</td> </tr> <tr> <td>did</td> <td></td> <td></td> <td>fud</td> </tr> </table>	kid	biff	leg	cud	bid	riff	keg	dud	rid	liff	deg	bud	did			fud
kid	biff	leg	cud														
bid	riff	keg	dud														
rid	liff	deg	bud														
did			fud														

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

WEEK 10: TUESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I may be young	<i>Point to yourself</i>
	I may be small	<i>Pinch your fingers together</i>
	But this is my body	<i>Point to yourself</i>
	I am in charge of it all!	<i>Point to yourself</i>
	If someone does something I don't like	<i>Wave your index finger</i>
	I must tell someone, it's my right!	<i>Point to yourself</i>
THEME VOCABULARY	brave, kiss, lips, hug	
<b>QUESTION OF THE DAY</b>		
Question	How does Lesego feel about telling her mother that she feels uncomfortable?	
Graph	2 COLUMN GRAPH	
Options	worried / scared / brave	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Lesego feels worried?</b>	
Answer	__ learners think Lesego feels worried.	
<b>Question</b>	<b>How many learners think Lesego feels scared?</b>	
Answer	__ learners think Lesego feels scared.	
<b>Question</b>	<b>How many learners think Lesego feels brave?</b>	
Answer	__ learners think Lesego feels brave.	
<b>Question</b>	<b>How do most learners think Lesego feels?</b>	
Answer	Most learners think Lesego feels __.	
<b>Question</b>	<b>How do fewest learners think Lesego feels?</b>	
Answer	Fewest learners think Lesego feels __.	
<b>Question</b>	<b>How do you think Lesego feels about telling her mother that she feels uncomfortable?</b>	
Answer	I think she feels worried.	
Answer	I think she feels scared.	
Answer	I think she feels brave.	



SIGHT WORD OF THE DAY	
NEW	mother
REVISE	tell

WEEK 10: TUESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Lesego feels uncomfortable</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>I wonder...</b>
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
Lesego sat nervously on her bed. Her mother had told her Uncle Tumelo was coming for Sunday lunch. Lesego didn't like when Uncle Tumelo came over. She didn't like the way he hugged her. She didn't like the way he kissed her on the lips.	--
Mapule, Lesego's older sister, came into the room. 'What's wrong Lesego?' she asked. 'Nothing,' Lesego lied. Mapule sat down next to her. 'I can see something is wrong!' she said. 'Tell me!'	I <b>wonder</b> why Lesego is scared to tell her sister? She must think her feelings are bad or wrong!
'I don't like it when Uncle Tumelo comes over. I just feel...I don't know,' Lesego said. 'But don't tell anyone! I don't want mom to be angry with me!' 'I know how you feel. I don't like when he kisses me on the lips.' Mapule said. 'I think we should tell mom. It is a serious thing if someone makes us feel uncomfortable!'	I <b>wonder</b> what their mother will say? Oh! It must be because she is afraid her mother will say her feelings are wrong!

<p>‘No! She will be angry with us for saying mean things about her brother. I don’t want to make her mad!’ Lesego cried.</p> <p>‘I know it is scary – but maybe it will be worth it! Maybe she can help us feel better. And if not, at least we are telling her together,’ Mapule said, holding Lesego’s hand</p>	<p>I <b>wonder</b> why Mapule isn’t scared? She must feel like their feelings are right.</p>
<p>Mapule and Lesego found their mother cooking lunch. ‘Mom, we need to talk to you,’ Mapule said bravely. Then, Mapule told her mother that Uncle Tumelo made them feel uncomfortable.</p> <p>Mom took a deep breath. Lesego thought she was getting ready to shout.</p> <p>‘I’m glad you told me. You should never keep it secret if someone makes you feel uncomfortable. That is an important feeling you shouldn’t ignore. I will speak to him.’</p> <p>‘And also, Mapule, I don’t want you or Lesego to ever be alone with him,’ mom said seriously. ‘Always stay together when you are with Uncle Tumelo.’</p>	<p>--</p>
<p>Lesego and Mapule went outside to play. But then Lesego saw her mother speaking on the phone through the kitchen window. Lesego was worried about what her mother would say to Uncle Tumelo. She knew she shouldn’t listen, but she couldn’t help it. She ran and sat underneath the kitchen window.</p> <p>‘Tumelo,’ said mom in a serious voice, ‘the girls feel uncomfortable when men other than their dad hug and kiss them. Please respect their feelings – just give them a high five when you greet them.’</p>	<p>I <b>wonder</b> why Lesego is worried? She must still feel like maybe her feelings about Uncle Tumelo were wrong.</p>
<p>When Uncle Tumelo finally walked through the door, he didn’t try to hug or kiss the girls. He just said, ‘Happy Sunday, Mapule and Lesego,’ and he put up his hand for high fives.</p>	<p>I <b>wonder</b> how Lesego feels now? She must see that her feelings were right, and important.</p>

Follow up questions	Possible responses
Who makes Lesego feel uncomfortable?	Uncle Tumelo makes her feel uncomfortable.
Who does Lesego tell that she feels uncomfortable?	She tells her sister Mapule.
Why question	Possible responses
Let's make an <b>evaluation</b> . How do we know Lesego's feelings were right and important?	<ul style="list-style-type: none"> <li>I think Lesego's feelings were right because...</li> </ul>

## WEEK 10: TUESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/ll/						
FLASHCARDS	<b>ball, call, fall</b> <b>pill, kill, hill</b>						
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard: /ll/</li> <li>Say the sound and instruct learners to repeat the sound x 3.</li> <li>Explain that when we see the letters l and l together in a word, we must not say the sounds separately. We must say the sounds together: /ll/</li> <li>Explain that we usually find this sound at the end of a word.</li> <li>Discuss how the sound for /ll/ is <u>the same</u> sound as the /l/ sound. The only difference is where we find this sound in a word.</li> <li>Tell learners to try to find this letter written somewhere on the walls.</li> <li>Ask learners: Can you think of words that end with /ll/?</li> <li>Brainstorm words with learners, like: <b>full, mill, will, till</b></li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>Say each word loudly and clearly as you show the flashcard: <b>ball, call, fall, pill, kill, hill</b></li> <li>Show each set of rhyming words to learners, as you say the words.</li> <li>Ask learners to repeat the rhyming words after you.</li> <li>Stick up the flashcards of the rhyming words on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td><b>ball</b></td> <td><b>pill</b></td> </tr> <tr> <td><b>call</b></td> <td><b>kill</b></td> </tr> <tr> <td><b>fall</b></td> <td><b>hill</b></td> </tr> </tbody> </table>	<b>ball</b>	<b>pill</b>	<b>call</b>	<b>kill</b>	<b>fall</b>	<b>hill</b>
<b>ball</b>	<b>pill</b>						
<b>call</b>	<b>kill</b>						
<b>fall</b>	<b>hill</b>						

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

WEEK 10: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I may be young	<i>Point to yourself</i>
	I may be small	<i>Pinch your fingers together</i>
	But this is my body	<i>Point to yourself</i>
	I am in charge of it all!	<i>Point to yourself</i>
	If someone does something I don't like	<i>Wave your index finger</i>
	I must tell someone, it's my right!	<i>Point to yourself</i>
THEME VOCABULARY	food, fruit, vegetable, many	
QUESTION OF THE DAY		
Question	<i>Brainstorm some fruits and vegetables with learners!</i> <b>Ask learners:</b> Which do you think is healthier for your body?	
Graph	3 COLUMN GRAPH	
Options	fruits / vegetables	
Follow-up questions		
<b>Question</b>	<b>How many learners think fruits are healthier for your body?</b>	
Answer	__ learners think fruits are healthier for your body.	
<b>Question</b>	<b>How many learners think vegetables are healthier for your body?</b>	
Answer	__ learners think vegetables are healthier for your body.	
<b>Question</b>	<b>Which do more learners think is healthier for your body?</b>	
Answer	More learners think __ are healthier for your body.	
<b>Question</b>	<b>Which do fewer learners think are healthier for your body?</b>	
Answer	Fewer learners think __ are healthier for your body.	
<b>Question</b>	<b>Which do you think is healthier for your body?</b>	
Answer	I think fruits are healthier for your body.	
Answer	I think vegetables are healthier for your body.	

EXPLAIN	<i>Explain that another thing we can do to keep our bodies safe is to eat healthy food. Both fruits and vegetables help keep our bodies healthy and strong. If we want to be healthy and safe, there are lots of things we must think about!</i>
<b>SIGHT WORD OF THE DAY</b>	
NEW	when
REVISE	tell, mother

**WEEK 10: WEDNESDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Lesego feels uncomfortable</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS****Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Lesego and Mapule are brave. They tell their mother that they feel unsafe.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: unsafe.

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: uncomfortable, brave.

**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.*



WEEK 10: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)	
SOUND	/ff/ /ll/
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds /ff/ and /ll/</li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is /ff/ or /ll/</li> <li>5. If learners think you said /ff/, they must hold up 1 finger.</li> <li>6. If learners think you said /ll/, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either /ff/ or /ll/).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

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



WEEK 10: THURSDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I may be young	<i>Point to yourself</i>
	I may be small	<i>Pinch your fingers together</i>
	But this is my body	<i>Point to yourself</i>
	I am in charge of it all!	<i>Point to yourself</i>
	If someone does something I don't like	<i>Wave your index finger</i>
	I must tell someone, it's my right!	<i>Point to yourself</i>
THEME VOCABULARY	ignore, listen, feeling, shout	
<b>QUESTION OF THE DAY</b>		
Question	If someone makes you feel uncomfortable, what should you do?	
Graph	2 COLUMN GRAPH	
Options	never stay alone with them / tell someone you trust / do not ignore the feeling	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think you should never stay alone with them?</b>	
Answer	___ learners think you should never stay alone with them.	
<b>Question</b>	<b>How many learners think you should tell someone you trust?</b>	
Answer	___ learners think you should tell someone you trust.	
<b>Question</b>	<b>How many learners think you should not ignore the feeling?</b>	
Answer	___ learners think you should not ignore the feeling.	
<b>Question</b>	<b>What do most learners think you should do?</b>	
Answer	Most learners think you should ___.	
<b>Question</b>	<b>What do fewest learners think you should do?</b>	
Answer	Fewest learners think you should ___.	
<b>Question</b>	<b>If someone makes you feel uncomfortable, what should you do?</b>	
Answer	You should never stay alone with them.	
Answer	You should tell someone you trust.	
Answer	You should not ignore the feeling.	

EXPLAIN	<i>Explain that you should do all of these things if someone makes you feel uncomfortable! It is important that you do not ignore the feeling – you must listen to your own feelings! You must tell someone you trust and not keep it secret. You must also try not to ever be alone with someone who you feel uncomfortable around!</i>
<b>SIGHT WORD OF THE DAY</b>	
NEW	feel
REVISE	tell, mother, when

**WEEK 10: THURSDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Lesego feels uncomfortable</u>	
ACTIVITY	SECOND READ	
COMPREHENSION STRATEGY	<b>Make evaluations</b>	
PURPOSE	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.	
	<b>Story</b>	<b>Think aloud: Second Read</b>
	Lesego sat nervously on her bed. Her mother had told her Uncle Tumelo was coming for Sunday lunch. Lesego didn't like when Uncle Tumelo came over. She didn't like the way he hugged her. She didn't like the way he kissed her on the lips.	Lesego must be <b>evaluating</b> whether her feelings about Uncle Tumelo are right or wrong.
	Mapule, Lesego's older sister, came into the room. 'What's wrong Lesego?' she asked. 'Nothing,' Lesego lied. Mapule sat down next to her. 'I can see something is wrong!' she said. 'Tell me!'	Lesego must be <b>evaluating</b> whether she should tell her sister about her feelings, or keep them a secret!
	'I don't like it when Uncle Tumelo comes over. I just feel...I don't know,' Lesego said. 'But don't tell anyone! I don't want mom to be angry with me!' 'I know how you feel. I don't like when he kisses me on the lips.' Mapule said. 'I think we should tell mom. It is a serious thing if someone makes us feel uncomfortable!'	Mapule makes the <b>evaluation</b> that their feelings about their uncle are not wrong!

<p>'No! She will be angry with us for saying mean things about her brother. I don't want to make her mad!' Lesego cried.</p> <p>'I know it is scary – but maybe it will be worth it! Maybe she can help us feel better. And if not, at least we are telling her together,' Mapule said, holding Lesego's hand</p>	<p>Mapule makes the <b>evaluation</b> that their feelings are important and must be shared!</p>
<p>Mapule and Lesego found their mother cooking lunch. 'Mom, we need to talk to you,' Mapule said bravely. Then, Mapule told her mother that Uncle Tumelo made them feel uncomfortable.</p> <p>Mom took a deep breath. Lesego thought she was getting ready to shout.</p> <p>'I'm glad you told me. You should never keep it secret if someone makes you feel uncomfortable. That is an important feeling you shouldn't ignore. I will speak to him. And also, Mapule, I don't want you or Lesego to ever be alone with him,' mom said seriously. 'Always stay together when you are with Uncle Tumelo.'</p>	<p>Mapule's <b>evaluation</b> was correct! Their feelings are serious and important.</p>
<p>Lesego and Mapule went outside to play. But then Lesego saw her mother speaking on the phone through the kitchen window. Lesego was worried about what her mother would say to Uncle Tumelo. She knew she shouldn't listen, but she couldn't help it. She ran and sat underneath the kitchen window.</p> <p>'Tumelo,' said mom in a serious voice, 'the girls feel uncomfortable when men other than their dad hug and kiss them. Please respect their feelings – just give them a high five when you greet them.'</p>	<p>Lesego's mother took their feelings seriously. Next time, I think Lesego will make the <b>evaluation</b> that her feelings aren't wrong!</p>
<p>When Uncle Tumelo finally walked through the door, he didn't try to hug or kiss the girls. He just said, 'Happy Sunday, Mapule and Lesego,' and he put up his hand for high fives.</p>	<p>--</p>

Follow up questions	Possible responses
What makes Lesego feel uncomfortable?	The way Uncle Tumelo hugs and kisses her.
Why did Lesego sit underneath the kitchen window?	<ul style="list-style-type: none"> <li>• So she could hear her mother talk on the phone.</li> <li>• So she could hear what her mother said to Uncle Tumelo.</li> </ul>
Why question	Possible responses
Why didn't Lesego want to tell anyone about her feelings?	<ul style="list-style-type: none"> <li>• Because she wasn't sure if her feelings are wrong.</li> <li>• Because she was afraid to make her mother angry.</li> </ul>

## WEEK 10: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I trust...

**Modelling:**

1. Explain that today, learners will draw about **someone who they trust**.
2. Use **modelling** to show learners that you **think before you write**.
3. Tell learners your idea, like: I trust my sister. I could tell her anything. I always feel better when I talk to her.
4. Use **modelling** to draw a picture of yourself with someone who you trust.
5. **Use resources** to add a label, like: me, sister
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to write your sentence, like: I trust my sister.
8. **Use resources**, like 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. Ask learners: Who is someone you trust?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: I trust...
5. Explain that learners will now draw and write their own ideas!

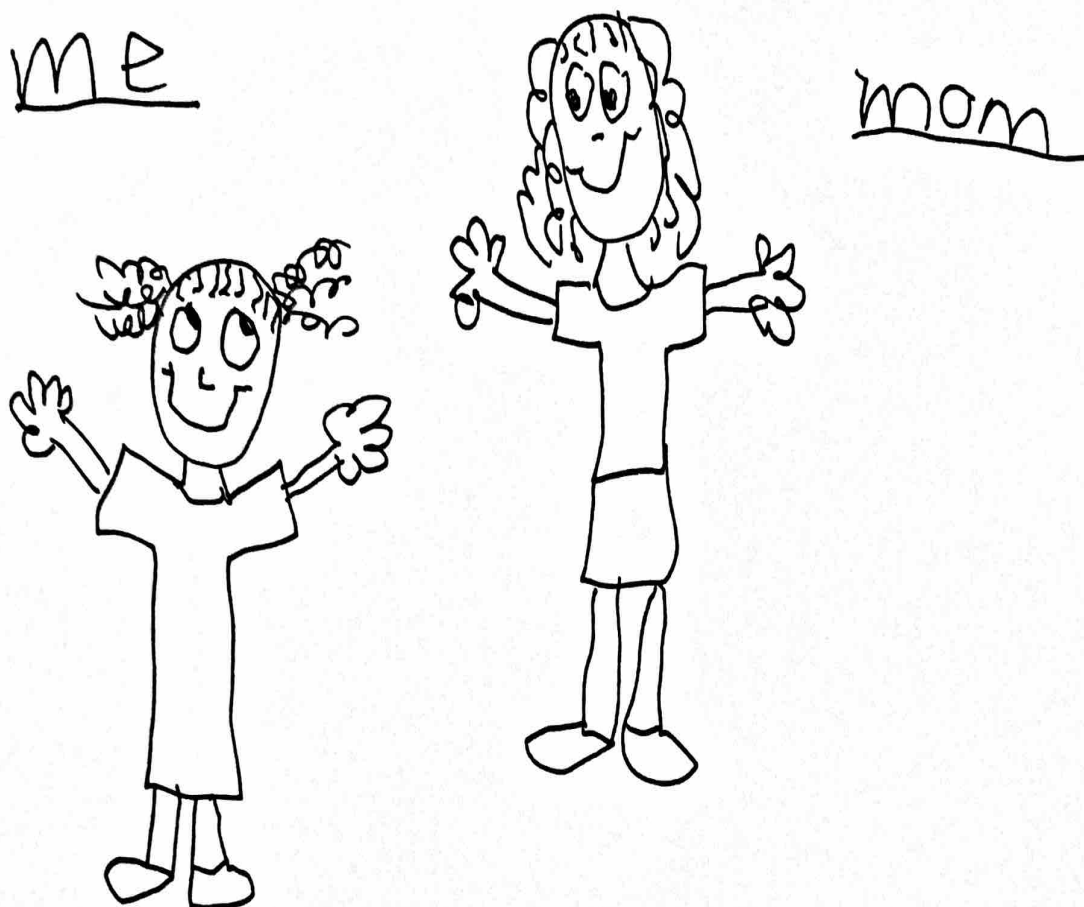
**Writing:**

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

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



I trust my mom.

WEEK 10: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I may be young	<i>Point to yourself</i>
	I may be small	<i>Pinch your fingers together</i>
	But this is my body	<i>Point to yourself</i>
	I am in charge of it all!	<i>Point to yourself</i>
	If someone does something I don't like	<i>Wave your index finger</i>
	I must tell someone , it's my right!	<i>Point to yourself</i>
THEME VOCABULARY	greet, high five, window, underneath	
QUESTION OF THE DAY		
Question	How do you think Lesego feels at the end of the story, when Uncle Tumelo gives her a high five?	
Graph	3 COLUMN GRAPH	
Options	safer / happier / better	
Follow-up questions		
<b>Question</b>	<b>How many learners think Lesego feels safer?</b>	
Answer	__ learners think Lesego feels safer.	
<b>Question</b>	<b>How many learners think Lesego feels happier?</b>	
Answer	__ learners think Lesego feels happier.	
<b>Question</b>	<b>How many learners think Lesego feels better?</b>	
Answer	__ learners think Lesego feels better.	
<b>Question</b>	<b>How do most learners think Lesego feels?</b>	
Answer	Most learners think Lesego feels __.	
<b>Question</b>	<b>How do fewest learners think Lesego feels?</b>	
Answer	Fewest learners think Lesego feels __.	

<b>Question</b>	<b>How do you think Lesego feels at the end of the story, when Uncle Tumelo gives her a high five?</b>
Answer	I think Lesego feels safer.
Answer	I think Lesego feels happier.
Answer	I think Lesego feels better.
<b>SENTENCE OF THE WEEK</b>	
REVISE	tell, mother, when, feel, I, can, when
READ	I can tell my mother when I feel funny.

**WEEK 10: FRIDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Lesego feels uncomfortable</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

**INSTRUCTIONS**

1. Explain that today, learners will give a **recount** of one thing they liked in the story. This means they will say one thing they liked.
2. Use **modelling** to show learners how to give a short recount of the story, like: I liked when Lesego's sister sat and listened to her. Then, they went and talked to their mother together.
3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
4. Instruct learners to think about 1-2 things they liked about the story.
5. Instruct learners to **turn and talk** and share their recount with a partner.
6. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form a short sentence.
7. Explain and correct any common problems.

## WEEK 10: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

SOUND	/ll/				
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>ball</b></li> <li>2. Segment the word into the individual sounds: /b/ - /a/ - /ll/</li> <li>3. Say the beginning sound of the word: /b/</li> <li>4. Say the middle sound of the word: /a/</li> <li>5. Say the end sound of the word: /ll/</li> <li>6. Write the word on the board: <b>ball</b></li> <li>7. Model pointing and blending the sounds to make a word: /b/ - /a/ - /ll/ = <b>ball</b></li> <li>8. If you have time, repeat this with the word: <b>call</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>kill</b></li> <li>2. Ask learners: What is the first sound in the word? /k/</li> <li>3. Ask learners: What is the middle sound in the word? /i/</li> <li>4. Ask learners: What is the last sound in the word? /ll/</li> <li>5. Ask learners to segment the word into each individual sound: /k/ - /i/ - /ll/</li> <li>6. Write the word: <b>kill</b></li> <li>7. Instruct learners to blend the sounds in the word with you: /k/ - /i/ - /ll/ = <b>kill</b></li> <li>8. If you have time, repeat this with the word: <b>pill</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>ll words</b></li> <li>3. Instruct learners to write the numbers 1-4.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="545 1868 1155 1935"> <tr> <td><b>fall</b></td> <td><b>hill</b></td> <td><b>call</b></td> <td><b>pill</b></td> </tr> </table>	<b>fall</b>	<b>hill</b>	<b>call</b>	<b>pill</b>
<b>fall</b>	<b>hill</b>	<b>call</b>	<b>pill</b>		



	<p>6. Uncover the Phonics Display Board. Instruct learners to check their words.</p> <p>7. Instruct learners to practise reading the phonic words for <b>homework</b>.</p>
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ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
WORDS	
ACTIVITY	

## 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.*