

GRADE 2

**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 5 stories for the term – one story per cycle.
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.
Term 3 Worksheet Pack	10 Worksheets	A Worksheet Pack is provided with 10 worksheets, one for each week of the term. The class works through these worksheet activities as individuals or in pairs during Group Guided Reading sessions.

All resources are available for download from the NECT website: 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 2 WEEKLY ROUTINE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	10			Daily Activities	10			Daily Activities	10
Phonemic Awareness & Phonics	5	Shared Reading / Pre-Read / Second Read	15			Shared Reading / First Read / Post-Read	15		
				Phonemic Awareness & Phonics	5			Phonemic Awareness and Phonics	5
		Writing	15			Writing	15		
Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15
Total	30	Total	45	Total	30	Total	45	Total	30

Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	GROUP GUIDED READING TEXT	INDEPENDENT READING TEXT
1	Community	Granny's stone soup	Select a reading text to suit the level of each group. Use the Group Guided Reading Tracker to carefully note what each group has read.	Worksheet 1
2				Worksheet 2
3	Creative thinking	Zweli makes a ball		Worksheet 3
4				Worksheet 4
5	Healthy eating	No chips for Lomusa		Worksheet 5
6				Worksheet 6
7	Worried and afraid	Zweli is worried		Worksheet 7
8				Worksheet 8
9	Other places	The winter holidays		Worksheet 9
10				Worksheet 10

Daily Activities

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

Daily Activities: Greetings

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

Daily Activities: Song / Rhyme / Finger Play

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

Daily Activities: Theme Vocabulary

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

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

Daily Activities: The Question of the Day

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

The purpose of the question of the day:

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

Getting ready for the question of the day:

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

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

For example:

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

my family	my friends	my teacher

Filling out the graph:

Modelling:

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

Learners:

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

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

*Pretty: **I** have the most fun with my teacher.*

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

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

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

Discussing the question of the day:

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

Daily Activities: Sight Words 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 2, a new story is read every second week.

Shared Reading is done as follows:

- Week 1 Tuesday: Pre-Read
- Week 1 Thursday: First Read
- Week 2 Tuesday: Second Read
- Week 2 Thursday: Post-Read

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

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

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

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

Comprehension strategies

The table below provides information on each strategy.

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

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

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

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

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

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

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

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

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

Shared Reading: Pre-Read

Comprehension Strategy: Predict

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

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

Shared Reading: First Read

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

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

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

Shared Reading: Second Read

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

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

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

Shared Reading: Post-Read

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

In Grade 2 during the post-read, you will do one of the following activities:

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

Act out the story (oral activity)

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

Recount the story (oral activity)

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

Illustrate the Story (written activity)

Modelling

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

Oral Instructions:

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

Writing:

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

Turn and Talk:

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

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

Written comprehension (written activity)

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

Phonemic Awareness and Phonics

You will need to master three phonemic awareness and phonic activities for use in Grade 2.

Monday example lesson and purpose

INTRODUCE THE SOUND AND WORDS

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

ship	shell
shop	shack
shut	shock
shed	shall

PURPOSE OF THE ACTIVITY

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

Wednesday example lesson and purpose

SEGMENTING AND BLENDING (I DO)

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

SEGMENTING AND BLENDING (WE DO)

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

SEGMENTING AND BLENDING (YOU DO)

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

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

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

PURPOSE OF THE ACTIVITY

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

Friday example lesson and purpose

BEGINNING SOUND

1. Model isolating the beginning sound for learners. Say:
 - /c/ - ash (cash)
 - /fl/ - ash (flash)
2. Say another two words that begin with different sounds, like: mash and bash.
3. Ask learners to identify the word that begin /b/ - (bash).
4. Repeat with different pairs of words.

LETTER SWAP

1. Say the word: rash
2. Identify the beginning sound. /r/ - ash. Ask what is left (-ash).
3. Swap the first sound and ask learners what word this makes. /tr/ -ash = trash
4. Do this orally and in writing.
5. Ask learners to think of other words that end the same (rhyme).

INFORMAL ASSESSMENT

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **-ash words**.
3. Instruct learners to write numbers 1-4 and to write down the following words as you say them:

cash	flash	rash	trash
------	-------	------	-------

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.

Group Guided Reading

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

What to do with the rest of the class:

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

Structure of the Reading Worksheets:

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

Assigning groups and text selection for Group Guided Reading:

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

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

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

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

What to do with each group during Group Guided Reading:

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

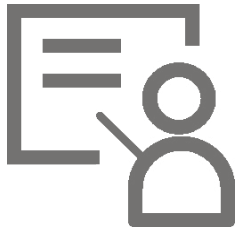
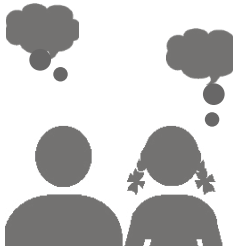

- c. **Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
- d. **Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they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

Care of the Reading Worksheets:

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

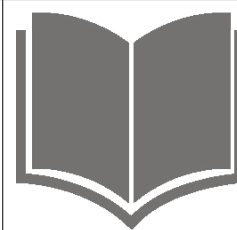
Writing Strategies

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

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

STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS

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



STRATEGY 5: WRITERS USE THEIR MEMORIES TO WRITE WORDS




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



STRATEGY 6: WRITERS SAY WORDS SLOWLY LIKE A TORTOISE

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



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

GRADE 2 - TERM 3

WEEK 1

THEME:
COMMUNITY

'Alone, we can do so little. Together, we can do so much.'

— Helen Keller

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 and articles about communities working together to solve problems.
5. Do some research on the internet to prepare for the theme. For example: find a song about people working together and play it for 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: Let's read, page 2
Activity 2	DBE Workbook 2: Let's write, page 3 & 4
Activity 3	DBE Workbook 2: Word work, page 4
Activity 4	Draw a picture of your community.

TERM 3: WEEK 1		
OVERVIEW		
THEME	Community	
THEME VOCABULARY	town, city, village, community, place, school, church, shop, helpful, teacher, farmer, herder	
SIGHT WORDS	spare, worried, quickly, village, delicious	
PHONICS	/sh-/ - ship, shop, shut, shed, shell, shack, shock, shall	
WRITING FRAME	Tuesday	Thursday
	I like... I like it because...	When I go there, I... I also...

TERM 3: WEEK 1	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book Story <i>Granny's Stone Soup</i>
SHOW	Show learners the picture of all the people eating together. Explain that these people are eating all together. In a community, people do things together. They talk and spend time together. They eat together sometimes, just like the people in this picture.
SAY	<ul style="list-style-type: none"> • Ask learners: Who are some people in your community? • Listen to learner responses. This will help you understand what learners already know. • Explain that a community is a group of people who live or work together. • Explain that our family, friends, neighbours, people in our church, (etc.) are all examples of people in our community. • Explain that over the next two weeks, we will learn think about our community.

WEEK 1: MONDAY: 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>Stone soup, stone soup Bubbling in the pot</td> <td><i>Shimmy and shake to show water bubbling</i></td> </tr> <tr> <td>Stone soup, stone soup Getting nice and hot!</td> <td><i>Rub hands together in anticipation</i></td> </tr> <tr> <td>Let's each add a little To the water in the pot</td> <td><i>Pretend to put something in a pot</i></td> </tr> <tr> <td>Then stir it altogether What a lot we've got!</td> <td><i>Pretend to stir a pot</i></td> </tr> <tr> <td>Stone soup, stone soup Bubbling in the pot</td> <td><i>Shimmy and shake to show water bubbling</i></td> </tr> <tr> <td>Stone soup, stone soup Getting nice and hot!</td> <td><i>Rub hands together in anticipation</i></td> </tr> </tbody> </table>	Lyrics	Actions	Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>	Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>	Let's each add a little To the water in the pot	<i>Pretend to put something in a pot</i>	Then stir it altogether What a lot we've got!	<i>Pretend to stir a pot</i>	Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>	Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>
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THEME VOCABULARY	town, city, village, community														
QUESTION OF THE DAY															
Question	What kind of community do you live in?														
Graph	3 COLUMN GRAPH														
Options	a town / a city / a village														
Follow-up questions															
Question	How many learners live in a town?														
Answer	__ learners live in a town.														
Question	How many learners live in a city?														
Answer	__ learners live in a city.														
Question	How many learners live in a village?														
Answer	__ learners live in a village.														
Question	What kind of community do most learners live in?														
Answer	Most learners live in __.														

Question	What kind of community do fewest learners live in?
Answer	Fewest learners live in ___.
Question	What kind of community do you live in?
Answer	I live in a town.
Answer	I live in a city.
Answer	I live in a village.
READING	Practice reading the sight words for the week.

WEEK 1: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/sh-/								
FLASHCARDS	ship, shop, shut, shed, shell, shack, shock, shall								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /sh-/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters s and h together in a word, we must not say the sounds separately. We must say one sound: /sh-/ Say each word loudly and clearly as you show the flashcard: ship, shop, shut, shed, shell, shack, shock, shall Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>ship</td> <td>shell</td> </tr> <tr> <td>shop</td> <td>shack</td> </tr> <tr> <td>shut</td> <td>shock</td> </tr> <tr> <td>shed</td> <td>shall</td> </tr> </table>	ship	shell	shop	shack	shut	shock	shed	shall
ship	shell								
shop	shack								
shut	shock								
shed	shall								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

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

WEEK 1: TUESDAY: WRITING (15 minutes)

WRITING FRAME

I like...
I like it because...

Modelling:

1. Explain that today, learners will think about a place in their community that they like.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: There are so many places in my community I like. One of my favourite places is the soccer field. I like the soccer field because so many people go to watch the games. It is so much fun to go there and see all the people. I like the soccer field. I like it because it is so much fun to go there and to see all of the different people in my community.
5. Use **modelling** to draw a picture of the soccer field.
6. Use **modelling** to add the label “me” next your picture and another label, like “field”.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: I like the field. I like it because I see lots of people.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

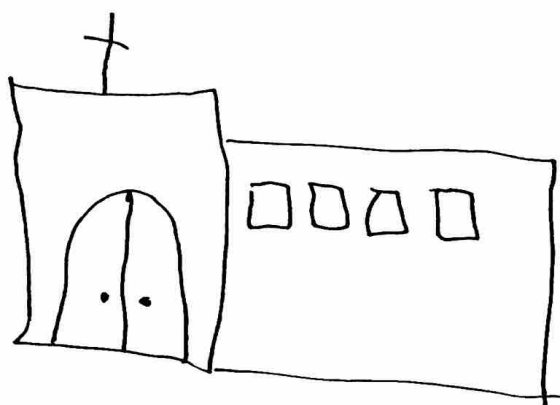
Oral Instructions:

1. Ask learners: Where do you like to go in your community?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**. They must think about a place they like in their community.
4. Call on 2-3 learners to tell you what they want to make. They must say: I like...
5. Ask learners: Why do you like this place?
6. Instruct learners to **think before they write**. They must think about why they like this place.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 2-3 learners to tell you what they want to make. They must say: I like it because...
9. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

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

Tuesday



church

I like church. I like it
because we sing.

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 1: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
	Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>
	Let's each add a little To the water in the pot	<i>Pretend to put something in a pot</i>
	Then stir it altogether What a lot we've got!	<i>Pretend to stir a pot</i>
	Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>
	Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>
THEME VOCABULARY	place, school, church, shop	
QUESTION OF THE DAY		
Question	What is your favourite place in your community?	
Graph	3 COLUMN GRAPH	
Options	school / church / the shop	
Follow up questions		
Question	How many learners' favourite place is school?	
Answer	__ learners' favourite place is school.	
Question	How many learners' favourite place is church?	
Answer	__ learners' favourite place is church.	
Question	How many learners' favourite place is the shop?	
Answer	__ learners' favourite place is the shop.	
Question	What is most learners' favourite place?	
Answer	Most learners' favourite place is __.	
Question	What is fewest learners' favourite place?	
Answer	Fewest learners' favourite place is __.	

Question	What is your favourite place in your community?
Answer	My favourite place is school.
Answer	My favourite place is church.
Answer	My favourite place is the shop.
READING	Practice reading the sight words for the week.

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

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

	<p>5. Say each of the following words. Instruct learners to write the word in their books.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>shop</td> <td>shell</td> <td>shack</td> <td>ship</td> <td>shut</td> <td>shock</td> <td>shut</td> <td>shall</td> </tr> </table> <p>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</p> <p>7. Instruct learners to Practice reading the phonic words for homework.</p>	shop	shell	shack	ship	shut	shock	shut	shall
shop	shell	shack	ship	shut	shock	shut	shall		

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

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 1: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Granny's Stone Soup</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.	
	Story	Think Aloud: First Read
	Tselane and her Granny were very hungry. Times were hard. The rain had not come. The maize did not grow, and the cattle were thin. No one in the village had any food to spare. Granny was worried. What could she do? Tselane's skinny legs grew thinner every day, and she no longer ran around and played after school.	Tselane and her granny really need food! I wonder what they will do?
	Granny needed to think of a plan quickly! She sat in her rocking chair. Back and forth she rocked as she thought of a plan. 'Aha,' shouted Granny, 'I have a plan! Tselane, it's time to make my famous stone soup!'	I have never heard of stone soup. I wonder if you can really eat stones in a soup?
	Tselane made a fire. Granny put a large pot filled with water on the fire. Tselane collected smooth stones from the dry ground. 'These stones will make delicious soup!' Tselane and Granny laughed happily! Granny added the stones to the water.	I wonder why they add stones to the water? Maybe it is because they don't have any food to add!
	'Run to the village and tell everyone about my delicious stone soup, Tselane!' said Granny. Tselane ran to the village.	I wonder why Tselane's granny wants her to tell the villagers about the stone soup?

<p>'Granny is making her delicious stone soup!' she told the villagers.</p> <p>'Stone soup?' said the teacher. 'I don't know about that.'</p> <p>'Granny is famous for her delicious stone soup,' said Tselane.</p> <p>'Oh yes – I love that soup,' said Granny's friend. 'I definitely need to have a bowl.'</p> <p>'Can I taste?' asked the farmer.</p> <p>'It sounds delicious,' said the herder.</p> <p>'It is,' said Tselane.</p>	<p>I wonder why anyone would want to eat soup that is just water and stones?</p>
<p>Tselane thought for a moment. 'But there isn't enough to share,' she said sadly. Everyone looked sad. They were hungry too.</p>	
<p>'I have an idea!' said Tselane, 'I am sure Granny will share her soup. But you must all bring a tasty ingredient to add to it. Then there will be enough for everyone!'</p> <p>'I can bring potatoes,' said the teacher.</p> <p>'Carrots will add flavour,' said the farmer.</p> <p>'I have sweet onions we can add,' said the herder.</p> <p>'I will slaughter my last chicken for the pot,' said Granny's friend.</p> <p>All the villagers rushed home to see what they could find to add to Granny's special stone soup.</p>	<p>Oh! Now everyone wants to bring something delicious to add to Granny's pot. I wonder if that was Tselane's plan all along?</p>
<p>Steam drifted up from the pot. Granny stirred the water and added salt and spices. What a delicious smell! One by one the villagers brought their vegetables to add to Granny's soup. As each villager added something to the soup it smelled even more delicious!</p>	
<p>The soup was ready at last. Everyone brought a bowl and sat around the fire to share the tasty stone soup. There was even enough for Tselane's dog!</p>	<p>I wonder why the soup tastes good? It must be because of all the ingredients the villagers added!</p>

<p>After the feast, Granny told a story, Tselane sang a song and everyone celebrated. It had been a long time since the village had sat down together to eat and talk.</p> <p>‘What a wonderful day we have had,’ said the farmer.</p> <p>‘Thank you for the stone soup,’ said the herder.</p> <p>‘You have shown us that sharing makes us all richer,’ said the teacher.</p>	<p>I wonder if the villagers would be angry that Tselane and her granny added stones instead of a real ingredient?</p>
<p>Tselane and Granny shared a secret smile.</p>	<p>I make the evaluation that the other villagers wouldn’t be too upset. Tselane and her granny made a fire and brought everyone together! They helped the soup taste good, even though they didn’t have any food to add!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>What ingredient did the teacher bring?</p>	<p>She brought potatoes.</p>
<p>What did the farmer add to the soup?</p>	<p>He brought carrots to add.</p>
<p>Who brought onions for the stone soup?</p>	<p>The herder brought onions.</p>
<p>Why question</p>	<p>Possible response</p>
<p>Why did the soup taste good?</p>	<ul style="list-style-type: none"> • Because each of the villagers brought an ingredient. • Because all of the ingredients tasted good together.

WEEK 1: THURSDAY: WRITING (15 minutes)

WRITING FRAME

When I go there, I...
I also...**Modelling:**

1. Explain that today, learners will write two new sentences about the place they like in their community.
2. Read the new writing frame to learners.
3. Remind learners that they will continue with the same message as Tuesday. Remind learners that you were writing about a place in your community that you like.
4. Explain that today, learners will think about what they like to do at the place they chose on Tuesday.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: I love all the people at the soccer field. I also love when I have money to buy some sweets to eat when I watch the soccer game!
7. Use **modelling** to add to your picture, like: yourself with your friends, looking happy, a lady selling snacks, etc.
8. Explain which words you will write. **Draw a line for each word.**
9. Use **modelling** to complete the new part of the writing frame, like: When I go there, I sit with my friends. I also buy sweets.
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources**, like sight words.
12. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Instruct learners to think about the place they wrote about on Tuesday. Explain that they will continue writing about the same place today!
2. Ask learners: What do you like to do in the place you chose?
3. Instruct learners to **think before they write**. They must think about the things they like to do there.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you one thing that they like to do. They must say: When I go there I...

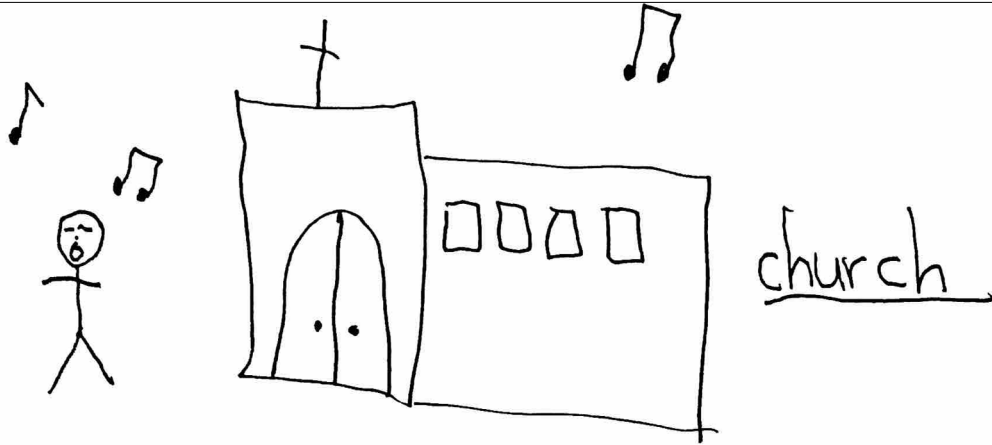
Writing:

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one complete paragraph**.
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing**.
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise and use resources**.
7. **Encourage learners.**

Turn and Talk:

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

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



I like church. I like it
because we sing.

Thursday

When I go there, I sing and
dance. I also pray.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 1: FRIDAY: DAILY ACTIVITIES (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>Stone soup, stone soup Bubbling in the pot</td> <td><i>Shimmy and shake to show water bubbling</i></td> </tr> <tr> <td>Stone soup, stone soup Getting nice and hot!</td> <td><i>Rub hands together in anticipation</i></td> </tr> <tr> <td>Let's each add a little To the water in the pot</td> <td><i>Pretend to put something in a pot</i></td> </tr> <tr> <td>Then stir it altogether What a lot we've got!</td> <td><i>Pretend to stir a pot</i></td> </tr> <tr> <td>Stone soup, stone soup Bubbling in the pot</td> <td><i>Shimmy and shake to show water bubbling</i></td> </tr> <tr> <td>Stone soup, stone soup Getting nice and hot!</td> <td><i>Rub hands together in anticipation</i></td> </tr> </tbody> </table>	Lyrics	Actions	Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>	Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>	Let's each add a little To the water in the pot	<i>Pretend to put something in a pot</i>	Then stir it altogether What a lot we've got!	<i>Pretend to stir a pot</i>	Stone soup, stone soup Bubbling in the pot	<i>Shimmy and shake to show water bubbling</i>	Stone soup, stone soup Getting nice and hot!	<i>Rub hands together in anticipation</i>
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THEME VOCABULARY	helpful, teacher, farmer, herder														
QUESTION OF THE DAY															
Question	Who is helpful in your community?														
Graph	3 COLUMN GRAPH														
Options	teachers / farmers / herders														
Follow up questions															
Question	How many learners think teachers are helpful?														
Answer	__ learners think teachers are helpful.														
Question	How many learners think farmers are helpful?														
Answer	__ learners think farmers are helpful.														
Question	How many learners think herders are helpful?														
Answer	__ learners think herders are helpful.														
Question	Who do most learners think are helpful?														
Answer	Most learners think __ are helpful.														
Question	Who do fewest learners think are helpful?														
Answer	Fewest learners think __ are helpful.														

Question	Who is helpful in your community?
Answer	Teachers are helpful.
Answer	Farmers are helpful.
Answer	Herders are helpful.
READING	Practice reading the sight words for the week.

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

SOUND	/sh-/
WORDS	ship, shop, shut, shed, shell, shack, shock, shall
ACTIVITY	<p>BEGINNING SOUND</p> <ol style="list-style-type: none"> Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> /sh/ – op (shop) /sh/ – ell (shell) Say two words: shack, mack <ul style="list-style-type: none"> Ask learners: Which word begins with the /sh/ sound? (shack) Say two words: shed, wed <ul style="list-style-type: none"> Ask learners: Which word begins with the /w/ sound? (wed) Say two words: shut, nut <ul style="list-style-type: none"> Ask learners: Which word begins with the /sh/ sound? (shed) <p>LETTER SWAP</p> <ol style="list-style-type: none"> Say the word: shell Ask learners: What is the beginning sound? /sh/ Ask learners: If I take away the /sh/ and add /w/ what word does that make? Help learners to hear that the word is: w – e – ll = well Write: shell Read the word: sh – e – ll = shell Erase: 'sh' Write: 'w' Read the new word: w – e – ll = well Ask learners: What other words can you think of that end with '-ell' Let learners brainstorm words. (bell, sell, etc.) <p>INFORMAL ASSESSMENT</p> <ol style="list-style-type: none"> Instruct learners to take out their exercise books. Instruct learners to write the heading: sh words Instruct learners to write numbers from 1-8.

	<p>4. <i>Make sure the flashcard words are covered on the display board. Learners must not copy the words.</i></p> <p>5. Say each of the following words. Instruct learners to write the words in their book.</p> <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td>ship</td> <td>shock</td> <td>shut</td> <td>shall</td> <td>shed</td> <td>shop</td> <td>shack</td> <td>shell</td> </tr> </table> <p>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</p>	ship	shock	shut	shall	shed	shop	shack	shell
ship	shock	shut	shall	shed	shop	shack	shell		

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

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

WEEK 1: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 2 - TERM 3



THEME:
COMMUNITY

'Without a sense of caring, there can be no sense of community.'

— Anthony D'Angelo

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: pictures of different groups in your community, like the tribal council, or a women's group.
5. Do some research on the internet to prepare for the theme. For example: find out some different or interesting projects done by communities.
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 5 & 7
Activity 2	DBE Workbook 2: Let's sing, page 6
Activity 3	DBE Workbook 2: Let's write, page 5 & 7
Activity 4	Free Writing: <i>All about my community...</i> Learners write about their community. They can write about the people and places in their community.

TERM 3: WEEK 2		
OVERVIEW		
THEME	Community	
THEME VOCABULARY	town, city, village, community, place, school, church, shop, helpful, teacher, farmer, herder, soup, ingredient, slaughter, stir, trick, villagers, plan, thin, sneaky, clever, rich, poor	
SIGHT WORDS	famous, share, tasty, bowl, more	
PHONICS	/-sh/ - dish, fish, wish, bash, mash, rash, crash, trash	
WRITING FRAME	Tuesday	Thursday
	I want to make stone soup with... I would bring...	One time in my community... I felt...

TERM 3: WEEK 2		
INTRODUCE THE THEME		
PICTURE	Picture from the Big Book Story <i>Granny's Stone Soup</i>	
SHOW	Show learners the picture of when the teacher says: 'You have shown us that sharing makes us all richer.'	
SAY	<ul style="list-style-type: none"> • Remind learners that we are learning about community. • Read the line to learners: 'You have shown us that sharing makes us all richer.' • Ask learners: How does sharing make us richer? • Discuss this statement with learners. Explain that sharing is good for everyone! When a community shares and helps each other, it is a positive and happy thing. • Explain that this week, we will continue to think about community. 	

WEEK 2: MONDAY: 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 will share my food with my brothers and my sisters</td> <td><i>Hold out your hands</i></td> </tr> <tr> <td>I will share my food with love</td> <td><i>Make a heart shape with your hands</i></td> </tr> <tr> <td>I will share my food with my brothers and my sisters</td> <td><i>Hold out your hands</i></td> </tr> <tr> <td>In the name of God above</td> <td><i>Point to the sky and smile</i></td> </tr> </tbody> </table>	Lyrics	Actions	I will share my food with my brothers and my sisters	<i>Hold out your hands</i>	I will share my food with love	<i>Make a heart shape with your hands</i>	I will share my food with my brothers and my sisters	<i>Hold out your hands</i>	In the name of God above	<i>Point to the sky and smile</i>
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	I will share my food with my brothers and my sisters	<i>Hold out your hands</i>									
In the name of God above	<i>Point to the sky and smile</i>										
THEME VOCABULARY	soup, ingredient, slaughter, stir										
QUESTION OF THE DAY											
Question	<p><i>Remind learners that in the story Stone soup, each person brings a different food to add to the soup. Instruct learners to pretend a stone soup is being made in their own community.</i></p> <p>Ask learners: What do you want to bring to put into the soup?</p>										
Graph	3 COLUMN GRAPH										
Options	a carrot / an onion / a chicken										
Follow-up questions											
Question	How many learners want to bring a carrot?										
Answer	__ learners want to bring a carrot.										
Question	How many learners want to bring an onion?										
Answer	__ learners want to bring an onion.										
Question	How many learners want to bring a chicken?										
Answer	__ learners want to bring a chicken										
Question	What do most learners want to bring?										
Answer	Most learners want to bring __.										
Question	What do fewest learners want to bring?										
Answer	Fewest learners want to bring __.										

Question	What do you want to bring to put into the soup?
Answer	I want to bring a carrot.
Answer	I want to bring an onion.
Answer	I want to bring a chicken.
READING	Practice reading the sight words for the week.

WEEK 2: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/-sh/										
FLASHCARDS	dish, fish, wish bash, mash, rash, crash, trash										
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /-sh/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters s and h together in a word, we must not say the sounds separately. We must say one sound: /-sh/ Point out that last week, we used the /sh/ sound at the beginning of the word. This week, we are using the /sh/ sound at the end of words. Say each word loudly and clearly as you show the flashcard: dish, fish, wish, bash, mash, rash, crash, trash Ask learners to repeat each word after you. Stick up the flashcards of the word families on the Phonics Display Board. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>dish</td> <td>bash</td> </tr> <tr> <td>fish</td> <td>mash</td> </tr> <tr> <td>wish</td> <td>rash</td> </tr> <tr> <td></td> <td>crash</td> </tr> <tr> <td></td> <td>trash</td> </tr> </table>	dish	bash	fish	mash	wish	rash		crash		trash
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ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Granny's Stone soup</u>
ACTIVITY	Second read
COMPREHENSION STRATEGY	Make evaluations
PURPOSE	When we evaluate a text, we make a judgement about an aspect of the text. 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
Tselane and her Granny were very hungry. Times were hard. The rain had not come. The maize did not grow, and the cattle were thin. No one in the village had any food to spare. Granny was worried. What could she do? Tselane's skinny legs grew thinner every day, and she no longer ran around and played after school.	I make the evaluation that Granny loves Tselane, and wants to make a plan for her to eat!
Granny needed to think of a plan quickly! She sat in her rocking chair. Back and forth she rocked as she thought of a plan. 'Aha,' shouted Granny, 'I have a plan! Tselane, it's time to make my famous stone soup!	I make the evaluation that Tselane's grandmother is clever. I think she can always make a plan, even when times are hard!
Tselane made a fire. Granny put a large pot filled with water on the fire. Tselane collected smooth stones from the dry ground. 'These stones will make delicious soup!' Tselane and Granny laughed happily! Granny added the stones to the water.	I make the evaluation that Tselane's granny is so clever. She calls her soup 'Stone soup' so people will think it is a special soup.
'Run to the village and tell everyone about my delicious stone soup, Tselane!' said Granny. Tselane ran to the village.	--

<p>'Granny is making her delicious stone soup!' she told the villagers.</p> <p>'Stone soup?' said the teacher. 'I don't know about that.'</p> <p>'Granny is famous for her delicious stone soup,' said Tselane.</p> <p>'Oh yes – I love that soup,' said Granny's friend. 'I definitely need to have a bowl.'</p> <p>'Can I taste?' asked the farmer.</p> <p>'It sounds delicious,' said the herder.</p> <p>'It is,' said Tselane.</p>	<p>I make the evaluation that Tselane is clever, like her grandmother. She has a plan to make all the villagers curious about Granny's special soup.</p>
<p>Tselane thought for a moment. 'But there isn't enough to share,' she said sadly. Everyone looked sad. They were hungry too.</p>	<p>--</p>
<p>'I have an idea!' said Tselane, 'I am sure Granny will share her soup. But you must all bring a tasty ingredient to add to it. Then there will be enough for everyone!'</p> <p>'I can bring potatoes,' said the teacher.</p> <p>'Carrots will add flavour,' said the farmer.</p> <p>'I have sweet onions we can add,' said the herder.</p> <p>'I will slaughter my last chicken for the pot,' said Granny's friend.</p> <p>All the villagers rushed home to see what they could find to add to Granny's special stone soup.</p>	<p>Tselane is playing a clever trick on the other villagers. I think the soup will taste delicious because of all of the ingredients from the villagers – not the stones in the soup!</p>
<p>Steam drifted up from the pot. Granny stirred the water and added salt and spices. What a delicious smell! One by one the villagers brought their vegetables to add to Granny's soup. As each villager added something to the soup it smelled even more delicious!</p>	<p>I make the evaluation that Granny's stone soup is a clever way for granny to get some food when she really needs it!</p>
<p>The soup was ready at last. Everyone brought a bowl and sat around the fire to share the tasty stone soup. There was even enough for Tselane's dog!</p>	<p>I make the evaluation that it is all of the ingredients from the villager that have made this into a real soup – not the stones!</p>

<p>After the feast, Granny told a story, Tselane sang a song and everyone celebrated. It had been a long time since the village had sat down together to eat and talk.</p> <p>'What a wonderful day we have had,' said the farmer.</p> <p>'Thank you for the stone soup,' said the herder.</p> <p>'You have shown us that sharing makes us all richer,' said the teacher.</p>	<p>I make the evaluation that the neighbours love Granny's stone soup! I don't think they realise that Tselane and her granny have tricked them!</p>
<p>Tselane and Granny shared a secret smile.</p>	<p>I make the evaluation that they are clever and sneaky, because they got to share in so many ingredients, even though they only had stones and salt to add!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>Why was granny worried?</p>	<p>Because she didn't have enough food for her granddaughter!</p>
<p>Where was Granny when she decided to make stone soup?</p>	<p>She was sitting in her rocking chair.</p>
<p>How do the villagers feel after the feast?</p>	<p>They feel happy / full.</p>
<p>Why question</p>	<p>Possible response</p>
<p>Make an evaluation about Tselane and her granny. Do you think they are clever or sneaky people?</p>	<p>I think they are...because...</p>

WEEK 2: TUESDAY: WRITING (15 minutes)

WRITING FRAME

I want to make stone soup with...

I would bring...

Modelling:

1. Explain that today, learners will think about the book we are reading: *Stone soup*. They will think about if their community made stone soup, like the characters in the story.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: If I made stone soup, I would want to make it with my mom, my grandmother, my neighbours Kgabo and Nobuntu. If we made stone soup, I would put in some rice. I love rice and I think the rice would taste delicious in our soup. I want to make stone soup with my mom, grandmother, and my neighbours. If we made stone soup, I would bring some rice.
5. Use **modelling** to draw a picture of making stone soup.
6. Use **modelling** to add the label “me” next your picture and another label, like “soup”.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the writing frame: I want to make stone soup with my mom, Kgabo, and Nobuntu. *Explain that when we write a list, we must put a comma between each word!* I would bring rice!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: Who would you want to make stone soup with?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**. They must think about who they would like to make stone soup with.
4. Call on 2-3 learners to tell you who they want to make stone soup with. They must say: I want to make stone soup with...
5. Ask learners: What would you bring to put into the soup?
6. Instruct learners to **think before they write**. They must think about what food they would add to the soup.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 2-3 learners to tell you what they would bring. They must say: If we made stone soup, I would bring...
9. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

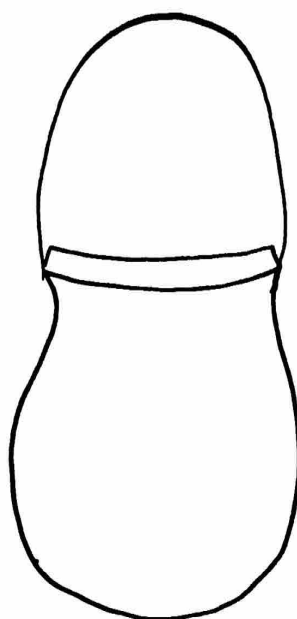
1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.

3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. Encourage learners.

Tuesday



me



Soup

I want to make stone soup with
my dad . I would bring carrots .

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: 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 will share my food with my brothers and my sisters</td> <td><i>Hold out your hands</i></td> </tr> <tr> <td>I will share my food with love</td> <td><i>Make a heart shape with your hands</i></td> </tr> <tr> <td>I will share my food with my brothers and my sisters</td> <td><i>Hold out your hands</i></td> </tr> <tr> <td>In the name of God above</td> <td><i>Point to the sky and smile</i></td> </tr> </tbody> </table>	Lyrics	Actions	I will share my food with my brothers and my sisters	<i>Hold out your hands</i>	I will share my food with love	<i>Make a heart shape with your hands</i>	I will share my food with my brothers and my sisters	<i>Hold out your hands</i>	In the name of God above	<i>Point to the sky and smile</i>
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	I will share my food with my brothers and my sisters	<i>Hold out your hands</i>									
In the name of God above	<i>Point to the sky and smile</i>										
THEME VOCABULARY	trick, villagers, plan, thin										
QUESTION OF THE DAY											
Question	<p><i>Explain to learners that in the story Granny's Stone Soup, Tselane and her grandmother trick the other people in their community. They only have stones and some salt and spices to add to the soup – no vegetables or meat! They trick everyone into bringing one ingredient. In the end, the soup is delicious because everyone has brought and added something special.</i></p> <p>Ask learners: What do you think of Tselane and her grandmother's trick?</p>										
Graph	3 COLUMN GRAPH										
Options	it is a mean trick / it is a funny trick / it is a helpful trick										
Follow up questions											
Question	How many learners think it is mean?										
Answer	__ learners think it is mean.										
Question	How many learners think it is funny.										
Answer	__ learners think it is funny.										
Question	How many learners think it is helpful?										
Answer	__ learners think it is helpful.										
Question	What do most learners think of the trick?										
Answer	Most learners think it is a __ trick.										

Question	What do fewest learners think of the trick?
Answer	Fewest learners think it is a __ trick.
Question	What do you think of Tselane and her grandmother's trick?
Answer	I think it is a mean trick.
Answer	I think it is a funny trick.
Answer	I think it is a helpful trick.
DISCUSS	<i>Ask learners to explain why they have chosen the answer they have. Remember, there is no correct answer here!</i>
READING	Practice reading the sight words for the week.

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

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

SEGMENTING AND BLENDING (YOU DO)

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

fish	rash	crash	mash	trash	wish	bash	dish
------	------	-------	------	-------	------	------	------

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

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND

WORDS

ACTIVITY

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: THURSDAY: SHARED READING (15 minutes)		
TITLE	Granny's Stone Soup	
ACTIVITY	Dramatise / Act out the story	
PURPOSE	To give learners a chance to act out what is happening in the story	
<p>Getting ready:</p> <ul style="list-style-type: none"> Choose a learner to be Tselane, Tselane's grandmother, the teacher, the farmer, the herder, and grandmother's friend. If possible, bring: a pot, some stones, a carrot, an onion, a potato, and some salt to school for learners to use when they act out the story. 		
TEXT	TEACHER DOES / SAYS	LEARNERS DO
<p>Tselane and her Granny were very hungry. Times were hard. The rain had not come. The maize did not grow, and the cattle were thin. No one in the village had any food to spare. Granny was worried. What could she do?</p> <p>Tselane's skinny legs grew thinner every day, and she no longer ran around and played after school.</p>	<p><i>Ask learners: What is happening here?</i></p>	<p><i>Learners summarise what is happening on the page.</i></p>
<p>Granny needed to think of a plan quickly! She sat in her rocking chair. Back and forth she rocked as she thought of a plan. 'Aha,' shouted Granny, 'I have a plan! Tselane, it's time to make my famous stone soup!'</p>	<p><i>Call the learners who are playing Granny and Tselane up to the front of the room.</i></p>	<p>Granny says: 'Aha! I have a plan! Tselane, it's time to make my famous stone soup!'</p>

<p>Tselane made a fire. Granny put a large pot filled with water on the fire. Tselane collected smooth stones from the dry ground. 'These stones will make delicious soup!' Tselane and Granny laughed happily! Granny added the stones to the water.</p>	<p><i>Ask learners: What is happening here?</i> <i>Help the learners follow all the steps on the page:</i> <i>Tselane makes a fire.</i> <i>Granny puts a pot on the fire.</i> <i>Tselane searches for the stones and gives them to Granny.</i> <i>Granny puts the stones in the pot.</i></p>	<p><i>Tselane pretends to make a fire.</i> <i>Granny puts the pot on top of the fire.</i> <i>Tselane pretends to search for stones.</i> <i>Tselane says: 'These stones will make delicious soup!'</i> <i>Tselane and Granny laugh together.</i> <i>Granny puts the stones in the pot.</i></p>
<p>'Run to the village and tell everyone about my delicious stone soup, Tselane!' said Granny. Tselane ran to the village.</p>	<p>--</p>	<p><i>Granny says: 'Run to the village and tell everyone about my delicious stone soup, Tselane!'</i> <i>Tselane pretends to run to the village.</i></p>
<p>'Granny is making her delicious stone soup!' she told the villagers. 'Stone soup?' said the teacher. 'I don't know about that.' 'Granny is famous for her delicious stone soup,' said Tselane. 'Oh yes – I love that soup,' said Granny's friend. 'I definitely need to have a bowl.' 'Can I taste?' asked the farmer. 'It sounds delicious,' said the herder. 'It is,' said Tselane.</p>	<p><i>Ask learners: Where is this part of the story happening?</i></p> <p><i>Call the learners who are playing the teacher, the farmer, the herder, and Granny's friend up to the front of the room.</i></p> <p><i>Instruct the Granny to sit for this part!</i></p>	<p><i>Learners explain that Tselane is in the village now.</i></p> <p><i>Tselane says: 'Granny is making her delicious stone soup!'</i></p> <p><i>Teacher says: 'Stone soup? I don't know about that.'</i></p> <p><i>Tselane says: 'Granny is famous for her delicious stone soup.'</i></p> <p><i>Granny's friend says: 'Oh yes – I love that soup! I definitely need to have a bowl.'</i></p> <p><i>Farmer says: 'Can I taste?'</i></p> <p><i>Herder says: 'It sounds delicious.'</i></p> <p><i>Tselane says: 'It is!'</i></p>

<p>Tselane thought for a moment. 'But there isn't enough to share,' she said sadly. Everyone looked sad. They were hungry too.</p>	<p><i>Ask learners: How do the villagers feel here? Why?</i></p>	<p><i>Learners summarise what is happening on the page.</i></p> <p>Tselane says: 'But there isn't enough to share!'</p> <p><i>Everyone else looks sad.</i></p>
<p>'I have an idea!' said Tselane, 'I am sure Granny will share her soup. But you must all bring a tasty ingredient to add to it. Then there will be enough for everyone!'</p> <p>'I can bring potatoes,' said the teacher.</p>		<p>Tselane says: 'I have an idea! I am sure Granny will share her soup. But you must all bring a tasty ingredient to add to it. Then there will be enough for everyone!'</p> <p>Teacher says: 'I can bring potatoes.'</p>
<p>'Carrots will add flavour,' said the farmer.</p> <p>'I have sweet onions we can add,' said the herder.</p> <p>'I will slaughter my last chicken for the pot,' said Granny's friend.</p> <p>All the villagers rushed home to see what they could find to add to Granny's special stone soup.</p>	<p>--</p>	<p>Farmer says: 'Carrots will add flavour!'</p> <p>Herder says: 'I have sweet onions we can add.'</p> <p>Granny's friend says: 'I will slaughter my last chicken for the pot.'</p> <p><i>All the villagers must pretend to run home!</i></p>
<p>Steam drifted up from the pot. Granny stirred the water and added salt and spices. What a delicious smell! One by one the villagers brought their vegetables to add to Granny's soup. As each villager added something to the soup it smelled even more delicious!</p>	<p><i>Ask learners: Where is this part of the story happening?</i></p> <p><i>Instruct the teacher, the farmer, the herder, and Granny's friend to come one-by-one. Each must add their ingredient into the pot!</i></p>	<p><i>Learners explain that this is happening at Tselane's Granny's house!</i></p>

<p>The soup was ready at last. Everyone brought a bowl and sat around the fire to share the tasty stone soup. There was even enough for Tselane's dog!</p>	<p><i>Instruct all the learners to pretend they have a bowl and are sitting around the fire eating soup!</i></p>	<p><i>All the learners pretend to eat delicious stone soup!</i></p>
<p>After the feast, Granny told a story, Tselane sang a song and everyone celebrated. It had been a long time since the village had sat down together to eat and talk.</p> <p>'What a wonderful day we have had,' said the farmer.</p> <p>'Thank you for the stone soup,' said the herder.</p> <p>'You have shown us that sharing makes us all richer,' said the teacher.</p>	<p>--</p>	<p>Farmer says: 'What a wonderful day we have had!'</p> <p>Herder says: 'Thank you for the stone soup!'</p> <p>Teacher says: 'You have shown us that sharing makes us all richer.'</p>
<p>Tselane and Granny shared a secret smile.</p>	<p>--</p>	<p><i>Tselane and Granny smile at each other.</i></p>

WEEK 2: THURSDAY: WRITING (15 minutes)

WRITING FRAME

One time in my community...
I felt...

Modelling:

1. Explain that in the book we read, the community makes stone soup. We will think about something we have done together with people in our own community.
2. Read the new writing frame to learners.
3. Remind learners that they will continue with the same message as Tuesday. Remind learners that you were writing about if you were to make stone soup in your community.
4. Explain that today, learners will think about something they did with people in their own community.
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: One time in my community we had a big celebration for the anniversary of our church. There was pap and meat for everyone. We sat together and ate. I felt so happy about the celebration!
7. Use **modelling** to draw a new picture, like: yourself eating with other people in front of the church.
8. Explain which words you will write. **Draw a line for each word**.
9. Use **modelling** to complete the writing frame, like: **One time in my community** we ate all together at church. **I felt** so happy.
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources**, like sight words.
12. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Explain that on Tuesday, we thought about who we would like to make stone soup with, and what we would add. Today we will think about something we have really done with people in our own community.
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Ask learners: What is something you have done with people in your community?
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you what they have done in their community. They must say: One time in my community...
6. Ask learners: How did you feel when you were with the people in your community?
7. Instruct learners to **think before they write**.
8. Instruct learners to **turn and talk** with a partner about how they felt.
9. Call on 2-3 learners to tell you how they felt. They must say: I felt...

Writing:

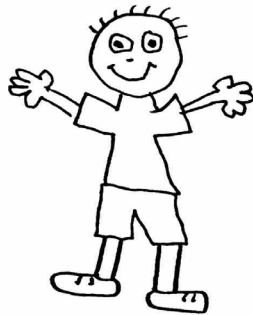
1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one complete paragraph.**
3. As learners are writing, walk around the room and complete **mini conferences.**
4. Ask learners to **read their writing.**
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources.**
7. **Encourage learners.**

Turn and Talk:

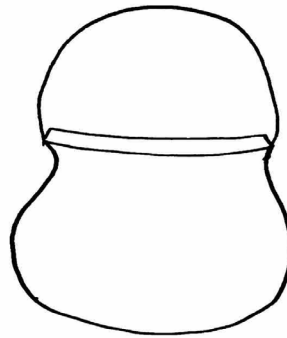
1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

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

Tuesday



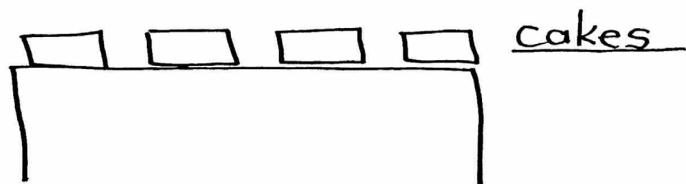
me



Soup

I want to make stone soup with my dad. I would bring carrots.

Thursday



cakes

One time in my community we made cakes to sell. I felt proud.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: FRIDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I will share my food with my brothers and my sisters	<i>Hold out your hands</i>
	I will share my food with love	<i>Make a heart shape with your hands</i>
	I will share my food with my brothers and my sisters	<i>Hold out your hands</i>
	In the name of God above	<i>Point to the sky and smile</i>
THEME VOCABULARY	sneaky, clever, rich, poor	
QUESTION OF THE DAY		
Question	What do you think of Tselane and her grandmother?	
Graph	2 COLUMN GRAPH	
Options	they are clever / they are sneaky	
Follow up questions		
Question	How many learners think they are clever?	
Answer	___ learners think they are clever.	
Question	How many learners think they are sneaky?	
Answer	___ learners think they are sneaky.	
Question	What do more learners think of Tselane and her grandmother?	
Answer	More learners think ___.	
Question	What do fewer learners think of Tselane and her grandmother?	
Answer	Fewer learners think ___.	
Question	What do you think of Tselane and her grandmother?	
Answer	I think they are clever.	
Answer	I think they are sneaky.	
READING	Practice reading the sight words for the week.	

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

SOUND	/-sh/								
WORDS	dish, fish, wish bash, mash, rash, crash, trash								
ACTIVITY	<p>BEGINNING SOUND</p> <ol style="list-style-type: none"> Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> /d/ – ish (dish) /f/ – ish (fish) Say two words: rash, crash <ul style="list-style-type: none"> Ask learners: Which word begins with the /cr/ sound? (crash) Say two words: dish, wish <ul style="list-style-type: none"> Ask learners: Which word begins with the /w/ sound? (wish) Say two words: trash, mash <ul style="list-style-type: none"> Ask learners: Which word begins with the /tr/ sound? (trash) <p>LETTER SWAP</p> <ol style="list-style-type: none"> Say the word: bash Ask learners: What is the beginning sound? /b/ Ask learners: If I take away the /b/ and add /cr/ what word does that make? Help learners to hear that the word is: cr – a – sh = crash Write: bash Read the word: b – a – sh = bash Erase: 'b' Write: 'cr' Read the new word: cr – a – sh = crash Ask learners: What other words can you think of that end with '-ash' Let learners brainstorm words. (smash, lash, etc.) <p>INFORMAL ASSESSMENT</p> <ol style="list-style-type: none"> Instruct learners to take out their exercise books. Instruct learners to write the heading: sh words Instruct learners to write numbers from 1-8. <i>Make sure the flashcard words are covered on the display board. Learners must not copy the words.</i> Say each of the following words. Instruct learners to write the words in their book. <table border="1" data-bbox="461 1886 1390 1955"> <tr> <td>fish</td> <td>wish</td> <td>dish</td> <td>trash</td> <td>crash</td> <td>rash</td> <td>mash</td> <td>bash</td> </tr> </table> <ol style="list-style-type: none"> Use the results to informally assess learners' progress. Identify learners who need extra support. 	fish	wish	dish	trash	crash	rash	mash	bash
fish	wish	dish	trash	crash	rash	mash	bash		

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

WEEK 2: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 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 2 - TERM 3



THEME:
CREATIVE THINKING

'Creative thinking inspires ideas. Ideas inspire change.'

— Barbara Januskiewicz

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: a book about a famous inventor, or pictures of interesting inventions.
5. Do some research on the internet to prepare for the theme. For example: find out which inventions by South Africans have been successful.
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 8 & 9
Activity 2	DBE Workbook 2: Word work, page 8
Activity 3	DBE Workbook 2: Let's write, page 8 & 9
Activity 4	Draw and write about an idea you have.

TERM 3: WEEK 3		
OVERVIEW		
THEME	Creative thinking	
THEME VOCABULARY	creative, idea, old, new, find, newspaper, handbag, packet, toy, make, search, practice	
SIGHT WORDS	it's, friend, there, thinks, uses	
PHONICS	/-y/ (long e)- fishy, greedy, crusty, tricky, crabby, bratty, grubby, spotty	
WRITING FRAME	Tuesday	Thursday
	I want to make a... First, I need ...	Next, I need ... I can't wait to...

TERM 3: WEEK 3	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book Story <i>Zweli makes a ball</i>
SHOW	Show learners the picture of boy putting the packet around the ball. Explain that in our shared reading this week, we will meet a new character named Zweli. We will see how Zweli uses his creativity to make his own soccer ball when he cannot find one.
SAY	<ul style="list-style-type: none"> • Ask learners: Have you ever made your own toy? • Listen to learner responses. This will help you understand what learners already know. • Explain that if we make our own toy, we are being creative. • Explain that when you are creative you show an ability to make new things or think of new ideas! • Explain that over the next two weeks, we will learn all about ways to be creative!
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practice reading the sight words at home.

WEEK 3: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME (sung to the tune of 'Johnny hammers') (You can replace the name Zweli with the names of any children in the class.)	Lyrics	Actions
	Zweli uses newspaper, newspaper, newspaper Zweli uses newspaper to make a soccer ball	<i>Pretend to wrap newspaper around a small ball</i>
	Zweli uses a packet, a packet, a packet Zweli uses a packet to make a soccer ball	<i>Pretend to wrap a packet around the ball</i>
	Zweli uses a handbag, a handbag, a handbag Zweli uses a handbag to make a soccer ball	<i>Pretend to put the ball into a handbag</i>
	Zweli uses a plastic bag, plastic bag, plastic bag Zweli uses a plastic bag to make a soccer ball	<i>Pretend to put the ball into a plastic bag and to close it</i>
	Now Zweli plays soccer, soccer, soccer Now Zweli plays soccer with his soccer ball!	<i>Pretend to kick a soccer ball</i>
THEME VOCABULARY	creative, idea, old, new	
QUESTION OF THE DAY		
Question	How are you creative?	
Graph	2 COLUMN GRAPH	
Options	I have creative ideas / I make creative things	
Follow up questions		
Question	How many learners have creative ideas?	
Answer	__ learners have creative ideas.	
Question	How many learners make creative things?	
Answer	__ learners make creative things.	

Question	How are more learners creative?
Answer	More learners __.
Question	How are fewer learners creative?
Answer	Fewer learners __.
Question	How are you creative?
Answer	I have creative ideas.
Answer	I make creative things.
READING	Practice reading the sight words for the week.

WEEK 3: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/-y/ (long e)								
FLASHCARDS	fishy, greedy, crusty, tricky crabby, bratty, grubby, spotty								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /-y/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that sometimes when we see the /-y/ at the end of a word it makes a long /e/ sound. Say each word loudly and clearly as you show the flashcard: fishy, greedy, crusty, tricky, crabby, bratty, grubby, spotty Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>fishy</td> <td>crabby</td> </tr> <tr> <td>greedy</td> <td>bratty</td> </tr> <tr> <td>crusty</td> <td>grubby</td> </tr> <tr> <td>tricky</td> <td>spotty</td> </tr> </table>	fishy	crabby	greedy	bratty	crusty	grubby	tricky	spotty
fishy	crabby								
greedy	bratty								
crusty	grubby								
tricky	spotty								

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

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

WEEK 3: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Zweli makes a ball</u>
ACTIVITY	Pre-reading activity
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Show learners the front cover of the story: **Zweli makes a ball**
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once. Code switch where necessary.

WEEK 3: TUESDAY: WRITING (15 minutes)

WRITING FRAME

I want to make a...
First, I need...

Modelling:

1. Explain that today, learners will think about a toy that they want to make.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I love to play with cars, but I do not have a toy car at home. I want to make a toy car. First, I need some wire to make my toy car.
5. Use **modelling** to draw a picture of yourself making the toy car.
6. Use **modelling** to add the label “me” next your picture and another label, like “car”.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: **I want to make** a toy car. **First, I need** some wire!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

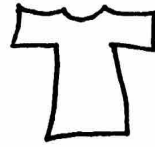
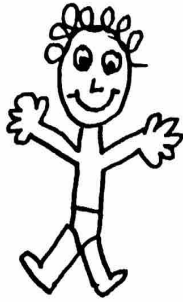
1. Ask learners: What do you want to make?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**. They must think about what they want to make.
4. Call on 2-3 learners to tell you what they want to make. They must say: I want to make a...
5. Ask learners: What do you need to make this toy?
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 2-3 learners to tell you what they want to make. They must say: First I need...
9. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

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

Tuesday

doll



dress

I want to make a dress for my
doll. First, I need cloth.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME (sung to the tune of 'Johnny hammers') (You can replace the name Zweli with the names of any children in the class.)	Lyrics Zweli uses newspaper, newspaper, newspaper Zweli uses newspaper to make a soccer ball	Actions <i>Pretend to wrap newspaper around a small ball</i>
	Zweli uses a packet, a packet, a packet Zweli uses a packet to make a soccer ball	<i>Pretend to wrap a packet around the ball</i>
	Zweli uses a handbag, a handbag, a handbag Zweli uses a handbag to make a soccer ball	<i>Pretend to put the ball into a handbag</i>
	Zweli uses a plastic bag, plastic bag, plastic bag Zweli uses a plastic bag to make a soccer ball	<i>Pretend to put the ball into a plastic bag and to close it</i>
	Now Zweli plays soccer, soccer, soccer Now Zweli plays soccer with his soccer ball!	<i>Pretend to kick a soccer ball</i>
THEME VOCABULARY	find, newspaper, handbag, packet	
QUESTION OF THE DAY		
Question	What do you think is easiest to find in your house?	
Graph	3 COLUMN GRAPH	
Options	an old newspaper / an old handbag / an old packet	
Follow up questions		
Question	How many learners think an old newspaper is easiest to find?	
Answer	__ learners think an old newspaper is easiest to find.	
Question	How many learners think an old handbag is easiest to find?	
Answer	__ learners think an old handbag is easiest to find.	

Question	How many learners think an old packet is easiest to find?
Answer	__ learners think an old packet is easiest to find.
Question	What do most learners think is easiest to find?
Answer	Most learners think it is easiest to find a __
Question	What do fewest learners think is easiest to find?
Answer	Fewest learners think it is easiest to find a __.
Question	What do you think is easiest to find in your house?
Answer	I think an old newspaper is easiest to find.
Answer	I think an old handbag is easiest to find.
Answer	I think an old packet is easiest to find.
READING	Practice reading the sight words for the week.

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

SOUND	/-y/
	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word fishy Segment the word into the individual sounds: /f/ - /i/ - /sh/ - /y/ Say the beginning sound of the word: /f/ Say the middle sounds of the word: /i/ and /sh/ Say the end sound of the word: /y/ Write the word on the board: fishy Model pointing and blending the sounds to make a word: /f/ - /i/ - /sh/ - /y/ = fishy Repeat this with the word greedy <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word bratty Ask learners: What is the first sound in the word? /br/ Ask learners: What are the middle sounds in the word? /a/ and /tt/ Ask learners: What is the last sound in the word? /y/ Ask learners to segment the word into each individual sound: /br - /a/ - /tt/ - /y/ Write the word: bratty

ACTIVITY	<p>7. Instruct learners to blend the sounds in the word with you: /br/ - /a/ - /tt/ - /y/ = bratty</p> <p>8. Repeat this with the word spotty</p> <p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> Instruct learners to take out their exercise books. Instruct learners to write the heading: -y words. Instruct learners to write the numbers 1-8. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> Say each of the following words. Instruct learners to write the word in their books. <table border="1" style="margin: 10px auto;"> <tr> <td>bratty</td> <td>greedy</td> <td>crusty</td> <td>spotty</td> <td>grubby</td> <td>fishy</td> <td>tricky</td> <td>crabby</td> </tr> </table> <ol style="list-style-type: none"> Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. Instruct learners to Practice reading the phonic words for homework. 	bratty	greedy	crusty	spotty	grubby	fishy	tricky	crabby
bratty	greedy	crusty	spotty	grubby	fishy	tricky	crabby		

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

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Zweli makes a ball</u>
ACTIVITY	First Read
COMPREHENSION STRATEGY	Make inferences
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
Zweli saw the big kids playing soccer. He sat at the side of the field. He wanted to play but he was too shy to ask. The ball came his way. He tried to kick it back to the big kids. But he missed the ball. His face felt hot. He ran to his house.	Zweli is watching the older children play soccer. I can infer that he wants to play with them!
'I need to practice,' he thought. 'I need a ball.' Zweli searched his house for a soccer ball. He found a small, red bouncy ball. He tried to kick it but it wasn't big enough. 'I need to make this ball bigger,' he thought. Zweli thought and thought about how to make his small bouncy ball into a big soccer ball.	I can infer that Zweli wants to find a soccer ball so he can Practice and get better at soccer.
Zweli began to search for something to make his ball bigger. He found an old newspaper next to the rubbish bin. He wrapped the small bouncy ball in the newspaper. He tried to kick it. But the newspaper came off the small ball. 'I need something to make the newspaper stay on the small bouncy ball.' He thought.	Oh! Zweli is creative – the newspaper helps to make his ball bigger!
Zweli walked into the kitchen. He found an empty Simba packet that no one was using. He wrapped the packet around the newspaper. He tried to kick it. The newspaper stayed in place. But, it still wasn't as big as a soccer ball.	Oh! Zweli is so creative – he is recycling trash to help make his ball bigger! What a creative idea!

<p>'How can I make this bigger?' he thought. He found his mother's old handbag under the bed. He asked his mother if he could use it. 'Yes,' said mother. 'I was going to throw it away.' Zweli cut up the handbag and wrapped it around his ball.</p>	<p>I would never think of using an old handbag to make a soccer ball! I can infer that Zweli is a creative thinker!</p>
<p>Zweli walked into the kitchen. He found a plastic bag that no one was using. He wrapped the plastic around the ball and tied it tight. Then, he found an old string. He tied it around his ball to hold the plastic in place. He looked at his new soccer ball. Finally, it was big enough!</p>	<p>Zweli didn't have a soccer ball, but he worked hard to make his own! I can infer that he really wants to Practice soccer!</p>
<p>Zweli took his new ball and went outside. He kicked and kicked the ball. He set up two rocks as his goal. He Practiced kicking the ball between the rocks.</p>	<p>I remember that Zweli missed the ball at the beginning of the story. I can infer he wants to Practice and get better at soccer. That way, he won't miss the ball again!</p>
<p>A few days later Zweli sat by the field and watched the big kids play soccer. He had been practising a lot. One of the big kids came over to him. She said 'I saw you scoring goals outside your house! You can be on our team!' Zweli stood up and walked onto the field, ready to play soccer with the big kids.</p>	<p>I can infer that the older girls saw Zweli working hard to get better at soccer! That must be why she invited him to play soccer!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>What did Zweli find first?</p>	<p>He first found a small bouncy ball.</p>
<p>What did Zweli find next?</p>	<p>He found an old newspaper.</p>
<p>What else did Zweli find?</p>	<p>He found a Simba packet, his mother's old handbag, and a plastic bag.</p>
<p>Why question</p>	<p>Possible response</p>
<p>Why did the big girl ask Zweli to play soccer with the big kids?</p>	<ul style="list-style-type: none"> • Because she saw him practising. • Because Zweli made a ball and Practiced playing soccer. • Zweli scored lots of goals when he Practiced. • She saw him practising and scoring goals. • Because he worked so hard to become better at soccer.

WEEK 3: THURSDAY: WRITING (15 minutes)

WRITING FRAME

Next, I need ...

I can't wait to...

Modelling:

1. Explain that today, learners will write two new sentences about the toy they will make. Learners will think about another material they need to make the toy they have chosen.
2. Read the new writing frame to learners.
3. Remind learners that they will continue with the same message as Tuesday. Remind learners that you were writing about a toy you want to make.
4. Use **modelling** to show learners that you **think before you write**.
5. Tell learners some ideas you have for filling in the writing frame, like: To make my toy car, I will also need something to make the wheels. I will need some cans to make the wheels of my car. Once my car is finished, I will play with it outside!
6. Use **modelling** to add to your picture, like: wheels on car, and the **label** "cans"
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the new part of the writing frame, like: **Next I need** cans for the wheels! **I can't wait to** play with my new car!
9. **Say words slowly like a tortoise and write the sounds you know**.
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What did you write about on Tuesday?
2. Instruct learners to **turn and talk** with a partner about what they wrote about on Tuesday.
3. Ask learners: What is another material you will need to make your toy?
4. Instruct learners to **think before they write**.
5. Explain that learners should come up with their own ideas – they should **not** copy your idea!
6. Call on 2-3 learners to tell you another material they will need to make their toy. They must say: Next I need...
7. Ask learners: What will you do once you have made your toy?
8. Instruct learners to **think before they write**.
9. Instruct learners to **turn and talk** and share their ideas with a partner.
10. Call on 2-3 learners to tell you what they want to make. They must say: Now I have a...

Writing:

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one complete paragraph**.
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing**.

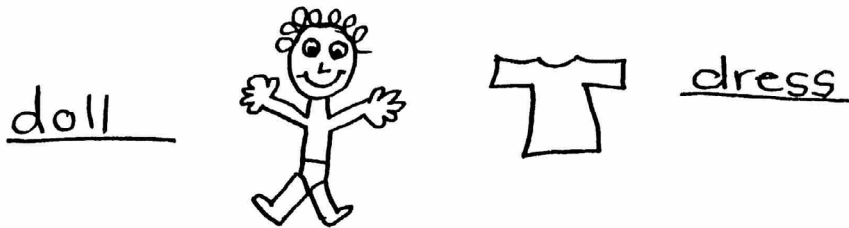
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources**.
7. **Encourage learners**.

Turn and Talk:

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

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

Tuesday



I want to make a dress for my doll. First, I need cloth.

Thursday

Next I need to sew the dress.

I can't wait to dress my doll up!

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME (sung to the tune of 'Johnny hammers') (You can replace the name Zweli with the names of any children in the class.)	Lyrics Zweli uses newspaper, newspaper, newspaper Zweli uses newspaper to make a soccer ball	Actions <i>Pretend to wrap newspaper around a small ball</i>
	Zweli uses a packet, a packet, a packet Zweli uses a packet to make a soccer ball	<i>Pretend to wrap a packet around the ball</i>
	Zweli uses a handbag, a handbag, a handbag Zweli uses a handbag to make a soccer ball	<i>Pretend to put the ball into a handbag</i>
	Zweli uses a plastic bag, plastic bag, plastic bag Zweli uses a plastic bag to make a soccer ball	<i>Pretend to put the ball into a plastic bag and to close it</i>
	Now Zweli plays soccer, soccer, soccer Now Zweli plays soccer with his soccer ball!	<i>Pretend to kick a soccer ball</i>
	THEME VOCABULARY	toy, make, search, practice
QUESTION OF THE DAY		
Question	<i>Explain that in the story, we see that Zweli makes his own ball. He searches his house for things he can use to make a ball – he is so creative and uses whatever he can find to make the toy he wants!</i> Ask learners: Have you ever made your own toy like Zweli?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have made their own toy?	
Answer	__ learners have made their own toy.	

Question	How many learners have never made their own toy?
Answer	__ learners have never made their own toy.
Question	Have more learners made their own toy or not?
Answer	More learners have / have never made their own toy.
Question	Have fewer learners made their own toy or not?
Answer	Fewer learners have / have never made their own toy.
Question	Have you ever made your own toy?
Answer	Yes, I have made my own toy.
Answer	No, I have never made my own toy.
READING	Practice reading the sight words for the week.

WEEK 3: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/-y/ (long e)
WORDS	fishy, greedy, crusty, tricky crabby, bratty, grubby, spotty
ACTIVITY	<p>BEGINNING SOUND</p> <ol style="list-style-type: none"> 1. Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> • /f/ – ishy (fishy) • /cr/ – abby (crabby) 2. Say two words: spotty, dotty <ul style="list-style-type: none"> • Ask learners: Which word begins with the /sp/ sound? (spotty) 3. Say two words: greedy, speedy <ul style="list-style-type: none"> • Ask learners: Which word begins with the /sp/ sound? (speedy) 4. Say two words: crusty, dusty <ul style="list-style-type: none"> • Ask learners: Which word begins with the /cr/ sound? (crusty) <p>LETTER SWAP</p> <ol style="list-style-type: none"> 1. Say the word: needy 2. Ask learners: What is the beginning sound? /n/ 3. Ask learners: If I take away the /n/ and add /gr/ what word does that make? 4. Help learners to hear that the word is: gr – ee – d – y = greedy 5. Write: needy 6. Read the word: n – ee – d – y = needy 7. Erase: 'n' 8. Write: 'gr' 9. Read the new word: gr – ee – d – y = greedy 10. Ask learners: What other words can you think of that end with '-eedy' 11. Let learners brainstorm words. (seedy, weedy, etc.) <p>INFORMAL ASSESSMENT</p> <ol style="list-style-type: none"> 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: y words 3. Instruct learners to write numbers from 1-8. 4. <i>Make sure the flashcard words are covered on the display board. Learners must not copy the words.</i> 5. Say each of the following words. Instruct learners to write the words in their book.

	<table border="1"> <tr> <td>greedy</td> <td>crusty</td> <td>spotty</td> <td>grubby</td> <td>crabby</td> <td>fishy</td> <td>bratty</td> <td>tricky</td> </tr> </table>	greedy	crusty	spotty	grubby	crabby	fishy	bratty	tricky
greedy	crusty	spotty	grubby	crabby	fishy	bratty	tricky		
	6. Use the results to informally assess learners' progress. Identify learners who need extra support.								

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

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

WEEK 3: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 2 - TERM 3



THEME:
CREATIVE THINKING

'You don't need money to be creative.'
— 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: a picture of friends, picture of someone who is alone, a teddy-bear, a cut-out of a heart.
5. Do some research on the internet to prepare for the theme. For example: get a simple plan of how to make something creative, like a new game.
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 10 and page 12
Activity 2	DBE Workbook 2: Word work, page 12
Activity 3	DBE Workbook 2: Let's do AND Let's write, page 13
Activity 4	Free Writing: <i>A time I was creative...</i> Learners write about a time they had a new idea or made something new.

TERM 3: WEEK 4		
OVERVIEW		
THEME	Creative thinking	
THEME VOCABULARY	creative, idea, old, new, find, newspaper, handbag, packet, toy, make, search, Practice, recycle, trash, bin, string, problem, solution, solve, determined, wear, necklace, music, instrument	
SIGHT WORDS	wants, didn't, because, asked, was	
PHONICS	/ch-/ - chat, chin, chip, chop, chill, check, chest, chain	
WRITING FRAME	Tuesday	Thursday
	Zweli is creative because... I liked when Zweli...	I was creative like Zweli when I... I felt...

TERM 3: WEEK 4	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book Story <i>Zweli makes a ball</i>
SHOW	Show learners the picture of Zweli practising outside with his new soccer ball. Explain that in the story, Zweli has a problem: he wants to get better at playing soccer, but he doesn't have a ball! He knows that he needs a ball in order to get better at soccer. He finds things all around his house to make himself a ball. He is creative and determined!
SAY	<ul style="list-style-type: none"> • Ask learners: What shows us that Zweli is creative? • Discuss this with learners. Explain that Zweli recycles trash to make a ball. He takes trash and uses it to solve his problem! • Ask learners: Have you ever used your creativity to solve a problem? • Discuss this with learners. Praise learners who try to explain how they have been creative like Zweli! • Explain that this week, we will continue to think about creative ideas.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practice reading the sight words at home.

WEEK 4: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME	Lyrics	Actions
	Let's get creative	<i>Point to your head</i>
	Let's make something new	<i>Pretend to make something with your hands</i>
	Then we can sit and play	-
	Together, me and you.	<i>Point to yourself, point to your friend</i>
	Let's get creative	<i>Point to your head</i>
	Creativity is free	-
	Then we can sit and play	<i>Pretend to make something with your hands</i>
	Together you and me!	
THEME VOCABULARY	recycle, trash, bin, string	
QUESTION OF THE DAY		
Question	What do you think is easiest to recycle?	
Graph	3 COLUMN GRAPH	
Options	string / newspaper / a plastic bag	
Follow up questions		
Question	How many learners think string is easiest to recycle?	
Answer	__ learners think string is easiest to recycle.	
Question	How many learners think newspaper is easiest to recycle?	
Answer	__ learners think newspaper is easiest to recycle.	
Question	How many learners think a plastic bag is easiest to recycle?	
Answer	__ learners think a plastic bag is easiest to recycle.	
Question	What do most learners think is easiest to recycle?	
Answer	Most learners think __ is easiest to recycle.	

Question	What do fewest learners think is easiest to recycle?
Answer	Fewest learners think ___ is easiest to recycle.
Question	What do you think is easiest to recycle?
Answer	I think string is easiest to recycle.
Answer	I think newspaper is the easiest to recycle.
Answer	I think a plastic bag is the easiest to recycle.
READING	Practice reading the sight words for the week.

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

SOUND	/ch-/								
FLASHCARDS	chat, chin, chip, chop, chill, check, chest, chain								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /ch-/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters c and h together in a word, we must not say the sounds separately. We must say one sound: /ch/ Say each word loudly and clearly as you show the flashcard: chat, chin, chip, chop, chill, check, chest, chain Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>chat</td> <td>chill</td> </tr> <tr> <td>chin</td> <td>check</td> </tr> <tr> <td>chip</td> <td>chest</td> </tr> <tr> <td>chop</td> <td>chain</td> </tr> </table>	chat	chill	chin	check	chip	chest	chop	chain
chat	chill								
chin	check								
chip	chest								
chop	chain								

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

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

WEEK 4: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Zweli makes a ball</u>
ACTIVITY	Second read
COMPREHENSION STRATEGY	Making inferences
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
Zweli saw the big kids playing soccer. He sat at the side of the field. He wanted to play but he was too shy to ask. The ball came his way. He tried to kick it back to the big kids. But he missed the ball. His face felt hot. He ran to his house.	I can infer that Zweli feels so embarrassed when he misses the ball!
‘I need to practice,’ he thought. ‘I need a ball.’ Zweli searched his house for a soccer ball. He found a small, red bouncy ball. He tried to kick it but it wasn’t big enough. ‘I need to make this ball bigger,’ he thought. Zweli thought and thought about how to make his small bouncy ball into a big soccer ball.	Zweli wants to practice soccer. I can infer that he wants to get better at playing soccer so that he will not feel embarrassed again!
Zweli began to search for something to make his ball bigger. He found an old newspaper next to the rubbish bin. He wrapped the small bouncy ball in the newspaper. He tried to kick it. But the newspaper came off the small ball. ‘I need something to make the newspaper stay on the small bouncy ball.’ He thought.	I can see that Zweli doesn’t give up easily! When he can’t find a soccer ball, he uses his creative thinking to try to solve the problem! That lets me infer that Zweli is determined to get better at soccer!
Zweli walked into the kitchen. He found an empty Simba packet that no one was using. He wrapped the packet around the newspaper. He tried to kick it. The newspaper stayed in place. But, it still wasn’t as big as a soccer ball.	Zweli keeps recycling different things to build his ball. That lets me infer that Zweli is a creative thinker!

<p>'How can I make this bigger?' he thought. He found his mother's old handbag under the bed. He asked his mother if he could use it. 'Yes,' said mother. 'I was going to throw it away.' Zweli cut up the handbag and wrapped it around his ball.</p>	<p>Zweli keeps trying new things to fix his problem. That lets me infer that Zweli is determined to make his soccer ball!</p>
<p>Zweli walked into the kitchen. He found a plastic bag that no one was using. He wrapped the plastic around the ball and tied it tight. Then, he found an old string. He tied it around his ball to hold the plastic in place. He looked at his new soccer ball. Finally, it was big enough!</p>	<p>Zweli made his own soccer ball! I can infer that he is creative and determined!</p>
<p>Zweli took his new ball and went outside. He kicked and kicked the ball. He set up two rocks as his goal. He Practiced kicking the ball between the rocks.</p>	<p>Zweli can finally Practice. He Practices a lot! I can infer that he really wants to get better so that he will not miss the ball and feel embarrassed again!</p>
<p>A few days later Zweli sat by the field and watched the big kids play soccer. He had been practising a lot. One of the big kids came over to him. She said 'I saw you scoring goals outside your house! You can be on our team!' Zweli stood up and walked onto the field, ready to play soccer with the big kids.</p>	<p>Zweli Practiced and Practiced. Now, he is back at the soccer field. I can infer that Zweli must feel ready to try playing with the big kids again!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>Why did Zweli's face feel hot?</p>	<p>He was embarrassed because he missed the ball.</p>
<p>Why did Zweli feel embarrassed?</p>	<p>Because he missed the soccer ball in front of the big kids.</p>
<p>How do you think Zweli felt when the big kids asked him to play with them?</p>	<p>I think Zweli felt...</p>

Why question	Possible response
Why did Zweli work so hard to make a soccer ball?	<ul style="list-style-type: none"> • Because he really wanted to Practice playing soccer. • Because he was embarrassed that he missed the ball and he wanted to Practice. • Because he couldn't find a soccer ball to Practice with and he wants to get better at soccer. • Because he did not want to feel embarrassed again. • Because he is determined to get better soccer!

WEEK 4: TUESDAY: WRITING (15 minutes)

WRITING FRAME

Zweli is creative because...
I liked when Zweli...

Modelling:

1. Explain that today, learners will think about the book we are reading: *Zweli makes a ball*. Explain that learners will think about a reason Zweli is creative in the story!
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I loved how Zweli wanted a ball and he made his own because he couldn't find his own. Zweli was creative because he made his own ball. I liked when Zweli looked for things to make his own ball. He found so many things like a packet and a newspaper.
5. Use **modelling** to draw a picture of Zweli looking for things to make a ball.
6. Use **modelling** to add the label "me" next your picture and another label, like "Zweli".
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the writing frame: **Zweli was creative because** he made a ball. **I liked when Zweli** found a newspaper!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

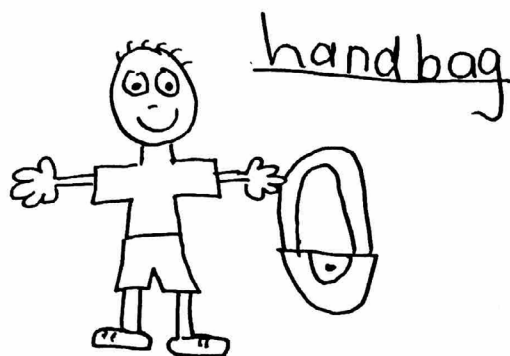
Oral Instructions:

1. Ask learners: How was Zweli creative?
2. Instruct learners to **think before they write**.
3. Explain that learners should come up with their own words – they should **not** copy your words!
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to share their idea with the class. They must say: Zweli was creative because...
6. Ask learners: What was one thing Zweli did in the story that you liked?
7. Instruct learners to **think before they write**.
8. Instruct learners to **turn and talk** and share their ideas with a partner.
9. Call on 2-3 learners to share their idea with the class. They must say: I liked when Zweli...
10. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

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

Tuesday



Zweli

Zweli is creative because he makes his own ball. I liked when Zweli used his mom's handbag.

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME	Lyrics	Actions
	Let's get creative	<i>Point to your head</i>
	Let's make something new	<i>Pretend to make something with your hands</i>
	Then we can sit and play	-
	Together, me and you.	<i>Point to yourself, point to your friend</i>
	Let's get creative	<i>Point to your head</i>
	Creativity is free	-
	Then we can sit and play	<i>Pretend to make something with your hands</i>
	Together you and me!	
THEME VOCABULARY	wear, necklace, music, instrument	
QUESTION OF THE DAY		
Question	What do you want to make with recycled trash?	
Graph	3 COLUMN GRAPH	
Options	a toy / a necklace / an instrument	
Follow up questions		
Question	How many learners want to make a toy?	
Answer	__ learners want to make a toy.	
Question	How many learners want to make a necklace?	
Answer	__ learners want to make a necklace.	
Question	How many learners want to make an instrument?	
Answer	__ learners want to make an instrument.	
Question	What do most learners want to make?	
Answer	Most learners want to make __.	
Question	What do fewest learners want to make?	
Answer	Fewest learners want to make _.	

Question	What do you want to make with recycled trash?
Answer	I want to make a toy.
Answer	I want to make a necklace.
Answer	I want to make an instrument.
READING	Practice reading the sight words for the week.

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

SOUND	/ch-/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word chin Segment the word into the individual sounds: /ch/ - /i/ - /n/ Say the beginning sound of the word: /ch/ Say the middle sound of the word: /i/ Say the end sound of the word: /n/ Write the word on the board: chin Model pointing and blending the sounds to make a word: /ch/ - /i/ - /n/ = chin Repeat this with the word chest <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word chain Ask learners: What is the first sound in the word? /ch/ Ask learners: What is the middle sound in the word? /ai/ Ask learners: What is the last sound in the word? /n/ Ask learners to segment the word into each individual sound: /ch/ - /ai/ - /n/ Write the word: chain Instruct learners to blend the sounds in the word with you: /ch/ - /ai/ - /n/ = chain Repeat this with the word chop <p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> Instruct learners to take out their exercise books. Instruct learners to write the heading: ch words. Instruct learners to write the numbers 1-8. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> Say each of the following words. Instruct learners to write the word in their books.

	<table border="1"> <tr> <td>chin</td> <td>chill</td> <td>chest</td> <td>chat</td> <td>check</td> <td>chip</td> <td>chain</td> <td>chop</td> </tr> </table>	chin	chill	chest	chat	check	chip	chain	chop
chin	chill	chest	chat	check	chip	chain	chop		
	<p>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</p> <p>7. Instruct learners to practice reading the phonic words for homework.</p>								

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

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

WEEK 4: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Zweli makes a ball</u>
ACTIVITY	Recount
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.
SENTENCE FRAME	First, Zweli... Then...
INSTRUCTIONS	
<ol style="list-style-type: none"> 1. Explain that learners will recount something that happened first and something that happened next in the story <u>Zweli makes a ball</u>. 2. Use modelling to show learners how to give a 1-2 sentence recount of something that happened first and something that happened next, like: First, Zweli missed the ball. Then, his face felt hot because he was embarrassed. 3. Instruct learners to think about two things that happened in the story: something that happened first and something that happened next. 4. Give learners 1-2 minutes to think. 5. Instruct learners to turn and talk and share their recount with a partner. 6. Ask 3-4 learners to share their recount with the class. 7. Help the learners with their recounts. 8. Explain and correct common problems to learners. 	

WEEK 4: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I was creative like Zweli when I...
I felt...

Modelling:

1. Explain that today, learners will think about something creative they have done, like Zweli! Learners will think about a creative idea they have or something creative they have made.
2. Read the new writing frame to learners.
3. Remind learners that they will continue with the same message as Tuesday. Remind learners that you were writing to about why you think Zweli is creative.
4. Use **modelling** to show learners that you **think before you write**.
5. Explain some ideas you have for filling in the writing frame, like: I love to draw and paint. I feel so creative when I draw! I am like an artist when I draw.
6. Use **modelling** to draw a new picture, like: yourself drawing a picture.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the writing frame, like: I was creative like Zweli when I drew a picture. I felt happy and free when I was creative.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Explain that on Tuesday, we thought about how Zweli was creative. Today we will make a **connection**. We will think something we have done that was creative!
2. Ask learners: What do you do that is creative?
3. Instruct learners to **think before they write**.
4. Explain that learners should come up with their own ideas – they should **not** copy your idea!
5. Instruct learners to **turn and talk** and share their ideas with a partner.
6. Call on 2-3 learners to share their ideas with the class. They must say: I was creative like Zweli when I...
7. Ask learners: How did you feel when you were creative?
8. Instruct learners to **think before they write**.
9. Instruct learners to **turn and talk** and share their ideas with a partner.
10. Call on 2-3 learners to share their ideas with the class. They must say: I felt...

Writing:

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they **have one complete paragraph**.
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing**.

5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources**.
7. **Encourage learners**.

Turn and Talk:

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

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

Tuesday



Zweli

Zweli is creative because he makes his own ball. I liked when Zweli used his mom's handbag.

Thursday



I was creative like Zweli when I made a dress for my doll. I felt proud of myself.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME	Lyrics	Actions
	Let's get creative	<i>Point to your head</i>
	Let's make something new	<i>Pretend to make something with your hands</i>
	Then we can sit and play	-
	Together, me and you.	<i>Point to yourself, point to your friend</i>
	Let's get creative	<i>Point to your head</i>
	Creativity is free	-
	Then we can sit and play	<i>Pretend to make something with your hands</i>
	Together you and me!	
THEME VOCABULARY	problem, solution, solve, determined	
QUESTION OF THE DAY		
Question	<p><i>Explain that in the <u>Zweli makes a ball</u>, Zweli has a problem: he wants to Practice soccer but he doesn't have a ball! He is so creative and uses things from around his house to make his own soccer ball.</i></p> <p>Ask learners: What do you think of Zweli's solution?</p>	
Graph	2 COLUMN GRAPH	
Options	it is clever / it is creative	
Follow-up questions		
Question	How many learners think it is clever?	
Answer	___ learners think it is clever.	
Question	How many learners think it is creative?	
Answer	___ learners think it is creative.	
Question	What do more learners think of Zweli's solution?	
Answer	More learners think ___.	
Question	What do fewer learners think of Zweli's solution?	
Answer	Fewer learners think ___.	

Question	What do you think of Zweli's solution?
Answer	I think it is clever.
Answer	I think it is creative.
READING	Practice reading the sight words for the week.

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

SOUND	/ch-/
WORDS	chat, chin, chip, chop, chill, check, chest, chain
ACTIVITY	<p>BEGINNING SOUND</p> <ol style="list-style-type: none"> Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> /ch/ – op (chop) /ch/ – ill (chill) Say two words: chop, shop <ul style="list-style-type: none"> Ask learners: Which word begins with the /sh/ sound? (shop) Say two words: chin, win <ul style="list-style-type: none"> Ask learners: Which word begins with the /ch/ sound? (chin) Say two words: chain, rain <ul style="list-style-type: none"> Ask learners: Which word begins with the /r/ sound? (rain) <p>LETTER SWAP</p> <ol style="list-style-type: none"> Say the word: ship Ask learners: What is the beginning sound? /sh/ Ask learners: If I take away the /sh/ and add /ch/ what word does that make? Help learners to hear that the word is: ch – i – p = chip Write: ship Read the word: sh – i – p = ship Erase: 'sh' Write: 'ch' Read the new word: ch – i – p = chip Ask learners: What other words can you think of that end with 'ip' Let learners brainstorm words. (lip, whip, etc.) <p>INFORMAL ASSESSMENT</p> <ol style="list-style-type: none"> Instruct learners to take out their exercise books. Instruct learners to write the heading: ch words Instruct learners to write numbers from 1-8.

	<p>4. <i>Make sure the flashcard words are covered on the display board. Learners must not copy the words.</i></p> <p>5. Say each of the following words. Instruct learners to write the words in their book.</p> <table border="1" style="margin: 10px auto;"> <tr> <td>chin</td> <td>chop</td> <td>chain</td> <td>chest</td> <td>chat</td> <td>chip</td> <td>check</td> <td>chill</td> </tr> </table> <p>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</p>	chin	chop	chain	chest	chat	chip	check	chill
chin	chop	chain	chest	chat	chip	check	chill		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 2 - TERM 3

WEEK
5

THEME:
HEALTHY EATING

'Healthy eating is a form of self-love.'
— Unknown

WEEK 5: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of healthy and unhealthy foods.
5. Do some research on the internet to prepare for the theme. For example: find out the biggest causes of obesity and diabetes in South Africa.
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 read, page 14, 15 & 16
Activity 2	DBE Workbook 2: Let's write, page 14
Activity 3	DBE Workbook 2: Let's have fun, page 17
Activity 4	Draw a picture of the foods you like to eat

TERM 3: WEEK 5		
OVERVIEW		
THEME	Healthy Eating	
THEME VOCABULARY	healthy, unhealthy, snack, treat, protein, meat, eggs, peanuts, focus, strong, brain, body	
SIGHT WORDS	auntie, better, dried, disgusting, other	
PHONICS	/ch/ and /-ed/ - rich, such, much, chatted, chipped, chopped, chilled, checked	
WRITING FRAME	Tuesday	Thursday
	Fruits and vegetables I like to eat: 1. I like... 2. I like... 3. I like...	Proteins I like to eat: 1. I like... 2. I like... 3. I like...

TERM 3: WEEK 5	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book Story <i>No chips for Lomusa</i>
SHOW	Show learners the picture of Lomusa and her aunt looking at the peanut bushes in her yard.
SAY	<ul style="list-style-type: none"> • Ask learners: What are some foods you see in the picture? • Listen to learner responses. This will help you understand words that learners already know. • Ask learners: What are some healthy foods that you like to eat? • Discuss this with learners. Explain that sometimes, it is difficult to know which foods are healthy and which foods are unhealthy. It is important that we learn together, so we can all make healthier choices when we eat! • Explain that over the next two weeks, we will learn think about our healthy eating.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practice reading the sight words at home.

WEEK 5: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Don't eat lots of snacks	<i>Wag your finger and shake your head</i>
	Your body won't like that!	<i>Hold your fists up to fight</i>
	Fruit and veg are good to eat,	<i>Nod your head up and down</i>
	Healthy foods can be a treat!	<i>Hold your thumbs up and smile</i>
THEME VOCABULARY	healthy, unhealthy, snack, treat	
QUESTION OF THE DAY		
Question	Which snack do you think is unhealthy?	
Graph	3 COLUMN GRAPH	
Options	chips / sweets / biscuits	
Follow-up questions		
Question	How many learners think chips are unhealthy?	
Answer	__ learners think chips are unhealthy.	
Question	How many learners think sweets are unhealthy?	
Answer	__ learners think sweets are unhealthy.	
Question	How many learners think biscuits are unhealthy?	
Answer	__ learners think biscuits are unhealthy.	
Question	Which snack do most learners think is unhealthy?	
Answer	Most learners think __ are unhealthy.	
Question	Which snack do fewest learners think is unhealthy?	
Answer	Fewest learners think __ are unhealthy.	
Question	Which snack do you think is unhealthy?	
Answer	I think chips are unhealthy.	
Answer	I think sweets are unhealthy.	
Answer	I think biscuits are unhealthy.	

EXPLAIN	<i>Explain that all of these snacks are unhealthy. They don't help our bodies become strong and our brains focus. They have lots of salt and sugar, so they taste delicious. It is okay to eat these food sometimes as a special treat! But, we shouldn't eat them every day.</i>
READING	Practice reading the sight words for the week.

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

SOUND	/ch/ /-ed/										
FLASHCARDS	rich, such, much chatted, chipped, chopped, chilled, checked										
ACTIVITY	<p>INTRODUCE THE SOUNDS AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /-ch/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters c and h together in a word, we must not say the sounds separately. We must say one sound: /-ch/ Say the sound and hold up the flashcard /-ed/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters e and d together in a word, we must not say the sounds separately. We must say one sound: /ed/ Say each word loudly and clearly as you show the flashcard: rich, such, much, chatted, chipped, chopped, chilled, checked Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. <table border="1" data-bbox="539 1541 874 1883"> <tr> <td>rich</td> <td>chatted</td> </tr> <tr> <td>such</td> <td>chipped</td> </tr> <tr> <td>much</td> <td>chopped</td> </tr> <tr> <td></td> <td>chilled</td> </tr> <tr> <td></td> <td>checked</td> </tr> </table>	rich	chatted	such	chipped	much	chopped		chilled		checked
rich	chatted										
such	chipped										
much	chopped										
	chilled										
	checked										

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

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

WEEK 5: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>No chips for Lomusa</u>
ACTIVITY	Pre-reading activity
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> 1. Show learners the front cover of the story: No chips for Lomusa 2. Read the title of the story. 3. Ask learners: What do you think will happen in this story? 4. Display the Big Book for learners to see. Make sure all learners can see the pictures in the book. 5. Show learners the first picture. 6. Ask learners: What do you think is happening here? 7. Discuss the picture with learners. 8. Ask learners: What do you think might happen next? 9. Go through each picture in the book and ask learners these questions. 10. When you get to the last picture, ask learners: How do you think this story will end? 11. Thank learners for their predictions. 12. Read through the story once. Code switch where necessary. 	

WEEK 5: TUESDAY: WRITING (15 minutes)

WRITING FRAME

Fruits and vegetables I like to eat:

1. I like...
2. I like...
3. I like...

Modelling:

1. Explain that today, learners will make a list with a heading.
2. Explain that a heading tells us what the list will be about. Point to the heading (*Fruits and vegetables I like to eat*)
3. Explain that when we write a list, we use numbers (*point to the numbers on the writing frame*).
4. Read the writing frame to learners. Explain that today, we will make a list of fruits and vegetables that we like to eat. Fruits and vegetables are healthy. This will help us think about some healthy foods we already like to eat!
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: I especially love to eat fruits. I like bananas, apples, pineapples, and even oranges. I also like to eat vegetables. I love to eat cucumbers and avocados. I will need to choose three of my favourites for my list: bananas, pineapples, and avocados.
7. Use **modelling** to draw a quick picture for each of your ideas, like: yourself eating a banana, pineapple and avocado.
8. Explain which words you will write. **Draw a line for each word.**
9. Use **modelling** to complete the writing frame: **Fruits and vegetables I like:** 1. I like bananas. 2. I like pineapple. 3. I like avocados.
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, food, healthy
12. **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 are some fruits and vegetables you like to eat?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 3-5 learners to share one fruit or vegetable they like with the class. They must say: I like...
6. Explain that learners will now use the writing frame to draw and write their own ideas!.

Writing:

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

Tuesday

Fruits and vegetables I like to

eat:

1. I like bananas



2. I like olives



3. I like pineapple



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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Don't eat lots of snacks	<i>Wag your finger and shake your head</i>
	Your body won't like that!	<i>Hold your fists up to fight</i>
	Fruit and veg are good to eat,	<i>Nod your head up and down</i>
	Healthy foods can be a treat!	<i>Hold your thumbs up and smile</i>
THEME VOCABULARY	protein, meat, eggs, peanuts	
QUESTION OF THE DAY		
Question	<i>Explain that protein is important to keeping our brains and bodies healthy!</i> Ask learners: Which food do you think has protein in it?	
Graph	3 COLUMN GRAPH	
Options	meat / peanuts / eggs	
Follow-up questions		
Question	How many learners think meat has protein?	
Answer	__ learners think meat has protein.	
Question	How many learners think peanuts have protein?	
Answer	__ learners think peanuts have protein.	
Question	How many learners think eggs have protein?	
Answer	__ learners think eggs have protein.	
Question	Which food do most learners think has protein?	
Answer	Most learners think __ has protein.	
Question	Which food do fewest learners think has protein?	
Answer	Fewest learners think __ has protein.	
Question	Which food do you think has protein in it?	
Answer	I think meat has protein.	
Answer	I think peanuts have protein.	

Answer	I think eggs have protein.
EXPLAIN	<i>Explain that all of these foods have protein in them. Lots of people know that meat has protein. But, sometimes people can forget that foods like nuts, beans, eggs, and fish all have protein too!</i>
READING	Practice reading the sight words for the week.

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

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

	<p>5. Say each of the following words. Instruct learners to write the word in their books.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>such</td> <td>much</td> <td>rich</td> <td>chatted</td> <td>chipped</td> <td>chilled</td> <td>checked</td> <td>chopped</td> </tr> </table> <p>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</p> <p>7. Instruct learners to practice reading the phonic words for homework.</p>	such	much	rich	chatted	chipped	chilled	checked	chopped
such	much	rich	chatted	chipped	chilled	checked	chopped		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>No chips for Lomusa</u>
ACTIVITY	First Read
COMPREHENSION STRATEGY	Visualise
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Think Aloud: First Read
Lomusa walked into the kitchen, ready for school. Her father was sitting at the table with his sister, who was visiting from Maputo. Lomusa’s dad looked at the clock. ‘Time for you to go!’ he said. He opened the kitchen cabinet, and gave Lomusa a packet of orange chips for her snack.	I can visualise Lomusa coming into the kitchen, all clean and ready for school!
‘What are you giving her that for?’ Auntie Sophia said. ‘You know that’s unhealthy Luis!’ Lomusa’s father looked at his sister, surprised. ‘But all the kids eat them!’ he said. ‘No Luis! You must give Lomusa protein for her snack! It will help her focus better in class. And, it will keep her feeling full for longer!’ ‘Well, we don’t have any snacks like that!’ Lomusa’s father replied. Auntie Sophia reached into her bag and took out a plastic bag with small dried fish inside. ‘These are delicious and healthy!’ said Auntie, handing the packet to Lomusa and taking the chips away.	I can visualise Lomusa’s looking back and forth from her father to Auntie Sophia while they argue!
At break, Lomusa took out her little packet of fish and started eating them. ‘Yum! These are delicious,’ she thought. Just then, two girls from Grade 4 walked by laughing and holding their noses. ‘You smell disgusting!’ one of the girls yelled. Lomusa quickly put the fish back inside her bag.	I can visualise the two older girls laughing loudly as they tease poor Lomusa!

<p>After school, Lomusa gave the little dried fish back to Auntie Sophia. 'The other girls said I smell when I eat these,' Lomusa said. 'I don't ever want to bring them to school again.'</p>	<p>I can visualise Lomusa's sad face as she gives the fish back!</p>
<p>The next morning, Lomusa asked her father for some chips to take to school. He opened the kitchen cabinet and gave her a packet.</p>	<p>I can visualise Lomusa trying to sneak out of the kitchen, before her Auntie sees that she has unhealthy chips!</p>
<p>'What are you giving her that for?' Auntie Sophia said. 'I told you that's unhealthy Luis! You must give Lomusa protein for her snack!' Auntie Sophia looked around the kitchen. There was a pot on the stove with eggs that had just been boiled. 'Boiled eggs are delicious! And they're healthy!' said Auntie, handing Lomusa the egg and taking her chips.</p>	<p>I can visualise Auntie Sophia looking annoyed. She must feel annoyed because her brother didn't listen to her the first time!</p>
<p>At break, Lomusa peeled her egg and began eating it. 'Yum! This is delicious,' she thought. But then two of the boys from Grade 5 walked by laughing and making coughing sounds. 'That smells disgusting!' one of the boys yelled. Lomusa quickly put the boiled egg back inside her bag.</p>	<p>I can visualise the two older boys pointing and talking loudly so other can hear them tease poor Lomusa!</p>
<p>After school, Lomusa handed the egg back to Auntie Sophia. 'The boys said I smell when I eat this,' Lomusa said. 'I don't ever want to bring boiled eggs to school again.' Lomusa said. Then she ran outside to play.</p>	<p>I can visualise Lomusa's sad face as she gives the eggs back!</p>
<p>A few minutes later, Auntie Sophia called Lomusa. 'Lomusa, healthy eating is important!' she said. 'Fish and boiled eggs are good for you. They will make your body strong and help your mind focus! But, I understand that being teased is hard. Let's find you a snack that has protein and doesn't have any kind of smell,' said Auntie Sophia.</p>	<p>I can visualise Lomusa listening carefully to her Auntie Sophia.</p>

<p>‘What about peanuts?’ asked Auntie Sophia, looking around the yard. ‘Your parents have many peanut bushes in the yard, and they are very good for you.’</p> <p>‘Oh yes!’ said Lomusa. ‘I love peanuts and they don’t smell! I will take peanuts to school, and I will eat eggs and fish at home. Thank you Auntie!’</p>	--
<p>The next day at break, Sophia took out her bag of peanuts and started eating them. She looked around, nervously. But, no one teased her as she ate her delicious nuts.</p>	<p>I can visualise Lomusa looking happy as she eats her peanuts. I think she will not be afraid to take peanuts to school again!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>What does Auntie Sophia say Lomusa must eat?</p>	<p>She says she must eat protein.</p>
<p>What does Auntie Sophia take away from Lomusa?</p>	<p>She takes the chips packet away.</p>
<p>What protein grows in Lomusa’s backyard?</p>	<p>Peanuts!</p>
<p>Why question</p>	<p>Possible response</p>
<p>Can you visualise Lomusa at break? Why doesn’t Lomusa want to bring fish or eggs to school again?</p>	<ul style="list-style-type: none"> • Because she gets teased. • Because she doesn’t want to take a food that she has been teased for eating. • Because the other kids at school make fun of fish and eggs because they have a smell. • Because she is sad when she gets teased.

WEEK 5: THURSDAY: WRITING (15 minutes)

WRITING FRAME

Proteins I like to eat:

1. I like...
2. I like...
3. I like...

Modelling:

1. Explain that today, learners will add another section to their lists.
2. Explain that they will add a heading. Point to the new heading (*Proteins I like to eat*)
3. Remind learners that when we write a list, we use numbers (*point to the numbers on the writing frame*).
4. Remind learners that they will continue with the same message as Tuesday. Remind learners that you were writing a list of fruits and vegetables you like to eat.
5. Read the writing frame to learners. Explain that today, we will make a list of proteins we like to eat!
6. Use **modelling** to show learners that you **think before you write**.
7. Explain some ideas you have for filling in the writing frame, like: I like chicken. I especially like to eat beans. My favourite nuts are cashews. I also love to eat peanut butter on bananas!
8. Use **modelling** to draw a quick picture for each of your ideas, like: yourself eating different kinds of proteins.
9. Explain which words you will write. **Draw a line for each word**.
10. Use **modelling** to complete the writing frame, like: **Proteins I like to eat:** 1. I like peanut butter. 2. I like chicken. 3. I like beans.
11. **Say words slowly like a tortoise and write the sounds you know.**
12. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: protein, healthy, snack
13. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Remind learners that on Tuesday, we thought about healthy fruits and vegetables we like to eat. Today we are thinking about healthy proteins we like eating!
2. Brainstorm some proteins with learners: eggs, chicken, beef, eggs, beans, cashews, peanuts, fish, peanut butter, yogurt. etc.
3. Ask learners: What are some proteins you like?
4. Explain that learners should come up with their own ideas – they should **not** copy your idea!
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 3-5 learners to tell you one protein they already like to eat. They must say: I like...
8. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one complete list**. They will **add** a heading and a list to their writing!
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing**.
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources**.
7. **Encourage learners.**




Turn and Talk:

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

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




Tuesday

Fruits and vegetables I like to eat :

1. I like bananas 
2. I like olives 
3. I like pineapple 

Thursday

Proteins I like to eat :

1. I like peanuts 
2. I like chicken 
3. I like biltong 

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Don't eat lots of snacks	<i>Wag your finger and shake your head</i>
	Your body won't like that!	<i>Hold your fists up to fight</i>
	Fruit and veg are good to eat,	<i>Nod your head up and down</i>
	Healthy foods can be a treat!	<i>Hold your thumbs up and smile</i>
THEME VOCABULARY	focus, strong, brain, body	
QUESTION OF THE DAY		
Question	How does healthy food help your body and brain?	
Graph	2 COLUMN GRAPH	
Options	it makes you strong / it helps you focus	
Follow-up questions		
Question	How many learners think it makes you strong?	
Answer	__ learners think it makes you strong.	
Question	How many learners think it helps you focus?	
Answer	__ learners think it helps you focus.	
Question	How do more learners think healthy food helps your body and brain?	
Answer	More learners think it __.	
Question	How do fewer learners think healthy food helps your body and brain?	
Answer	Fewer learners think it __.	
Question	How do you think healthy food helps your body and brain?	
Answer	I think it makes you strong.	
Answer	I think it helps you focus.	
READING	Practice reading the sight words for the week.	

WEEK 5: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	/ch/ /-ed/								
WORDS	rich, such, much chatted, chipped, chopped, chilled, checked								
ACTIVITY	<p>BEGINNING SOUND</p> <ol style="list-style-type: none"> Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> /r/ – ich (rich) /s/ – uch (such) Say two words: rich, which <ul style="list-style-type: none"> Ask learners: Which word begins with the /r/ sound? (rich) Say two words: chilled, willed <ul style="list-style-type: none"> Ask learners: Which word begins with the /w/ sound? (willed) Say two words: much, such <ul style="list-style-type: none"> Ask learners: Which word begins with the /m/ sound? (much) <p>LETTER SWAP</p> <ol style="list-style-type: none"> Say the word: shopped Ask learners: What is the beginning sound? /sh/ Ask learners: If I take away the /sh/ and add /ch/ what word does that make? Help learners to hear that the word is: sh – o – pp – ed = shopped Write: shopped Read the word: sh – p – pp – ed = shopped Erase: 'sh' Write: 'ch' Read the new word: ch – o – pp – ed = chopped Ask learners: What other words can you think of that end with '-opped' Let learners brainstorm words. (hopped, mopped, etc.) <p>INFORMAL ASSESSMENT</p> <ol style="list-style-type: none"> Instruct learners to take out their exercise books. Instruct learners to write the heading: ch and ed words Instruct learners to write numbers from 1-8. <i>Make sure the flashcard words are covered on the display board. Learners must not copy the words</i> Say each of the following words. Instruct learners to write the words in their book. <table border="1" data-bbox="461 1865 1401 1935"> <tr> <td>rich</td> <td>such</td> <td>much</td> <td>chopped</td> <td>chilled</td> <td>chipped</td> <td>checked</td> <td>chatted</td> </tr> </table> <ol style="list-style-type: none"> Use the results to informally assess learners' progress. Identify learners who need extra support. 	rich	such	much	chopped	chilled	chipped	checked	chatted
rich	such	much	chopped	chilled	chipped	checked	chatted		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: FRIDAY: END OF WEEK LEARNING REVIEW

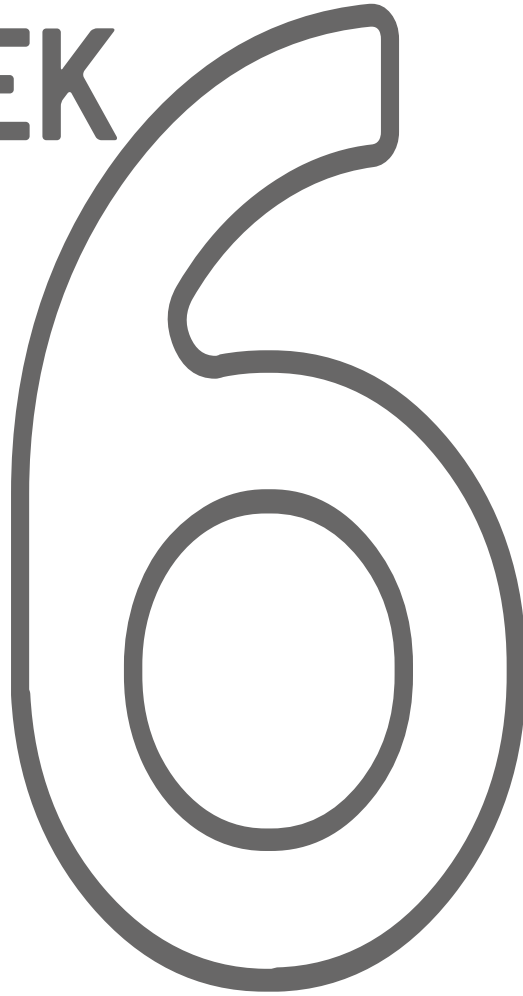
Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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 2 - TERM 3

WEEK



THEME:
HEALTHY EATING

'The greatest wealth is health.'

- Unknown

WEEK 6: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of healthy foods from around the world.
5. Do some research on the internet to prepare for the theme. For example: find out what a pescatarian, vegetarian and vegan are.
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 read, page 18
Activity 2	DBE Workbook 2: Let's write, page 19 & 20
Activity 3	DBE Workbook 2: Let's do, page 19 & 20
Activity 4	Draw a picture of some healthy food that people in your community like to eat.

TERM 3: WEEK 6		
OVERVIEW		
THEME	Healthy Eating	
THEME VOCABULARY	healthy, unhealthy, snack, treat, protein, meat, eggs, peanuts, focus, strong, brain, body, kitchen, cabinet, delicious, disgusting, culture, embarrassed, point, respect, full, hungry, yard, field	
SIGHT WORDS	kitchen, boiled, strong, teased, ate	
PHONICS	/sl/ and /-ing/ - slash, slip, slap, sling, slashing, slipping, slapping, slinging	
WRITING FRAME	Tuesday	Thursday
	My favourite healthy food is... I love this food because...	I want to try... I want to try...because...

TERM 3: WEEK 6	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book Story <i>No chips for Lomusa</i>
SHOW	Show learners picture of the boys laughing at Lomusa.
SAY	<ul style="list-style-type: none"> • Ask learners: How would you feel if someone laughed at the food you were eating? • Discuss this with learners. Help learners think about the feelings they have when being teased, like: sad, upset, angry, embarrassed, etc. • Ask learners: How do you think Lomusa feels when other children laugh at her food? • Discuss this with learners. Help learners have empathy for her feelings. Explain that no one likes being teased or laughed at! • Explain that over the next two weeks, we will learn think about our healthy eating.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practice reading the sight words at home.

WEEK 6: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Proteins make us smart and strong	<i>Point at your head and then flex muscles</i>
	Too much sugar is so wrong!	<i>Shake your head and cross your arms</i>
	Fruit is a healthy treat,	<i>Smile and hold up one finger</i>
	And so are beans and eggs and meat!	<i>Hold up fingers two, three and four</i>
THEME VOCABULARY	kitchen, cabinet, delicious, disgusting	
QUESTION OF THE DAY		
Question	Which of Lomusa's healthy snacks do you think is delicious?	
Graph	3 COLUMN GRAPH	
Options	dried fish / boiled eggs / peanuts	
Follow-up questions		
Question	How many learners think dried fish is delicious?	
Answer	__ learners think dried fish is delicious.	
Question	How many learners think boiled eggs are delicious?	
Answer	__ learners think boiled eggs are delicious.	
Question	How many learners think peanuts are delicious?	
Answer	__ learners think peanuts are delicious.	
Question	Which of Lomusa's healthy snacks do most learners think is delicious?	
Answer	Most learners think __ is/are delicious.	
Question	Which of Lomusa's healthy snacks do fewest learners think is delicious?	
Answer	Fewest learners think __ is/are delicious.	
Question	Which of Lomusa's healthy snacks do you think is delicious?	

Answer	I think dried fish is delicious.
Answer	I think boiled eggs are delicious.
Answer	I think peanuts are delicious.
Sight word Practice	
READING	Practice reading the sight words for the week.

WEEK 6: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	/sl/ /-ing/								
FLASHCARDS	slash, slip, slap, sling slashing, slipping, slapping, slinging								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /sl/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters s and l together in a word, we must not say the sounds separately. We must say one sound: /sl/ Say each word loudly and clearly as you show the flashcard: slash, slip, slap, sling Ask learners to repeat each word after you. Explain that we will also learn another sound /-ing/ Say the sound and hold up the flashcard /-ing/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that these are all verbs, or doing words. Explain that when <u>we are busy doing something</u>, we add the sound /-ing/ to the word. Say each word loudly and clearly as you show the flashcard: slashing, slipping, slapping, slinging Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. <table border="1" data-bbox="539 1720 874 1998"> <tbody> <tr> <td>slash</td> <td>slashing</td> </tr> <tr> <td>slip</td> <td>slipping</td> </tr> <tr> <td>slap</td> <td>slapping</td> </tr> <tr> <td>sling</td> <td>slinging</td> </tr> </tbody> </table>	slash	slashing	slip	slipping	slap	slapping	sling	slinging
slash	slashing								
slip	slipping								
slap	slapping								
sling	slinging								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>No chips for Lomusa</u>
ACTIVITY	Second read
COMPREHENSION STRATEGY	Visualise
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Think aloud: Second read
Lomusa walked into the kitchen, ready for school. Her father was sitting at the table with his sister, who was visiting from Maputo. Lomusa’s dad looked at the clock. ‘Time for you to go!’ he said. He opened the kitchen cabinet, and gave Lomusa a packet of orange chips for her snack.	I can visualise dad looking worried when he looks at the clock! He must not want Lomusa to be late for school!
‘What are you giving her that for?’ Auntie Sophia said. ‘You know that’s unhealthy Luis!’ Lomusa’s father looked at his sister, surprised. ‘But all the kids eat them!’ he said. ‘No Luis! You must give Lomusa protein for her snack! It will help her focus better in class. And, it will keep her feeling full for longer!’ ‘Well, we don’t have any snacks like that!’ Lomusa’s father replied. Auntie Sophia reached into her bag and took out a plastic bag with small dried fish inside. ‘These are delicious and healthy!’ said Auntie, handing the packet to Lomusa and taking the chips away.	I can visualise Auntie Sophia looking surprised when Lomusa’s father gives her a packet of chips!
At break, Lomusa took out her little packet of fish and started eating them. ‘Yum! These are delicious,’ she thought. Just then, two girls from Grade 4 walked by laughing and holding their noses. ‘You smell disgusting!’ one of the girls yelled. Lomusa quickly put the fish back inside her bag.	I can visualise Lomusa trying to quickly hide her fish! She must feel embarrassed.

<p>After school, Lomusa gave the little dried fish back to Auntie Sophia. ‘The other girls said I smell when I eat these,’ Lomusa said. ‘I don’t ever want to bring them to school again.’</p>	<p>I can visualise Lomusa’s serious voice as she talks to her Auntie. She must want her Auntie to listen to her.</p>
<p>The next morning, Lomusa asked her father for some chips to take to school. He opened the kitchen cabinet and gave her a packet.</p>	<p>--</p>
<p>‘What are you giving her that for?’ Auntie Sophia said. ‘I told you that’s unhealthy Luis! You must give Lomusa protein for her snack!’ Auntie Sophia looked around the kitchen. There was a pot on the stove with eggs that had just been boiled. ‘Boiled eggs are delicious! And they’re healthy!’ said Auntie, handing Lomusa the egg and taking her chips.</p>	<p>I can visualise Lomusa looking worried when Auntie Sophia tells her she must take a snack with protein. She must be worried she will have to take fish again!</p>
<p>At break, Lomusa peeled her egg and began eating it. ‘Yum! This is delicious,’ she thought. But then two of the boys from Grade 5 walked by laughing and making coughing sounds. ‘That smells disgusting!’ one of the boys yelled. Lomusa quickly put the boiled egg back inside her bag.</p>	<p>I can visualise Lomusa trying to quickly hide her eggs! She must feel very embarrassed.</p>
<p>After school, Lomusa handed the egg back to Auntie Sophia. ‘The boys said I smell when I eat this,’ Lomusa said. ‘I don’t ever want to bring boiled eggs to school again.’ Lomusa said. Then she ran outside to play.</p>	<p>I can visualise Lomusa’s speaking in a serious voice! She must be upset because she got teased two days in a row!</p>
<p>A few minutes later, Auntie Sophia called Lomusa. ‘Lomusa, healthy eating is important!’ she said. ‘Fish and boiled eggs are good for you. They will make your body strong and help your mind focus! But, I understand that being teased is hard. Let’s find you a snack that has protein and doesn’t have any kind of smell,’ said Auntie Sophia.</p>	<p>I can visualise Auntie Sophia putting her arm around Lomusa, and speaking in a soft, gentle voice. She must want to help Lomusa feel better!</p>

<p>‘What about peanuts?’ asked Auntie Sophia, looking around the yard. ‘Your parents have many peanut bushes in the yard, and they are very good for you.’</p> <p>‘Oh yes!’ said Lomusa. ‘I love peanuts and they don’t smell! I will take peanuts to school, and I will eat eggs and fish at home. Thank you Auntie!’</p>	<p>I can visualise Lomusa looking excited when she learns that peanuts are a healthy snack with protein!</p>
<p>The next day at break, Sophia took out her bag of peanuts and started eating them. She looked around, nervously. But, no one teased her as she ate her delicious nuts.</p>	<p>I can visualise Lomusa sighing. She must be relieved that today, no one is teasing her!</p>
<p>Follow up questions</p>	<p>Possible responses</p>
<p>What are the three foods in the story that have protein?</p>	<p>Dried fish, eggs, and peanuts.</p>
<p>What foods did Lomusa get teased for eating?</p>	<p>Dried fish and eggs.</p>
<p>How do you think Lomusa feels when she gets teased?</p>	<p>I think Lomusa must feel...</p>
<p>Why question</p>	<p>Possible responses</p>
<p>Visualise Lomusa eating peanuts at break! Why did Lomusa finally decide to take peanuts as her snack?</p>	<ul style="list-style-type: none"> • Because peanuts don’t have a smell. • Because she got teased when she took fish and eggs. She didn’t want to take those snack again, even though they are healthy. • Because her parents have peanut bushes in the yard. • Because she likes peanuts! • Because she listens to her Auntie and understand that she must eat a snack with protein rather than chips!

WEEK 6: TUESDAY: WRITING (15 minutes)

WRITING FRAME

My favourite healthy food is...
I love this food because...

Modelling:

1. Explain that today, learners will write about their favourite healthy food. Remind learners that last week, we made a list of some healthy foods we like. Learners can choose something from their list if they need ideas.
2. Read the writing frame to learners.
3. Use modelling to show learners that you think before you write.
4. Tell learners some ideas you have for filling in the writing frame, like: **My favourite healthy food** is salad. I love to cut up lots of vegetables and eat them all together. I feel so good about my body when I fill it up with healthy food.
5. Use modelling to draw a quick picture of your idea, like: yourself eating a salad.
6. Explain which words you will write. Draw a line for each word.
7. Use modelling to complete the writing frame: **My favourite healthy food** is salad. **I love this food because** it makes me feel good!
8. Say words slowly like a tortoise and write the sounds you know.
9. Use resources (sight words, theme vocabulary word) to add labels to your drawing, like: healthy, green
10. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

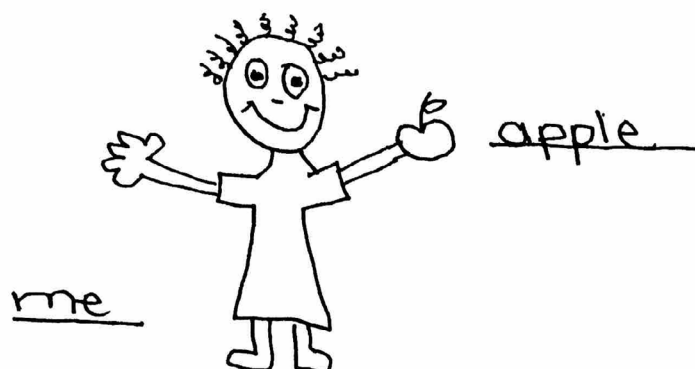
Oral Instructions:

1. Ask learners: What is your favourite healthy food? Why do you love this food?
2. Explain that learners can think about anything at all that they really like learning about.
3. Explain that learners should come up with their own ideas – they should not copy your idea!
4. Instruct learners to think before they write. Instruct learners to visualise themselves eating their favourite delicious healthy snack!
5. Instruct learners to turn and talk and share their ideas with a partner!
6. Call on 3-5 learners to share their ideas with the class. They must say: **My favourite healthy food is...I love this food because...**
7. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

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

Tuesday



My favourite healthy food is apples.

I love this food because it is sweet and tasty.

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Proteins make us smart and strong	<i>Point at your head and then flex muscles</i>
	Too much sugar is so wrong!	<i>Shake your head and cross your arms</i>
	Fruit is a healthy treat,	<i>Smile and hold up one finger</i>
	And so are beans and eggs and meat!	<i>Hold up fingers two, three and four</i>
THEME VOCABULARY	culture, embarrassed, point, respect	
QUESTION OF THE DAY		
Question	How would you feel if someone called your snack 'disgusting'?	
Graph	3 COLUMN GRAPH	
Options	embarrassed / upset / angry	
Follow-up questions		
Question	How many learners would feel embarrassed?	
Answer	__ learners would feel embarrassed.	
Question	How many learners would feel upset?	
Answer	__ learners would feel upset.	
Question	How many learners would feel angry?	
Answer	__ learners would feel angry.	
Question	How would most learners feel if someone called their snack disgusting?	
Answer	Most learners would feel __.	
Question	How would fewest learners feel if someone called their snack disgusting?	
Answer	Fewest learners would feel __.	
Question	How would you feel if someone called your snack 'disgusting'?	
Answer	I would feel embarrassed.	

Answer	I would feel upset.
Answer	I would feel angry.
DISCUSS	<i>Explain that different families, cultures and communities have different foods! In our story, Lomusa gets teased for eating foods that are different from what other children at her school are eating. It is never okay to call other people's food disgusting! We must respect that people like to eat different things.</i>
READING	Practice reading the sight words for the week.

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

SOUND	/sl/ /-ing/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word slash Segment the word into the individual sounds: /sl/ - /a/ - /sh/ Say the beginning sound of the word: /sl/ Say the middle sound of the word: /a/ Say the end sound of the word: /sh/ Write the word on the board: slash Model pointing and blending the sounds to make a word: /sl/ - /a/ - /sh/ = slash Remind learners that in English, when s and l are together in a word they must be read together as a long sound: /sl/ Repeat this with the word sling <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word slashing Ask learners: What is the first sound in the word? /sl/ Ask learners: What are the middle sounds in the word? /a/ - /sh/ Ask learners: What is the last sound in the word? /ing/ Ask learners to segment the word into each individual sound: /sl/ - /a/ - /sh/ - /ing/ Write the word: slashing Instruct learners to blend the sounds in the word with you: sl/ - /a/ - /sh/ - /ing/ = slashing Remind learners that in English, when i and n and g are together in a word they must be read together as one sound: /ing/ Repeat this with the word slinging

ACTIVITY	<p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: sl and ing words. 3. Instruct learners to write the numbers 1-8. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td>slash</td> <td>slip</td> <td>slap</td> <td>sling</td> <td>slashing</td> <td>slipping</td> <td>slapping</td> <td>slinging</td> </tr> </table> <ol style="list-style-type: none"> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to Practice reading the phonic words for homework. 	slash	slip	slap	sling	slashing	slipping	slapping	slinging
slash	slip	slap	sling	slashing	slipping	slapping	slinging		

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

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>No chips for Lomusa</u>
ACTIVITY	Summarise and illustrate the story
COMPREHENSION STRATEGY	Summarise Visualise
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding. 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.

INSTRUCTIONS

Modelling:

1. Explain that today, learners will visualise what happens in the story. They will draw a picture to show what they visualise about the story. Then, they will add a short (one sentence) caption to their illustration.
2. Use **modelling** to show learners how to **think before you write**.
3. Use **modelling** to explain an example summary to learners, like: I visualise Lomusa getting teased for eating fish and eggs at school.
4. Use **modelling** to draw a picture of your summary on the board.
5. Use **modelling** to add a short sentence, like: Lomusa is sad.
6. **Say words slowly like a tortoise and write the sounds you know.**
7. **Use resources** (sight words, theme vocabulary words) to add labels, like: egg, fish
8. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Instruct learners to think about the story and to visualise the important parts of the story.
2. Tell learners they must draw a picture to show what they visualised. Then, they must try to write a short sentence about their drawing.
3. Instruct learners to **think before they write**.
4. Explain that learners should come up with their own drawing and sentence – they should **not** copy your idea!

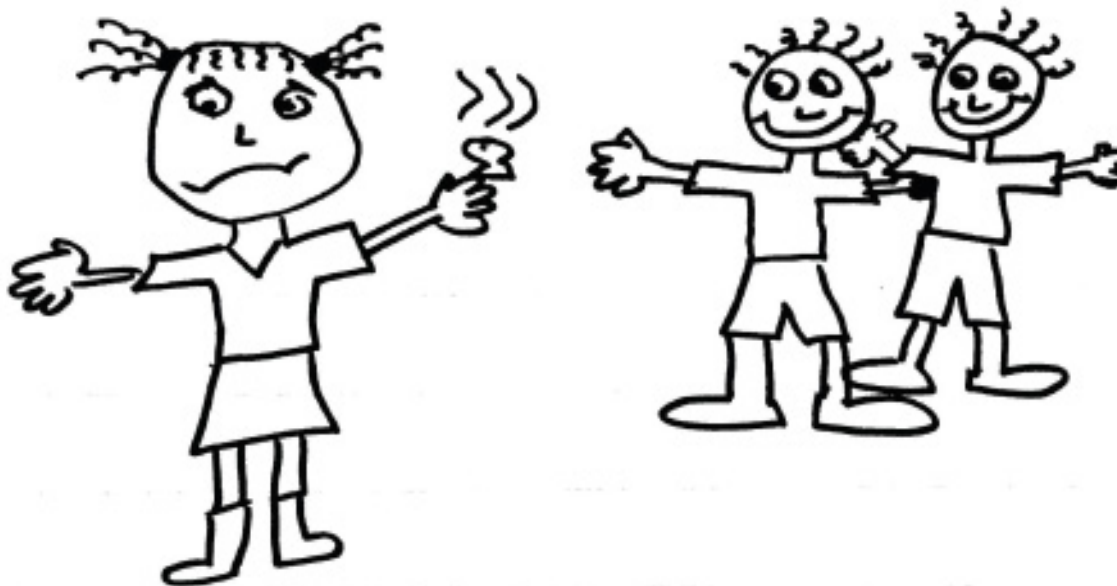
Writing:

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Instruct learners to **read their writing** to you.
4. Help learners complete a label.
5. Ask learners to tell you about their picture. Make sure learners have drawn an important event from the story!

Turn and Talk:

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

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



Lomusa is upset.

WEEK 6: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I want to try...

I want to try...because...

Modelling:

1. Explain that today, learners will add sentences to their writing from Tuesday. Explain that today, learners will write about a food they would like to try. They will think about why they would like to try this food!
2. Read the new writing frame to learners.
3. Remind learners that they will continue with the same message as Tuesday. Remind learners that you were writing about healthy foods you like to eat.
4. Use **modelling** to show learners that you **think before you write**.
5. Explain some ideas you have for filling in the writing frame, like: There are lots of vegetables I have seen at the shop but have never tried like cauliflower, yellow peppers, and marrow. I will choose one of those!
6. Use **modelling** to add to your drawing, like: yourself thinking (use a thought bubble) about a yellow pepper.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the writing frame, like: I want to try yellow pepper. I want to try yellow peppers because I wonder if they taste the same as red peppers?
9. **Say words slowly like a tortoise and write the sounds you know**.
10. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: food, new
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Remind learners that on Tuesday, we thought about something we love to eat. Today we will think about something we want to try but have never eaten.
2. Ask learners: What food do you want to try? Why do you want to try this food?
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas with a partner.
6. Call on 3-5 learners to share their ideas with the class. They must say: I want to try...
because...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one complete paragraph**.
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing**.

5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources**.
7. **Encourage learners**.

Turn and Talk:

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

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

Tuesday



My favourite healthy food is apples.

I love this food because it is sweet and tasty.

Thursday

I want to try a watermelon. I want to try a watermelon because they look sweet and tasty also.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: FRIDAY: DAILY ACTIVITIES (10 minutes)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Proteins make us smart and strong</td> <td><i>Point at your head and then flex muscles</i></td> </tr> <tr> <td>Too much sugar is so wrong!</td> <td><i>Shake your head and cross your arms</i></td> </tr> <tr> <td>Fruit is a healthy treat,</td> <td><i>Smile and hold up one finger</i></td> </tr> <tr> <td>And so are beans and eggs and meat!</td> <td><i>Hold up fingers two, three and four</i></td> </tr> </tbody> </table>	Lyrics	Actions	Proteins make us smart and strong	<i>Point at your head and then flex muscles</i>	Too much sugar is so wrong!	<i>Shake your head and cross your arms</i>	Fruit is a healthy treat,	<i>Smile and hold up one finger</i>	And so are beans and eggs and meat!	<i>Hold up fingers two, three and four</i>
	Lyrics	Actions									
	Proteins make us smart and strong	<i>Point at your head and then flex muscles</i>									
	Too much sugar is so wrong!	<i>Shake your head and cross your arms</i>									
	Fruit is a healthy treat,	<i>Smile and hold up one finger</i>									
And so are beans and eggs and meat!	<i>Hold up fingers two, three and four</i>										
THEME	full, hungry, yard, field										
VOCABULARY											
QUESTION OF THE DAY											
Question	<p>Remind learners that in the story, Lomusa is able to get some of her healthy snacks from her own yard. She can eat peanuts from the peanut bushes! Many South Africans have some healthy food growing at home, like maize, spinach and beetroot. Many South Africans also buy healthy food from the shop.</p> <p>Ask learners: Where can your family find healthy food?</p>										
Graph	3 COLUMN GRAPH										
Options	in our yard / at the shop / in our field										
Follow-up questions											
Question	How many learners' families find healthy food in their yard?										
Answer	__ learners' families find healthy food in their yard.										
Question	How many learners' families find healthy food at the shop?										
Answer	__ learners' families find healthy food at the shop.										
Question	How many learners' families find healthy food in their field?										
Answer	__ learners' families find healthy food in their field.										
Question	Where can most learners' families find healthy food?										
Answer	Most learners' families find healthy food __.										
Question	Where can fewest learners' families find healthy food?										
Answer	Fewest learners' families find healthy food __.										

Question	Where can your family find healthy food?
Answer	My family finds healthy food in our yard.
Answer	My family finds healthy food at the shop.
Answer	My family finds healthy food in our field.
READING	Practice reading the sight words for the week.

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

SOUND	/sl/ /-ing/
WORDS	slash, slip, slap, sling slashing, slipping, slapping, slinging
ACTIVITY	<p>BEGINNING SOUND</p> <ol style="list-style-type: none"> Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> /sl/ – ash (slash) /sl/ – ap (slap) Say two words: sling, sing <ul style="list-style-type: none"> Ask learners: Which word begins with the /sl/ sound? (sling) Say two words: slapping, clapping <ul style="list-style-type: none"> Ask learners: Which word begins with the /cl/ sound? (clapping) Say two words: slash, mash <ul style="list-style-type: none"> Ask learners: Which word begins with the /sl/ sound? (slash) <p>LETTER SWAP</p> <ol style="list-style-type: none"> Say the word: sling Ask learners: What is the beginning sound? /sl/ Ask learners: If I take away the /sl/ and add /cl/ what word does that make? Help learners to hear that the word is: cl – i – ng = cling Write: sling Read the word: sl – i – ng = sling Erase: 'sl' Write: 'cl' Read the new word: cl – i – ng = cling Ask learners: What other words can you think of that end with '-ing' Let learners brainstorm words. king, sing, etc.)

INFORMAL ASSESSMENT

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

slapping	slinging	slashing	slipping	slap	sling	slash	slip
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6. Use the results to informally assess learners' progress. Identify learners who need extra support.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND

WORDS

ACTIVITY

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 2 - TERM 3

WEEK
7

THEME:
WORRIED AND AFRAID

'Worry often gives a small thing a big shadow.'

– Swedish Proverb

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: draw pictures of different things that make children worry.
5. Do some research on the internet to prepare for the theme. For example: find some examples of breathing or mindfulness activities that can be used to calm children down.
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: Word work, page 21
Activity 3	DBE Workbook 2: Let's read, page 22
Activity 4	DBE Workbook 2: Let's write, page 23 & 24
Activity 7	Draw and write about something you feel scared of.

TERM 3: WEEK 7		
OVERVIEW		
THEME	Worried and afraid	
THEME VOCABULARY	afraid, scared, spider, snake, worry, worried, nervous, trust, hungry, pay, paid, fees	
SIGHT WORDS	heard, voice, how, couldn't, paid	
PHONICS	Revision of sounds and words taught in Term 3	
WRITING FRAME	Tuesday	Thursday
	Dear _____, I felt afraid of... When I felt afraid, you...	It was kind when you... Thank you for... Love, _____...

TERM 4: WEEK 7	
INTRODUCE THE THEME	
PICTURE	Page 2 of the Big Book <i>Zweli is worried</i>
SHOW	Show learners the picture of Zweli lying in bed, worrying. Explain that this week, we will think about things that make us feel worried or afraid. Explain that worried and afraid are similar but a little bit different. When we feel afraid, we are scared of something. When we are worried, we are thinking that something bad might happen.
SAY	<ul style="list-style-type: none"> • Ask learners: What is something that makes you feel afraid or scared? • Give an example to model the meaning of the word, like: I feel afraid of snakes. • Listen to learner responses. This will help you understand what learners already know. • Ask learners: What is something you feel worried about? • Give an example to model the meaning of the word, like: I feel worried about my child when she feels sick. • Listen to learner responses. This will help you understand what learners already know. • Explain that we will continue to think about these two feelings: worried and afraid.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practice reading the sight words at home.

WEEK 7: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Don't keep worries in your head	<i>Wag your finger and shake your head</i>
	Tell your teacher or mom instead	<i>Pretend to whisper in someone's ear</i>
	Share your fears, yes you must	<i>Hold hands with a friend</i>
	Tell them to someone you trust!	<i>Smile and give your friend a hug</i>
THEME VOCABULARY	afraid, scared, spider, snake	
QUESTION OF THE DAY		
Question	Which one makes you feel more afraid?	
Graph	2 COLUMN GRAPH	
Options	spiders / snakes	
Follow-up questions		
Question	How many learners are more afraid of spiders?	
Answer	__ learners are more afraid of spiders.	
Question	How many learners are more afraid of snakes?	
Answer	__ learners are more afraid of snakes.	
Question	Which are more learners afraid of?	
Answer	More learners are afraid of __.	
Question	Which are fewer learners afraid of?	
Answer	Fewer learners are afraid of __.	
Question	Which one makes you feel more afraid?	
Answer	I am more afraid of spiders.	
Answer	I am more afraid of snakes.	
READING	Practice reading the sight words for the week.	

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

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

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 7: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Zweli is worried</u>
ACTIVITY	Pre-reading activity
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> 1. Show learners the front cover of the story: Zweli is worried 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. Codeswitch where necessary. 	

WEEK 7: TUESDAY: WRITING (15 minutes)

WRITING FRAME

Dear _____,

I felt afraid of...

When I felt afraid, you...

Modelling:

1. Explain that this week, learners will think about someone who helped them when they felt scared. They will write a card thanking this person.
2. Explain that today, learners will write their first part of their message **inside** their card.
3. Explain that learners must think of **who** they want to write their card for.
4. Read the writing frame to learners.
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: My mother helped me when I saw a snake. She scared the snake away!
7. Use **modelling** to show learners that today, we will draw a picture on the front of our cards. Draw a quick picture, like: your mother hugging you and protecting you from the snake.
8. Explain which words you will write. **Draw a line for each word.**
9. Use **modelling** to complete the writing frame. Explain that when we write a letter or a card, we write as if we are talking to the other person. We use 'you', like:

Dear Mom,

I felt afraid of that big snake in the garden. When I felt afraid, you scared the snake away for me!

10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources**, like sight words and theme vocabulary words.
12. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: Who will you write a card to?
2. Explain that learners must think of one of someone who helped them when they felt afraid! They must **not** copy your writing!
3. Instruct learners to **think before they write**.
4. Call on 3-5 learners to tell you who they will write to.
5. Ask learners: What did you feel afraid of? How did this person help you?
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 3-5 learners to share their idea with the class. They must say: I was afraid of...
9. Explain that learners will now use the writing frame write their own ideas!

Writing:

1. **Hand out papers** and instruct learners to **fold their paper to make a card**.
2. Explain that today, learners will draw a picture on the **front** of their cards. They will begin their message **inside** the card.
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing**.
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources**.
7. Encourage learners.

Tuesday

Dear Dad,

I felt afraid of the spider in my
room. When I felt afraid, you told
me not to be scared.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 7: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Don't keep worries in your head	<i>Wag your finger and shake your head</i>
	Tell your teacher or mom instead	<i>Pretend to whisper in someone's ear</i>
	Share your fears, yes you must	<i>Hold hands with a friend</i>
	Tell them to someone you trust!	<i>Smile and give your friend a hug</i>
THEME VOCABULARY	worry, worried, nervous, trust	
QUESTION OF THE DAY		
Question	<p><i>Explain that we all feel worried sometimes. Sometimes, we might worry about other children being mean to us. We might worry about how we look. We might worry about having enough to eat at home. We might worry about doing well on an exam. It is helpful to talk to someone about the things we feel worried about. People who love us and trust us can help us think of ideas to help us worry less.</i></p> <p>Ask learners: Who is someone you trust?</p>	
Graph	2 COLUMN GRAPH	
Options	a parent / a sibling / a teacher	
Follow up questions		
Question	How many learners trust a parent?	
Answer	__ learners trust a parent.	
Question	How many learners trust a sibling?	
Answer	__ learners trust a sibling.	
Question	How many learners trust a teacher?	
Answer	__ learners trust a teacher.	
Question	Who do most learners trust?	
Answer	Most learners trust a __.	
Question	Who do fewest learners trust?	
Answer	Fewest learners trust a __.	

Question	Who is someone you trust?
Answer	I trust a parent.
Answer	I trust a sibling.
Answer	I trust a teacher.
READING	Practice reading the sight words for the week.

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

OBJECTIVE	Conduct a formal or informal assessment of Term 3 phonics by asking learners to write words.
ACTIVITY	<ol style="list-style-type: none"> 1. Hand out learners' exercise books 2. Instruct learners to write 1-10 in the margin. 3. Explain that you will say a word that learners have already learnt. 4. Learners must write down the word that they hear. If they cannot write the word they must draw a short line. 5. Say each of the following words. Give time for learners to write. <ol style="list-style-type: none"> 1. shell 2. dish 3. mash 4. greedy 5. chat 6. such 7. chipped 8. slap 9. slash 10. slipping

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

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

WEEK 7: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Zweli is worried</u>
ACTIVITY	First read
COMPREHENSION STRATEGY	Search the text
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
<p>Zweli woke up, feeling thirsty. The moon was still bright in the sky outside his window. He heard his mother's voice coming from the kitchen.</p> <p>'I wonder who Mom is talking to so late?' wondered Zweli. He got out of bed and peeped out the door.</p> <p>'I didn't get paid,' he heard his mother say. 'Oh no,' Zweli thought. 'If Mom didn't get paid, how will we eat?'</p>	<p>What did Zweli hear? He heard his mother say that she didn't get paid.</p>
<p>Zweli got back into bed. He closed his eyes, but he couldn't sleep.</p> <p>'If Mom didn't get paid, how will she pay for everything we need?' worried Zweli.</p> <p>Zweli tossed and turned in his bed.</p>	<p>Why can't Zweli sleep? Oh, I learn that Zweli can't sleep because he is worrying in his bed!</p>
<p>In the morning, Zweli got ready for school. He put on his jersey. He looked at the big hole in his sleeve.</p> <p>'How will I ever get a new jersey?' Zweli worried.</p> <p>Zweli looked down at his shoes. They felt tight.</p> <p>'I think I will need new shoes soon,' he thought. 'But how will I ever get new shoes if Mom doesn't get paid?' he worried.</p>	<p>What is Zweli worried about? I learn that Zweli is worried that his mother will not be able to buy him a new jersey and shoes because she didn't get paid.</p>

<p>At school, Zweli took his pencil out of his backpack. His pencil was getting so small. 'Soon, my pencil will be too small to use!' he thought. 'What will I do if Mom can't buy me a new pencil?' he worried.</p>	<p>What is Zweli worried about? Oh, poor Zweli is worried because his pencil is getting very small! He is worried that his mother will not be able to buy him a new pencil because she didn't get paid.</p>
<p>At the end of the day, Mr Maboya gave letters to some of the children. 'These letters are for your parents,' Mr Maboya said. Zweli read the heading: 'School Fees'. 'It is almost the end of the year!' Mr Maboya said. 'Just think, soon you will be in a new class with a new teacher.' The bell rang.</p>	<p>What did Mr Maboya give to Zweli? Oh, I learn that Mr Maboya gives Zweli a letter to take to his mother!</p>
<p>Zweli walked home. 'How will Mom pay my school fees?' Zweli worried. 'What if I can't go to school next year?' he wondered. Zweli loved school. The thought made him want to cry.</p>	<p>What is Zweli worrying about now? Zweli is worrying that his mother will not be able to pay his school fees.</p>
<p>When Zweli got home, he gave the letter to his mother. 'Oh good,' she said. 'I just got paid today.' 'But I thought you didn't get paid?' Zweli asked. 'When did you hear that?' Zweli's mother asked. 'I heard you on the phone,' he said. Zweli was worried that his mom would be angry. 'Zweli, I just got paid a few days late,' his mom explained.</p>	<p>When did Zweli's mother get paid? I learn that she got paid today!</p>
<p>That night, when Zweli got into bed, his mother came into his room. She put her hand on his shoulder. 'Zweli, I will take care of you,' she said. 'You don't have to worry. Your job is to work hard at school, look after your things, and to help me in the house. Go to sleep now.' Then Zweli's mom gave him a kiss. For the first time all day, Zweli was not worried.</p>	<p>What did Zweli's mother say he must worry about? Oh! Zweli's mom doesn't want him to worry. She wants him to work hard and be helpful.</p>

Follow up questions	Responses
Who was talking on the phone?	Zweli's mom was talking on the phone.
What did Zweli hear his mother say?	He heard her say that she did not get paid.
What did Mr Maboya give to some of the learners?	He gave them a letter that said 'school fees'.
Why question	Possible response
Why was Zweli worried?	<ul style="list-style-type: none"> • Zweli was worried because he heard his mom say that she didn't get paid. • He was worried because his mom pays for everything. • He was worried that he wouldn't be able to get a new jersey. • He was worried because soon he will need new shoes. • He was worried because he will need a new pencil soon. • He was worried because he thinks his mom will not be able to pay his school fees. • He is worried that he will not be able to go to school. • He is worried his mom will be mad because he listened to her speak on the phone.

WEEK 7: THURSDAY: WRITING (15 minutes)

WRITING FRAME

It was kind when you...

Thank you for...

Love, _____

Modelling:

1. Explain that today, learners will add sentences to the messages in their thank you cards we began on Tuesday.
2. Read the new writing frame to learners.
3. Remind learners that they will continue with the same message as Tuesday. Remind learners that you were writing to ***your mother for helping you when you felt afraid of a snake.***
4. Use **modelling** to show learners that you **think before you write**.
5. Explain some ideas you have for filling in the writing frame, like: It was kind when my mom scared the snake away!
6. Use **modelling** to show learners that today, we will add details to our drawing on the **front** of our cards.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame, like:

It was kind when you scared the snake away for me! Thank you for taking good care of me.

Love, ...

9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. **Hand out learner cards.**
2. Remind learners that on Tuesday, we began writing a thank you card to a friend. Today we will finish our messages **inside** our cards.
3. Explain that we need to **read their writing** so that we can remember what we wrote, and continue writing one full message!
4. Instruct learners to **turn and talk** and read their writing from Monday to a partner.
5. Ask learners: What did the person you are writing to do that was kind?
6. Explain that learners should come up with their own ideas – they should **not** copy your idea!
7. Instruct learners to **think before they write**.
8. Instruct learners to **turn and talk** and share their ideas with a partner.
9. Call on 3-5 learners to share one thing they will add to their message. They must say: It was kind when...

Writing:

1. Instruct learners to begin writing on the same page as Tuesday, so that they have **one complete card**.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners**.

Tuesday

Dear Dad,

I felt afraid of the spider in my room. When I felt afraid, you told me not to be scared.

Thursday

It was kind when you took the spider away! Thank you for looking after me.

Love, Thembi

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 7: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Don't keep worries in your head	<i>Wag your finger and shake your head</i>
	Tell your teacher or mom instead	<i>Pretend to whisper in someone's ear</i>
	Share your fears, yes you must	<i>Hold hands with a friend</i>
	Tell them to someone you trust!	<i>Smile and give your friend a hug</i>
THEME VOCABULARY	hungry, pay, paid, fees	
QUESTION OF THE DAY		
Question	<p><i>Explain that in the story, we see that Zweli is worried because he hears that his mother didn't get paid. This makes Zweli worry that lots of bad things might happen to him. He is worried that his mother will not be able to buy food, and that he will be hungry. He is worried that his mother will not be able to buy him the clothes he needs. He is worried that his mother will not be able to pay his schools fees, and that he will not be able to go to school anymore.</i></p> <p>Ask learners: What do you think Zweli feels most worried about?</p>	
Graph	3 COLUMN GRAPH	
Options	food / a new jersey / his school fees	
Follow-up questions		
Question	How many learners think Zweli feels most worried about food?	
Answer	___ learners think Zweli feels most worried about food.	
Question	How many learners think Zweli feels most worried about a new jersey?	
Answer	___ learners think Zweli feels most worried about a new jersey.	
Question	How many learners think Zweli feels most worried about his school fees?	
Answer	___ learners think Zweli feels most worried about his school fees.	
Question	What do most learners think Zweli is worried about?	
Answer	Most learners think Zweli is worried about ___	

Question	What do fewest learners think Zweli is worried about?
Answer	Fewest learners think Zweli is worried about __
Question	What do you think Zweli feels most worried about?
Answer	I think Zweli feels most worried about food.
Answer	I think Zweli feels most worried about a new jersey.
Answer	I think Zweli feels most worried about his school fees.
READING	Practice reading the sight words for the week.

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

OBJECTIVE	Conduct a formal or informal assessment of Term 3 phonics by asking learners to build words.												
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="545 407 1155 613"> <tr> <td>sh-</td> <td>u</td> <td>r</td> <td>-sh</td> </tr> <tr> <td>ch-</td> <td>a</td> <td>t</td> <td>-ing</td> </tr> <tr> <td>sl-</td> <td>e</td> <td>d</td> <td>-ed</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds and blends on the chalkboard. 2. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 3. Tell learners they can make word using any of the sounds. 4. Show learners how to make a few words, like: /sh/ - /u/ - /sh/ or /ch/ - /a/ - /r/ - /t/ <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: revision words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. <p>Allow learners to correct their own work. Show learners how to build these words (and others): shut, shed, shush, shushing, chat, chatted, chatting, slat, sling, slit, sled, sledding, slush, slushing, ring, ding, etc.</p>	sh-	u	r	-sh	ch-	a	t	-ing	sl-	e	d	-ed
sh-	u	r	-sh										
ch-	a	t	-ing										
sl-	e	d	-ed										

WEEK 7: FRIDAY: END OF WEEK LEARNING REVIEW

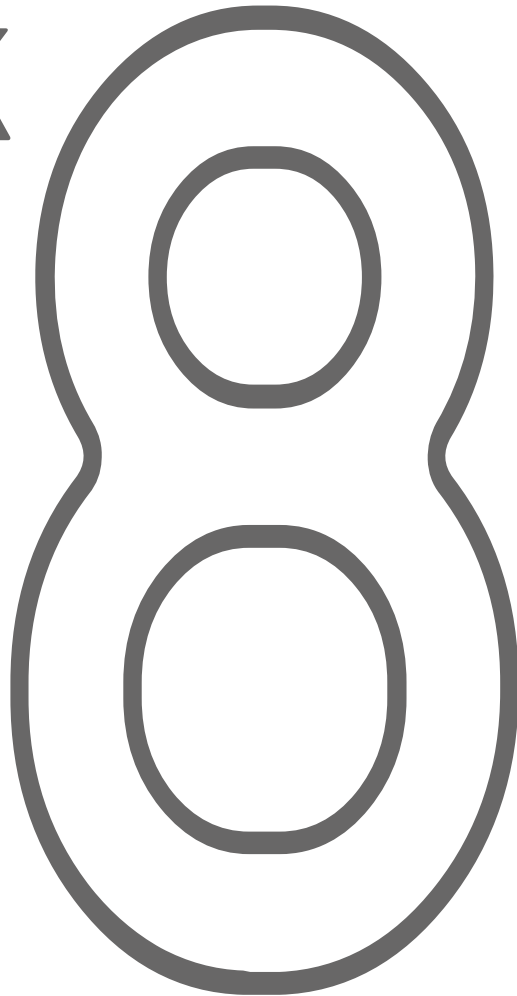
Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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 2 - TERM 3

WEEK



THEME:

WORRIED AND AFRAID

'Courage doesn't mean you don't get afraid. Courage means you don't let fear stop you.'

— Unknown

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: articles of children who were brave.
5. Do some research on the internet to prepare for the theme. For example: find out why children should talk to an adult they trust about their fears and concerns.
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 read, page 26
Activity 2	DBE Workbook 2: Word work, page 27
Activity 3	DBE Workbook 2: Let's do and Let's write, page 28
Activity 4	Draw and write about someone who comforts you (makes you feel better) if you feel worried or afraid.

TERM 3: WEEK 8		
OVERVIEW		
THEME	Worried and afraid	
THEME VOCABULARY	afraid, scared, spider, snake, worry, worried, nervous, trust, hungry, pay, paid, fees, cry, shake, scream, shoulder, exam, meet, people, sports, comfort, kiss, money, buy	
SIGHT WORDS	ever, new, next, year, wondered	
PHONICS	/fl/ - flash, flush, flock, flick, flashed, flushed, flocking, flicking	
WRITING FRAME	Tuesday	Thursday
	Zweli worried about... He also worried about...	I worried about... I also worried about...

TERM 3: WEEK 8	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book Story <i>Zweli is worried</i>
SHOW	Show learners the picture of Zweli's mother kissing him at the end of the day. Explain that all day, Zweli was so worried. But, at the end of the story, Zweli's mom helped Zweli feel better! Zweli realised that he was worried about money when he didn't need to be.
SAY	<ul style="list-style-type: none"> Remind learners that we are learning about the feelings: worried and afraid. Ask learners: When you feel worried, who helps you feel better? What can someone do to help you feel better when you are worried? Listen to learners' responses. Review some of the vocabulary from week 7. Explain that this week, we will continue to think about things that might make us feel worried and afraid.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <ol style="list-style-type: none"> Learners copy down the sight words into their books. Learners practice reading the sight words at home.

WEEK 8: MONDAY: DAILY ACTIVITIES (10 minutes)

GREETING	Greet the learners in English.	
SONG/RHYME	Lyrics	Actions
	When I'm not feeling fine	<i>Shake your head 'no'</i>
	I keep this in my mind	<i>Put your finger to your head</i>
	I can take a breath or two	<i>Put your hand on your chest</i>
	I take a deep breath in	<i>Breath in</i>
	I let a slow breath out	<i>Breath out slowly</i>
	And again, in and out...	<i>Keep breathing</i>
THEME VOCABULARY	cry, shake, scream, shoulder	
QUESTION OF THE DAY		
Question	What happens when you feel afraid?	
Graph	3 COLUMN GRAPH	
Options	I cry / I shake / I scream	
Follow-up questions		
Question	How many learners cry when they feel afraid?	
Answer	__ learners cry when they feel afraid.	
Question	How many learners shake when they feel afraid?	
Answer	__ learners shake when they feel afraid.	
Question	How many learners scream when they feel afraid?	
Answer	__ learners scream when they feel afraid.	
Question	What do most learners do when they feel afraid?	
Answer	Most learners __ when they feel afraid.	
Question	What do fewest learners do when they feel afraid?	
Answer	Fewest learners __ when they feel afraid.	
Question	What happens when you feel afraid?	
Answer	I cry when I feel afraid.	
Answer	I shake when I feel afraid.	

Answer	I scream when I feel afraid.
READING	Practice reading the sight words for the week.

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

SOUND	/fl/												
FLASHCARDS	flash, flush, flock, flick flashed, flushed flocking, flicking												
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /fl/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters f and l together in a word, we must not say the sounds separately. We must say one sound: /fl/ Say each word loudly and clearly as you show the flashcard: flash, flush, flock, flick, flashed, flushed, flocking, flicking Ask learners to repeat each word after you. Point out that we are also using some of the word endings that we learnt about. Remind learners that we use -ed when something is already done. Remind learners that we use -ing when we are busy doing something. Stick up the flashcards on the Phonics Display Board Help learners to see the patterns in the word endings (-ed) and (-ing) <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>flash</td> <td>flashed</td> <td></td> </tr> <tr> <td>flush</td> <td>flushed</td> <td></td> </tr> <tr> <td>flock</td> <td></td> <td>flocking</td> </tr> <tr> <td>flick</td> <td></td> <td>flicking</td> </tr> </table>	flash	flashed		flush	flushed		flock		flocking	flick		flicking
flash	flashed												
flush	flushed												
flock		flocking											
flick		flicking											

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

WEEK 8: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 8: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Zweli is worried</u>
ACTIVITY	Second read
COMPREHENSION STRATEGY	Search the text
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: Second Read
<p>Zweli woke up, feeling thirsty. The moon was still bright in the sky outside his window. He heard his mother's voice coming from the kitchen.</p> <p>'I wonder who Mom is talking to so late?' wondered Zweli. He got out of bed and peeped out the door.</p> <p>'I didn't get paid,' he heard his mother say. 'Oh no,' Zweli thought. 'If Mom didn't get paid, how will we eat?'</p>	<p>What makes Zweli feel worried? He hears his mom say that she did not get paid. He must feel worried about how his mom will pay for all the things he needs without any money!</p>
<p>Zweli got back into bed. He closed his eyes, but he couldn't sleep.</p> <p>'If Mom didn't get paid, how will she pay for everything we need?' worried Zweli. Zweli tossed and turned in his bed.</p>	<p>Why did Zweli toss and turn in his bed? Zweli must be tossing and turning because he is too worried to sleep.</p>
<p>In the morning, Zweli got ready for school. He put on his jersey. He looked at the big hole in his sleeve.</p> <p>'How will I ever get a new jersey?' Zweli worried.</p> <p>Zweli looked down at his shoes. They felt tight.</p> <p>'I think I will need new shoes soon,' he thought. 'But how will I ever get new shoes if Mom doesn't get paid?' he worried.</p>	<p>Why is Zweli worried about his jersey and his shoes? I see that Zweli is growing and he will need a new jersey and new shoes soon. He must be worried because mom is the one who buys him all the new things that he needs, but he thinks she doesn't have any money!</p>
<p>At school, Zweli took his pencil out of his backpack. His pencil was getting so small.</p> <p>'Soon, my pencil will be too small to use!' he thought. 'What will I do if Mom can't buy me a new pencil?' he worried.</p>	<p>Why is Zweli worried about his pencil? Zweli needs a pencil to do well at school. He must be worried that he will not be able to get a new pencil when he needs one!</p>

<p>At the end of the day, Mr Maboya gave letters to some of the children.</p> <p>‘These letters are for your parents,’ Mr Maboya said.</p> <p>Zweli read the heading: ‘School Fees’.</p> <p>‘It is almost the end of the year!’ Mr Maboya said. ‘Just think, soon you will be in a new class with a new teacher.’</p> <p>The bell rang.</p>	<p>--</p>
<p>Zweli walked home.</p> <p>‘How will Mom pay my school fees?’ Zweli worried. ‘What if I can’t go to school next year?’ he wondered.</p> <p>Zweli loved school. The thought made him want to cry.</p>	<p>Why is Zweli worried about school fees? Oh! Zweli is worried that he will have to drop out of school if his mother can’t pay. He is thinking about the worst things that could happen!</p>
<p>When Zweli got home, he gave the letter to his mother. ‘Oh good,’ she said. ‘I just got paid today.’</p> <p>‘But I thought you didn’t get paid?’ Zweli asked.</p> <p>‘When did you hear that?’ Zweli’s mother asked.</p> <p>‘I heard you on the phone,’ he said.</p> <p>Zweli was worried that his mom would be angry.</p> <p>‘Zweli, I just got paid a few days late,’ his mom explained.</p>	<p>Why did Zweli feel surprised? All day, Zweli was so worried because he heard his mother say that she didn’t get paid. But now, he finds out that she got paid! That makes him feel surprised.</p>
<p>That night, when Zweli got into bed, his mother came into his room. She put her hand on his shoulder.</p> <p>‘Zweli, I will take care of you,’ she said. ‘You don’t have to worry. Your job is to work hard at school, look after your things, and to help me in the house. Go to sleep now.’</p> <p>Then Zweli’s mom gave him a kiss.</p> <p>For the first time all day, Zweli was not worried.</p>	<p>Why isn’t Zweli worried anymore? Zweli must feel worried better because he knows that his mom got paid – it was just late!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>Why did Zweli wake up?</p>	<p>He woke up because he felt thirsty.</p>
<p>Why couldn’t Zweli sleep?</p>	<p>He was worried. Sometimes it is hard to sleep when you feel worried.</p>

Why did Zweli's mom tell him 'I will take care of you'?	Because she wanted Zweli to stop worrying.
Why question	Possible response
Why was Zweli surprised?	<ul style="list-style-type: none"> • Zweli was surprised because his mother got paid. • Zweli was surprised because he thought his mother didn't get paid, but then she did. • Zweli was surprised because he didn't have to worry about his mother paying his school fees. • Zweli was surprised because in the end, he had nothing to worry about.

WEEK 8: TUESDAY: WRITING (15 minutes)

WRITING FRAME	Zweli worried about... He also worried about...
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Modelling:

1. Explain that today, learners will think about the book we are reading: *Zweli is worried*. They will recount some of the things that made Zweli feel worried in the story.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: Zweli got so worried in our story. For a whole day, he was worried about everything! Zweli worried about having enough food. He thought about how his mom would buy food if she didn't get paid. Zweli also worried about the hole in his jersey. He wondered how he would be able to get a new jersey if his mom didn't get paid.
5. Use **modelling** to draw a picture of Zweli looking worried.
6. Use **modelling** to add the label "Zweli" next your picture and another label, like "hole".
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: **Zweli worried about** having enough food. **He also worried about a** new jersey.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What did Zweli worry about?
2. Explain that learners can think of any of the things Zweli worried about in the story – they should **not** copy your idea!

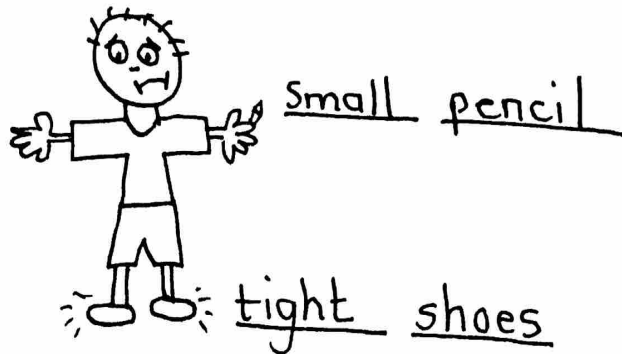
3. Instruct learners to **think before they write**. They must think about **two** things Zweli worried about!
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 6-7 learners to tell you one thing Zweli worried about. They must say: Zweli worried about...
6. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

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

Tuesday

Zweli



Zweli worried about his tight shoes.

He also worried about his small
pencil.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME	Lyrics	Actions
	When I'm not feeling fine	<i>Shake your head 'no'</i>
	I keep this in my mind	<i>Put your finger to your head</i>
	I can take a breath or two	<i>Put your hand on your chest</i>
	I take a deep breath in	<i>Breath in</i>
	I let a slow breath out	<i>Breath out slowly</i>
	And again, in and out...	<i>Keep breathing</i>
THEME VOCABULARY	exam, meet, people, sports	
QUESTION OF THE DAY		
Question	What makes you feel worried?	
Graph	3 COLUMN GRAPH	
Options	an exam at school / meeting new people / playing sports	
Follow-up questions		
Question	How many learners feel worried when they have an exam at school?	
Answer	__ learners feel worried when they have an exam at school.	
Question	How many learners feel worried when they meet new people?	
Answer	__ learners feel worried when they meet new people.	
Question	How many learners feel worried when they play sports?	
Answer	__ learners feel worried when they play sports.	
Question	What do most learners feel worried about?	
Answer	Most learners feel worried about __.	
Question	What do fewest learners feel worried about?	
Answer	Fewest learners feel worried about __.	
Question	What makes you feel worried?	
Answer	I feel worried when I have an exam at school.	
Answer	I feel worried when I meet new people.	

Answer	I feel worried when I play sports.
READING	Practice reading the sight words for the week.

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

SOUND	/fl/								
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word flash Segment the word into the individual sounds: /fl/ - /a/ - /sh/ Say the beginning sound of the word: /fl/ Say the middle sound of the word: /a/ Say the end sound of the word: /sh/ Write the word on the board: flash Model pointing and blending the sounds to make a word: /fl/ - /a/ - /sh/ = flash Remind learners that in English, when f and l are together in a word they must be read together as one sound: /fl/ Repeat this with the word flock <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word flicking Ask learners: What is the first sound in the word? /fl/ Ask learners: What are the middle sounds in the word? /i/ - /ck/ Ask learners: What is the last sound in the word? /ing/ Ask learners to segment the word into each individual sound: /fl/ - /i/ - /ck/ - /ing/ Write the word: flicking Instruct learners to blend the sounds in the word with you: /fl/ - /i/ - /ck/ - /ing/ = flicking Repeat this with the word flocking <p>SEGMENTING AND BLENDING (YOU DO)</p> <ol style="list-style-type: none"> Instruct learners to take out their exercise books. Instruct learners to write the heading: fl words. Instruct learners to write the numbers 1-8. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> Say each of the following words. Instruct learners to write the word in their books. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>flash</td> <td>flush</td> <td>flashed</td> <td>flushed</td> <td>flocking</td> <td>flicking</td> <td>flock</td> <td>flick</td> </tr> </table>	flash	flush	flashed	flushed	flocking	flicking	flock	flick
flash	flush	flashed	flushed	flocking	flicking	flock	flick		

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

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

WEEK 8: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Zweli is worried</u>
ACTIVITY	Recount
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.
SENTENCE FRAME	First, Zweli... Then...

INSTRUCTIONS

1. Explain that learners will **recount** something that happened **first** and something that happened **next** in the story Zweli is worried
2. Use **modelling** to show learners how to give a 1-2 sentence **recount** of something that happened first and something that happened next, like: First, Zweli heard his mom on the phone. Then he got out of bed and listened to her.
3. Instruct learners to **think** about the story.
4. Instruct learners to **think** about two things that happened in the story: something that happened first and something that happened next.
5. Give learners 1-2 minutes to **think**.
6. Ask 3-4 learners to share their **recount** with the class.
7. Help the learners with their **recounts**.
8. Explain and correct common problems to learners.
9. Instruct learners to **turn and talk** and share their recount with a partner.

WEEK 8: THURSDAY: WRITING (15 minutes)

WRITING FRAME	I worried about... I also worried about...
---------------	---

Modelling:

1. Explain that today, learners will think about a time they felt worried, like Zweli.
2. Read the new writing frame to learners.
3. Explain some ideas you have for filling in the writing frame, like: I get very worried when there is an exam at school. I feel worried and I can't sleep the night before. I also feel worried sometimes if I go to a place where I don't know anyone. I feel worried about who I will talk to. Sometimes I worry that I won't be able to make any new friends.
4. Use **modelling** to show learners that you **think before you write**.
5. Use **modelling** to draw a new picture, like: yourself worrying.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: I worried about the maths exam last week. I also worried about going to a new class.
8. **Say words slowly like a tortoise and write the sounds you know.**

9. **Use resources**, like sight words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Explain that on Tuesday, we thought about some things Zweli worried about. Today we will make a **connection**. We will think about things we have worried about, like Zweli.
2. Ask learners: What is something you have felt worried about?
3. Instruct learners to **think before they write**
4. Explain that learners should come up with their own ideas – they should **not** copy your idea!
5. Instruct learners to **turn and talk** and share their ideas with a partner.
6. Call on 2-3 learners to share their idea with the class. They must say: I worried about...
7. Remind learners that they will write about **two** things they have felt worried about, just like they wrote about two things Zweli was worried about.

Writing:

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one short paragraph**.
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing**.
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources**.
7. **Encourage learners.**

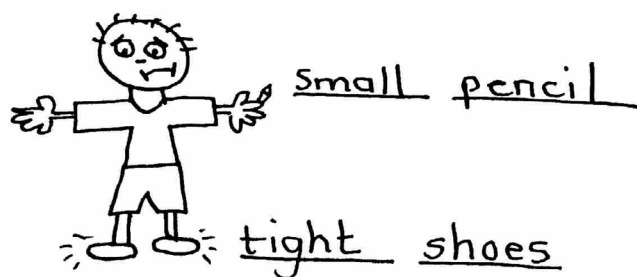
Turn and Talk:

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

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

Tuesday

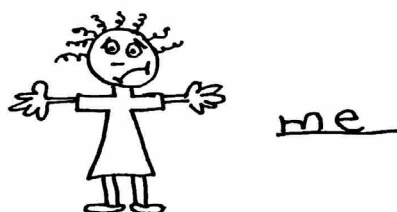
Zweli



Zweli worried about his tight shoes.

He also worried about his small pencil.

Thursday



I worried about my spelling test.

I also worried about my dad going away.

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

GROUP GUIDED READING (SMALL GROUP)

GROUP

GROUP 4

TEXT

Use your tracker. Choose a text that is appropriate for the learners in the group.

SIGHT WORDS

Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME	Lyrics	Actions
	When I'm not feeling fine	<i>Shake your head 'no'</i>
	I keep this in my mind	<i>Put your finger to your head</i>
	I can take a breath or two	<i>Put your hand on your chest</i>
	I take a deep breath in	<i>Breath in</i>
	I let a slow breath out	<i>Breath out slowly</i>
	And again, in and out...	<i>Keep breathing</i>
THEME VOCABULARY	comfort, kiss, money, buy	
QUESTION OF THE DAY		
Question	<p><i>Explain that in the story, Zweli's mother comforts him. That means she helps him to feel better and not to worry so much.</i></p> <p>Ask learners: Who comforts you if you feel worried?</p>	
Graph	3 COLUMN GRAPH	
Options	a parent / a sibling / a teacher	
Follow up questions		
Question	How many learners are comforted by a parent?	
Answer	___ learners are comforted by a parent.	
Question	How many learners are comforted by a sibling?	
Answer	___ learners are comforted by a sibling.	
Question	How many learners are comforted by a teacher?	
Answer	___ learners are comforted by a teacher.	
Question	Who are most learners comforted by?	
Answer	Most learners are comforted by a ___.	
Question	Who are fewest learners comforted by?	
Answer	Fewest learners are comforted by a ___.	
Question	Who comforts you if you feel worried?	
Answer	A parent comforts me if I feel worried.	

Answer	A sibling comforts me if I feel worried.
Answer	A teacher comforts me if I feel worried.
READING	Practice reading the sight words for the week.

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

SOUND	/fl/
WORDS	flash, flush, flock, flick flashed, flushed flocking, flicking
ACTIVITY	<p>BEGINNING SOUND</p> <ol style="list-style-type: none"> Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> /fl/ – ash (flash) /fl/ – ush (flush) Say two words: flock, mock <ul style="list-style-type: none"> Ask learners: Which word begins with the /fl/ sound? (flock) Say two words: flocking, shocking <ul style="list-style-type: none"> Ask learners: Which word begins with the /sh/ sound? (shocking) Say two words: flashed, smashed <ul style="list-style-type: none"> Ask learners: Which word begins with the /fl/ sound? (flashed) <p>LETTER SWAP</p> <ol style="list-style-type: none"> Say the word: sick Ask learners: What is the beginning sound? /s/ Ask learners: If I take away the /s/ and add /fl/ what word does that make? Help learners to hear that the word is: fl – i – ck = flick Write: sick Read the word: s – i – ck = sick Erase: 's' Write: 'fl' Read the new word: fl – i – ck = flick Ask learners: What other words can you think of that end with '-ick' Let learners brainstorm words. (lick, pick, etc.) <p>INFORMAL ASSESSMENT</p> <ol style="list-style-type: none"> Instruct learners to take out their exercise books. Instruct learners to write the heading: fl words

	<p>3. Instruct learners to write numbers from 1-8.</p> <p>4. <i>Make sure the flashcard words are covered on the display board. Learners must not copy the words.</i></p> <p>5. Say each of the following words. Instruct learners to write the words in their book.</p> <table border="1" style="margin: 10px auto;"> <tr> <td>flash</td> <td>flashed</td> <td>flush</td> <td>flushed</td> <td>flock</td> <td>flocking</td> <td>flick</td> <td>flicking</td> </tr> </table> <p>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</p>	flash	flashed	flush	flushed	flock	flocking	flick	flicking
flash	flashed	flush	flushed	flock	flocking	flick	flicking		

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

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 2 - TERM 3

WEEK

9

THEME:
OTHER PLACES

'Without new experiences, something inside us sleeps.'

— Unknown

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: travel brochures, articles and pictures of interesting places to visit in South Africa.
5. Do some research on the internet to prepare for the theme. For example: find out how much it costs to travel to different places.
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 29 & 31
Activity 2	DBE Workbook 2: Let's read, page 30
Activity 3	DBE Workbook 2: Let's do, page 31
Activity 4	Draw and write about a place you want to go visit.

TERM 3: WEEK 9	
OVERVIEW	
THEME	Other places
THEME VOCABULARY	ocean, sea, beach, wave, visit, country, near, far, jealous, waterfall, city, travel
SIGHT WORDS	wait, what, saw, go, exciting
PHONICS	/cl/ - clap, clip, click, clock, clash, cling, clank, clashed
WRITING FRAME	Tuesday
	Thursday
	One time I went to... When I was there, I...
	One thing I liked about this place was... One thing I didn't like was...

TERM 3: WEEK 9	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book Story <i>The winter holidays</i>
SHOW	Show learners the picture of the postcard.
SAY	<ul style="list-style-type: none"> • Ask learners: What are some places that people travel to? • Listen to learner responses. This will help you understand what learners already know. • Explain that people travel to places in South Africa, like the beach or the mountains or the game park. People also travel to other countries – some countries that are near to South Africa, like Swaziland and Malawi and some that are far from South Africa, like India, France or the United States. • Explain that there are lots of place to travel to! • Explain that over the next two weeks, we will learn think about other places.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <ol style="list-style-type: none"> 1. Learners copy down the sight words into their books. 2. Learners practice reading the sight words at home.

WEEK 9: MONDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME (Sung to the 'Where are you going / Places song' tune, English Tree TV) (In the first three verses, half the class can ask the question, and the other half can answer)	Lyrics	Actions
	Where are you going? Where are you going? We are going to the park today!	<i>Walk on the spot</i>
	Where are you going? Where are you going? We are going to the zoo today!	<i>Change direction (face another way). Walk on the spot</i>
	Where are you going? Where are you going? We are going to the shops today!	<i>Change direction (face another way). Walk on the spot</i>
	So many places to go So many places outside your home Where are you going today? What will you do and what will you say?	<i>Change direction (face another way). Walk on the spot</i>
THEME VOCABULARY	ocean, sea, beach, wave	
QUESTION OF THE DAY		
Question	Have you ever seen the ocean?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners have seen the ocean?	
Answer	__ learners have seen the ocean.	
Question	How many learners have never seen the ocean?	
Answer	__ learners have never seen the ocean.	
Question	Have more learners seen the ocean or not?	
Answer	More learners have / have never seen the ocean.	
Question	Have fewer learners seen the ocean or not?	
Answer	Fewer learners have / have never seen the ocean.	

Question	Have you ever seen the ocean?
Answer	Yes, I have seen the ocean.
Answer	No, I have never seen the ocean.
READING	Practice reading the sight words for the week.

WEEK 9: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	/cl/								
FLASHCARDS	clap, clip, click, clock, clash, cling, clank, clashed								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /cl/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters c and l together in a word, we must not say the sounds separately. We must say one sound: /cl/ Say each word loudly and clearly as you show the flashcard: clap, clip, click, clock, clash, cling, clank, clashed Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>clap</td> <td>clash</td> </tr> <tr> <td>clip</td> <td>cling</td> </tr> <tr> <td>click</td> <td>clank</td> </tr> <tr> <td>clock</td> <td>clashed</td> </tr> </table>	clap	clash	clip	cling	click	clank	clock	clashed
clap	clash								
clip	cling								
click	clank								
clock	clashed								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 9: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>The winter holidays</u>
ACTIVITY	Pre-reading activity
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Show learners the front cover of the story: **The winter holidays**
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. Codeswitch where necessary.

WEEK 9: TUESDAY: WRITING (15 minutes)

WRITING FRAME

One time I went to...
When I was there, I...

Modelling:

1. Explain that today, learners will think about a place they went to. They can think about a place nearby or a place far away. They can write about any place they have been to that is not their home.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I must choose one thing to write about. I will write about going to Durban to visit my auntie. One time I went to Durban to visit my auntie with my mother. When I was there, I saw tall buildings and a big soccer stadium.
5. Use **modelling** to draw a picture of yourself in Durban.
6. Use **modelling** to add the label “me” next your picture and another label, like “auntie”.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: **One time I went to** Durban to visit my auntie. **When I was there I** saw a soccer stadium.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

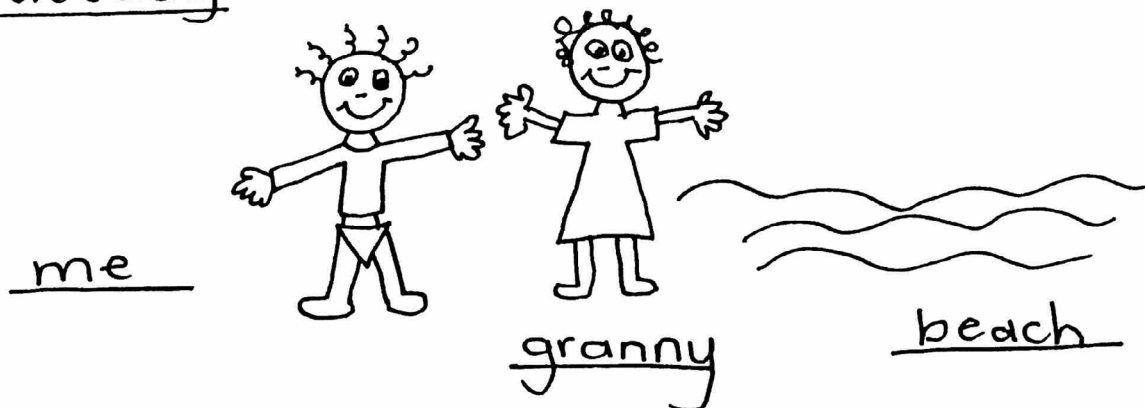
Oral Instructions:

1. Ask learners: Where have you been before?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Call on 2-3 learners to tell you where they will write about. They must say: One time I went to...
5. Ask learners: What was one thing you did or saw there?
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 2-3 learners to share their ideas with the class. They must say: When I was there, I...
9. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

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

Tuesday



One time I went to visit my
granny. When I was there I went
to the beach.

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 9: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME (Sung to the 'Where are you going / Places song' tune, English Tree TV) (In the first three verses, half the class can ask the question, and the other half can answer)	Lyrics	Actions
	Where are you going? Where are you going? We are going to the park today!	<i>Walk on the spot</i>
	Where are you going? Where are you going? We are going to the zoo today!	<i>Change direction (face another way). Walk on the spot</i>
	Where are you going? Where are you going? We are going to the shops today!	<i>Change direction (face another way). Walk on the spot</i>
	So many places to go So many places outside your home Where are you going today? What will you do and what will you say?	<i>Change direction (face another way). Walk on the spot</i>
THEME VOCABULARY	visit, country, near, far	
QUESTION OF THE DAY		
Question	<i>Instruct learners to think of some other countries nearby to South Africa, like: Swaziland, Mozambique, Zimbabwe, Botswana, Lesotho.</i> Ask learners: Have you ever visited a different country?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners have visited a different country?	
Answer	__ learners have visited a different country.	
Question	How many learners have never visited a different country?	
Answer	__ learners have never visited a different country.	
Question	Have more learners visited a different country or not?	
Answer	More learners have / have never visited a different country.	

Question	Have fewer learners visited a different country or not?
Answer	Fewer learners have / have not visited a different country.
Question	Have you ever visited a different country?
Answer	Yes, I have visited a different country.
Answer	No, I have never visited a different country.
Question	Where have you visited?
Answer	I have visited__.
READING	Practice reading the sight words for the week.

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

SOUND	/cl/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word clap Segment the word into the individual sounds: /cl/ - /a/ - /p/ Say the beginning sound of the word: /cl/ Say the middle sound of the word: /a/ Say the end sound of the word: /p/ Write the word on the board: clap Model pointing and blending the sounds to make a word: /cl/ - /a/ - /p/ = clap Remind learners that in English, when c and l are together in a word they must be read together as one sound: /cl/ Repeat this with the word clip <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word clock Ask learners: What is the first sound in the word? /cl/ Ask learners: What is the middle sound in the word? /o/ Ask learners: What is the last sound in the word? /ck/ Ask learners to segment the word into each individual sound: /cl/ - /o/ - /ck/ Write the word: clock Instruct learners to blend the sounds in the word with you: /cl/ - /o/ - /ck/ = clock Repeat this with the word clank

SEGMENTING AND BLENDING (YOU DO)

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

clap	clip	click	clock	clash	cling	clank	clashed
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6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.
7. Instruct learners to Practice reading the phonic words for **homework**.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 9: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>The winter holidays</u>	
ACTIVITY	First read	
COMPREHENSION STRATEGY	Make connections	
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 (First Read)
	<p>Tomorrow was the first day back at school after the winter holidays. Zweli polished his shoes. He packed his school bag. Zweli couldn't wait for the morning to come. In the morning, Zweli ran to school.</p>	<p>When I am excited, I get ready early, just like Zweli.</p>
	<p>When he arrived, he saw Simone on the swings. 'Hi Zweli! Where did you go in the holidays?' she asked him. 'I stayed at home,' Zweli said. 'Where did you go?' 'I went to visit my auntie in Maputo,' she said. 'Have you even been there?' 'No,' said Zweli. 'What is it like?' 'There are tall buildings,' she said. And the beach is nearby! I even saw the ocean! 'Wow,' said Zweli. 'I want to go.'</p>	<p>Look at the beach! It is beautiful. I would rather go to the beach than stay home!</p>
	<p>Then Tafadzwa ran over to the swings. 'Hi guys!' he said. 'Where did you go in the holidays?' asked Zweli. 'I went to Zimbabwe,' said Tafadzwa. 'I visited my granny. We took a long bus ride. We went to see the big waterfalls,' he said. 'They are called Victoria Falls!' 'Wow,' said Zweli. 'I want to go.'</p>	<p>Wow, I have never seen waterfall like that! I would rather go see big waterfalls than stay home too!</p>

<p>Finally, Ayanda came over to the swings, carrying a new backpack. 'Look at the new bag I got in Johannesburg,' she said. 'There are so many shops there!' she said. 'And there are big malls!'</p> <p>'Wow,' said Zweli. 'I want to go.'</p>	<p>Going to the mall sounds exciting. I would rather go to the mall than stay home!</p>
<p>Zweli wasn't feeling so good about being back at school after all. 'I wish I had gone somewhere new,' Zweli thought. 'All I did was stay at home.' The bell rang.</p> <p>It was time for Creative Writing. 'Today we will write about what we did during the holidays!' said Mr Maboya.</p> <p>Zweli felt upset. 'What do I have to write about? I don't want anyone to see my boring paper,' he thought.</p>	<p>All of the things that Zweli's friends did sound more exciting than staying home! If I were Zweli, I think I would wish I had gone somewhere new and exciting like all of my friends.</p>
<p>Mr. Maboya showed the learners what to do. He drew himself on the chalkboard. He told all the learners about his holidays. 'I stayed at home and read lots of books,' Mr Maboya said. 'I planted new tomatoes in my garden. I spent time with my family,' he said.</p> <p>'Mr Maboya stayed home, just like me!' thought Zweli.</p>	<p>Oh, Mr Maboya reminds me of all the things I like to do at home. I love to relax and spend time with my family. It isn't exciting, but it is my favourite thing to do!</p>
<p>Then, Mr Maboya told the learners to think about their holidays. Zweli closed his eyes. He thought about sitting with his mother and reading. He thought about spending hours drawing with his baby sister. He thought about the day his older brother came home and played soccer with him.</p>	<p>I see that Mr Maboya helps remind Zweli that he still had a good holiday, even though he didn't do something new and exciting!</p>
<p>At the end of writing Mr. Maboya asked who wanted to share. Zweli's hand was the first one up in the air.</p>	<p>--</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>Where did Ayanda go for the winter holidays?</p>	<p>She went to Mozambique.</p>
<p>Where did Tafadzwa go for the winter holidays?</p>	<p>He went to Zimbabwe. He went to Victoria Falls.</p>

Where did Ayanda go for the winter holidays?	She went to Johannesburg.
Why question	Possible response
Can you make a connection ? How do you think you would feel if all of your friends went to exciting places for the holidays?	<ul style="list-style-type: none"> • I think I would feel... • If my friends went away, I would...

WEEK 9: THURSDAY: WRITING (15 minutes)

WRITING FRAME	One thing I liked about this place was... One thing I didn't like was...
---------------	---

Modelling:

1. Remind learners that on Tuesday, we wrote about a place we have been before. Today, we will add two sentences about the place we went.
2. Read the new writing frame to learners.
3. Remind learners that they will continue with the same topic as Tuesday. Remind learners that you were writing about ***the time I went to Durban.***
4. Explain that today, learners will think about something they liked and something they didn't like about this new place.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain how you will fill in the writing frame, like: One thing I liked about this place was that there were so many people. Where I live, it is a very small town and there are not too many people. But in Durban, there were lots of people everywhere. One thing I didn't like was the noise. I couldn't sleep well at night because of all the noise. The hooting and music was so loud!
7. Use **modelling** to draw a new picture, like: yourself trying to sleep.
8. Explain which words you will write. **Draw a line for each word.**
9. Use **modelling** to complete the writing frame, like: **One thing I liked was** all the people. **One thing I didn't like was** the loud noises.
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources**, like sight words.
12. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Instruct learners to think about the place they chose on Tuesday. Remind learners they will continue to write about the **same** place.
2. Ask learners: What did you like about that place? What did you dislike about that place?
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas with a partner.

6. Call on 2-3 learners to share their ideas with the class. They must say: One thing I liked about this place was... and one thing I didn't like was...

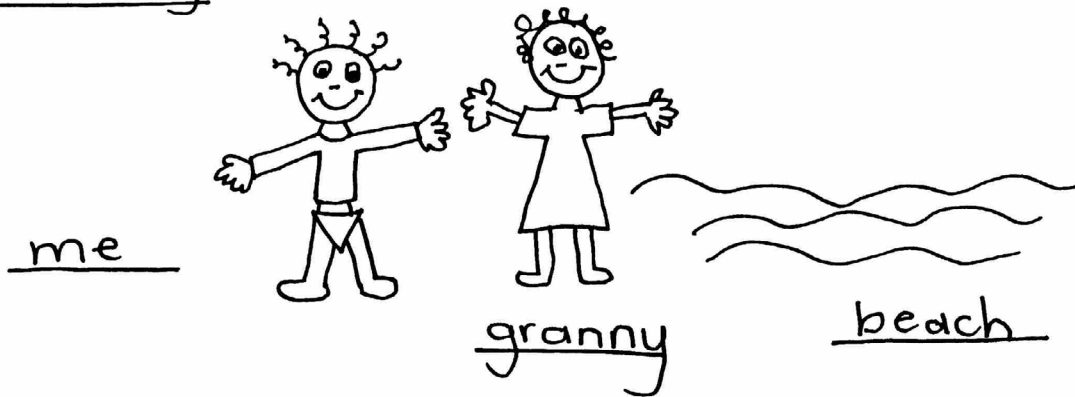
Writing:

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one short paragraph.**
3. As learners are writing, walk around the room and complete **mini conferences.**
4. Ask learners to **read their writing.**
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources.**
7. **Encourage learners.**

Turn and Talk:

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

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

Tuesday

One time I went to visit my
granny. When I was there I went
to the beach.

Thursdaybig
waves

One thing I liked about this place
was the sand. One thing I didn't
like was the big waves.

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 9: FRIDAY: DAILY ACTIVITIES (15 minutes)											
GREETING	Greet the learners in English.										
SONG / RHYME (Sung to the 'Where are you going / Places song' tune, English Tree TV) (In the first three verses, half the class can ask the question, and the other half can answer)	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Where are you going? Where are you going? We are going to the park today!</td> <td><i>Walk on the spot</i></td> </tr> <tr> <td>Where are you going? Where are you going? We are going to the zoo today!</td> <td><i>Change direction (face another way). Walk on the spot</i></td> </tr> <tr> <td>Where are you going? Where are you going? We are going to the shops today!</td> <td><i>Change direction (face another way). Walk on the spot</i></td> </tr> <tr> <td>So many places to go So many places outside your home Where are you going today? What will you do and what will you say?</td> <td><i>Change direction (face another way). Walk on the spot</i></td> </tr> </tbody> </table>	Lyrics	Actions	Where are you going? Where are you going? We are going to the park today!	<i>Walk on the spot</i>	Where are you going? Where are you going? We are going to the zoo today!	<i>Change direction (face another way). Walk on the spot</i>	Where are you going? Where are you going? We are going to the shops today!	<i>Change direction (face another way). Walk on the spot</i>	So many places to go So many places outside your home Where are you going today? What will you do and what will you say?	<i>Change direction (face another way). Walk on the spot</i>
	Lyrics	Actions									
	Where are you going? Where are you going? We are going to the park today!	<i>Walk on the spot</i>									
	Where are you going? Where are you going? We are going to the zoo today!	<i>Change direction (face another way). Walk on the spot</i>									
	Where are you going? Where are you going? We are going to the shops today!	<i>Change direction (face another way). Walk on the spot</i>									
So many places to go So many places outside your home Where are you going today? What will you do and what will you say?	<i>Change direction (face another way). Walk on the spot</i>										
THEME	jealous, waterfall, city, travel										
VOCABULARY											
QUESTION OF THE DAY											
Question	<i>Reminds learners that in the story, Zweli feels jealous because all of his friends went somewhere new and exciting over the holidays.</i> Ask learners: Where do you think is the most exciting place to travel to?										
Graph	3 COLUMN GRAPH										
Options	the beach / a big waterfall / a big city										
Follow-up questions											
Question	How many learners think the beach is most exciting?										
Answer	__ learners think the beach is most exciting.										
Question	How many learners think a big waterfall is most exciting?										
Answer	__ learners think a big waterfall is most exciting.										
Question	How many learners think a big city is most exciting?										
Answer	__ learners think a big city is most exciting.										

Question	Where do most learners think is the most exciting place to travel to?
Answer	Most learners think __ is the most exciting place to travel to.
Question	Where do fewest learners think is the most exciting place to travel to?
Answer	Fewest learners think __ is the most exciting place to travel to.
Question	Where do you think is the most exciting place to travel to?
Answer	I think the beach is the most exciting place to travel to.
Answer	I think a big waterfall is the most exciting place to travel to.
Answer	I think a big city is the most exciting place to travel to.
READING	Practice reading the sight words for the week.

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

SOUND	/cl/
WORDS	clap, clip, click, clock, clash, cling, clank, clashed
ACTIVITY	<p>BEGINNING SOUND</p> <ol style="list-style-type: none"> Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> /cl/ – ap (clap) /cl/ – ick (click) Say two words: cling, sling <ul style="list-style-type: none"> Ask learners: Which word begins with the /sl/ sound? (sling) Say two words: clank, plank <ul style="list-style-type: none"> Ask learners: Which word begins with the /cl/ sound? (clank) Say two words: clap, slap <ul style="list-style-type: none"> Ask learners: Which word begins with the /sl/ sound? (slap) <p>LETTER SWAP</p> <ol style="list-style-type: none"> Say the word: mash Ask learners: What is the beginning sound? /m/ Ask learners: If I take away the /m/ and add /cl/ what word does that make? Help learners to hear that the word is: cl – a – sh = clash Write: mash Read the word: m – a – sh = mash Erase: 'm' Write: 'cl' Read the new word: cl – a – sh = clash

10. Ask learners: What other words can you think of that end with '-ash'?
11. Let learners brainstorm words. (smash, rash, etc.)

INFORMAL ASSESSMENT

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

clip	click	clock	clap	clash	clashed	cling	clank
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6. Use the results to informally assess learners' progress. Identify learners who need extra support.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND

WORDS

ACTIVITY

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 9: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 2 - TERM 3

WEEK 10

THEME:
OTHER PLACES

'Once a year, go someplace you have never been before.'

— Dalai Lama

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: articles or pictures of interesting places to visit around the world.
5. Do some research on the internet to prepare for the theme. For example: find out about jobs that many young South Africans, do around the world.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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 32 & 33
Activity 2	DBE Workbook 2: Let's read, page 34
Activity 3	DBE Workbook 2: Let's do, page 35
Activity 4	Free Writing: <i>All about other places I have been to...</i> Learners write a list of other places they have been to, and what they saw in those places.

TERM 3: WEEK 10		
OVERVIEW		
THEME	Other places	
THEME VOCABULARY	ocean, sea, beach, wave, visit, country, near, far, jealous, waterfall, city, travel, holiday, swim, mountain, climb, miss, homesick, boring, family, stay, leave, prefer, trip	
SIGHT WORDS	write, about, thought, anything, during	
PHONICS	/sn/ - snap, snip, snob, snack, snail, sneer, sniff, snug	
WRITING FRAME	Tuesday	Thursday
	I want to go to... I want to go there because...	I want to see... I also want to see...

TERM 3: WEEK 10	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book Story <i>The winter holidays</i>
SHOW	Show learners the picture of Mr Maboya writing on the chalkboard and talking about his holiday. Explain that we can don't have to go away for a holiday – we can also stay home! But in our story, Zweli feels sad that he didn't get to see a new place like his friends.
SAY	<ul style="list-style-type: none"> Remind learners that we are learning about other places. Ask learners: Where is somewhere you would like to go? Why? Listen to learners' responses. Remind learners that Zweli's friends went to see the beach, big waterfalls, and big buildings and malls in the city. Explain that this week, we will continue to think about other places.
TEACH	<p>Teach learners the sight words for the week. Explain that learners will see these words in their independent reading.</p> <ol style="list-style-type: none"> Learners copy down the sight words into their books. Learners practice reading the sight words at home.

WEEK 10: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We're going on holiday We're going on holiday We're going on holiday To the beach!	<i>Pretend to be holding a steering wheel and driving</i>
	What comes next?	<i>Raise palms upwards</i>
	We're swimming in the ocean We're swimming in the ocean We're swimming in the ocean At the beach!	<i>Pretend to be swimming breaststroke</i>
	What comes next?	<i>Raise palms upwards</i>
	We're eating yummy ice cream We're eating yummy ice cream We're eating yummy ice-cream At the beach!	<i>Pretend to be holding and licking an ice cream</i>
THEME VOCABULARY	holiday, swim, mountain, climb	
QUESTION OF THE DAY		
Question	What do you want to do on your holiday?	
Graph	3 COLUMN GRAPH	
Options	swim in the ocean / eat some ice cream / climb a mountain	
Follow-up questions		
Question	How many learners want to swim in the ocean?	
Answer	__ learners want to swim in the ocean.	
Question	How many learners want to eat some ice cream?	
Answer	__ learners want to eat some ice cream.	
Question	How many learners want to climb a mountain?	
Answer	__ learners want to climb a mountain.	

Question	What do most learners want to do on their holiday?
Answer	Most learners want to __ on their holiday.
Question	What do fewest learners want to do on their holiday?
Answer	Fewest learners want to __ on their holiday.
Question	What do you want to do on your holiday?
Answer	I want to swim in the ocean.
Answer	I want to eat some ice cream.
Answer	I want to climb a mountain.
READING	Practice reading the sight words for the week.

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

SOUND	/sn/								
FLASHCARDS	snap, snip, snob, snack, snail, sneer, sniff, snug								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /sn/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters s and n together in a word, we must not say the sounds separately. We must say one sound: /sn/ Say each word loudly and clearly as you show the flashcard: snap, snip, snob, snack, snail, sneer, sniff, snug Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>snap</td> <td>snail</td> </tr> <tr> <td>snip</td> <td>sneer</td> </tr> <tr> <td>snob</td> <td>sniff</td> </tr> <tr> <td>snack</td> <td>snug</td> </tr> </table>	snap	snail	snip	sneer	snob	sniff	snack	snug
snap	snail								
snip	sneer								
snob	sniff								
snack	snug								

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

WEEK 10: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 10: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>The winter holidays</u>
ACTIVITY	Second read
COMPREHENSION STRATEGY	Make connections
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
<p>Tomorrow was the first day back at school after the winter holidays. Zweli polished his shoes. He packed his school bag. Zweli couldn't wait for the morning to come. In the morning, Zweli ran to school.</p>	<p>That reminds me of how I feel when it is time to come back to school after the holidays! I always feel so excited to see all the learners and my teacher-friends!</p>
<p>When he arrived, he saw Simone on the swings. 'Hi Zweli! Where did you go in the holidays?' she asked him. 'I stayed at home,' Zweli said. 'Where did you go?' 'I went to visit my auntie in Maputo,' she said. 'Have you even been there?' 'No,' said Zweli. 'What is it like?' 'There are tall buildings,' she said. And the beach is nearby! I even saw the ocean! 'Wow,' said Zweli. 'I want to go.'</p>	<p>That reminds me of how I felt when my sister got to go in an airplane to Knysna for the holiday. I felt jealous that she got to see the ocean and I didn't!</p>
<p>Then Tafadzwa ran over to the swings. 'Hi guys!' he said. 'Where did you go in the holidays?' asked Zweli. 'I went to Zimbabwe,' said Tafadzwa. 'I visited my granny. We took a long bus ride. We went to see the big waterfalls,' he said. 'They are called Victoria Falls!' 'Wow,' said Zweli. 'I want to go.'</p>	<p>Wow, those waterfalls look so cool! That reminds me of when I saw some pictures on Facebook of my friends in Egypt. When I saw those pictures, it made me want to travel too!</p>

<p>Finally, Ayanda came over to the swings, carrying a new backpack. ‘Look at the new bag I got in Johannesburg,’ she said. ‘There are so many shops there!’ she said. ‘And there are big malls!’ ‘Wow,’ said Zweli. ‘I want to go.’</p>	<p>That reminds me of how I felt when my sister brought a new, beautiful dress home from her trip. I felt so jealous that she got to travel and buy new things, and I didn’t!</p>
<p>Zweli wasn’t feeling so good about being back at school after all. ‘I wish I had gone somewhere new,’ Zweli thought. ‘All I did was stay at home.’ The bell rang. It was time for Creative Writing. ‘Today we will write about what we did during the holidays!’ said Mr Maboya. Zweli felt upset. ‘What do I have to write about? I don’t want anyone to see my boring paper,’ he thought.</p>	<p>I can make a connection! Zweli must be feeling like everyone else did something better than him! That reminds me of how I felt when all of my friends wore new dresses on the first day of school, but I didn’t have a new dress to wear. I felt jealous that everyone else had something newer than me.</p>
<p>Mr. Maboya showed the learners what to do. He drew himself on the chalkboard. He told all the learners about his holidays. ‘I stayed at home and read lots of books,’ Mr Maboya said. ‘I planted new tomatoes in my garden. I spent time with my family,’ he said. ‘Mr Maboya stayed home, just like me!’ thought Zweli.</p>	<p>Zweli makes a connection with Mr Maboya. He feels better because he and Mr Maboya did the same thing over the holiday!</p>
<p>Then, Mr Maboya told the learners to think about their holidays. Zweli closed his eyes. He thought about sitting with his mother and reading. He thought about spending hours drawing with his baby sister. He thought about the day his older brother came home and played soccer with him.</p>	<p>--</p>
<p>At the end of writing Mr. Maboya asked who wanted to share. Zweli’s hand was the first one up in the air.</p>	<p>Zweli sees that he doesn’t need to feel jealous! He did something special too, even though it wasn’t something new!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>Where did Zweli want to go?</p>	<p>He wanted to go to all the places his friends went. He wanted to go to Mozambique, Zimbabwe, and Johannesburg.</p>

What did Mr Maboya do on his holiday?	He stayed home. He planted tomatoes in his garden. He read lots of books. He spent time with his family.
How did Zweli feel when he found out Mr Maboya stayed home like him?	He felt better. He didn't feel so bad about staying home, just like his teacher.
Why question	Possible response
Can you make a connection ? Zweli felt jealous of all the new things his friends did. Can you think of a time when you felt jealous?	<ul style="list-style-type: none"> • I felt jealous like Zweli when... • That reminds me of...

WEEK 10: TUESDAY: WRITING (15 minutes)

WRITING FRAME

I want to go to...

I want to go there because...

Modelling:

1. Explain that today, learners will think about a place they want to travel to.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: There are so many places I want to go to. I want to go to the Kruger Park to see lions and hyenas. I want to go to Lesotho to see the big and beautiful mountains. I want to go to Malawi to swim in the big lake there. I know that today I must choose just one place I want to go. I want to go to Table Mountain in Cape Town. I want to go there because I have seen pictures of that mountain so many times. I want to climb it because I like climbing up mountains.
5. Use **modelling** to draw a picture of yourself climbing Table Mountain.
6. Use **modelling** to add the label "me" next your picture and another label, like "hike".
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: **I want to go to** Table Mountain. **I want to go there because** I like to hike.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

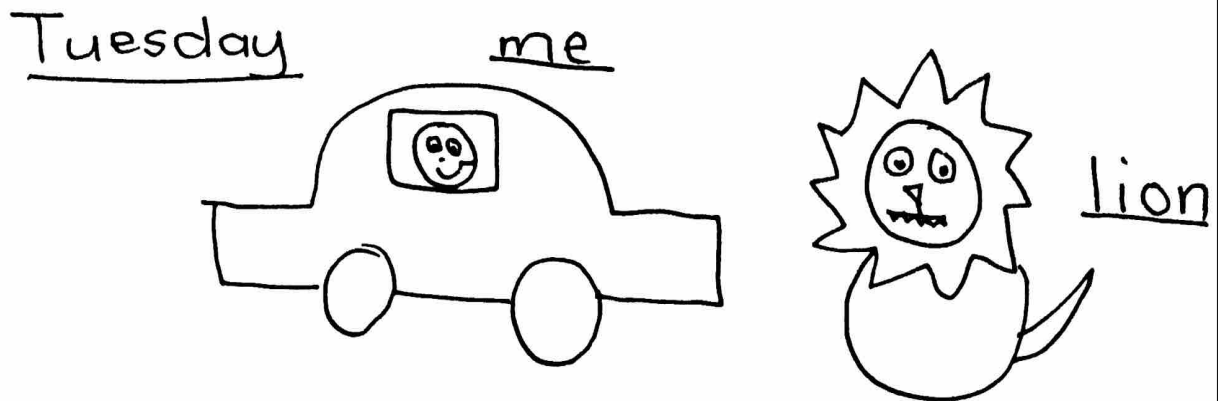
Oral Instructions:

1. Ask learners: Where would you like to go?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Call on 2-3 learners to tell you where they would like to travel to. They must say: **I want to go to ...**

5. Ask learners: Why do you want to go there?
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 2-3 learners to share their ideas with the class. They must say: I want to go there because ...
9. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

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



I want to go to the Kruger
National Park . I want to go there
because I like animals .

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We're going on holiday We're going on holiday We're going on holiday To the beach!	<i>Pretend to be holding a steering wheel and driving</i>
	What comes next?	<i>Raise palms upwards</i>
	We're swimming in the ocean We're swimming in the ocean We're swimming in the ocean At the beach!	<i>Pretend to be swimming breaststroke</i>
	What comes next?	<i>Raise palms upwards</i>
	We're eating yummy ice cream We're eating yummy ice cream We're eating yummy ice-cream At the beach!	<i>Pretend to be holding and licking an ice cream</i>
THEME VOCABULARY	miss, homesick, boring, family	
QUESTION OF THE DAY		
Question	<p><i>Explain that sometimes when people travel to other places, they feel homesick. That means they miss home. They miss their friends and family that are still at home.</i></p> <p>Ask learners: If you travelled somewhere far away, who would you miss?</p>	
Graph	3 COLUMN GRAPH	
Options	my family / my friends / my teacher	
Follow-up questions		
Question	How many learners would miss their family?	
Answer	__ learners would miss their family.	
Question	How many learners would miss their friends?	
Answer	__ learners would miss their friends.	
Question	How many learners would miss their teacher?	
Answer	__ learners would miss their teacher.	

Question	Who would most learners miss?
Answer	Most learners would miss ___.
Question	Who would fewest learners miss?
Answer	Fewest learners would miss ___.
Question	If you travelled somewhere far away, who would you miss?
Answer	I would miss my family.
Answer	I would miss my friends.
Answer	I would miss my teacher.
READING	Practice reading the sight words for the week.

WEEK 10: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/sn/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word snap Segment the word into the individual sounds: /sn/ - /a/ - /p/ Say the beginning sound of the word: /sn/ Say the middle sound of the word: /a/ Say the end sound of the word: /p/ Write the word on the board: snap Model pointing and blending the sounds to make a word: /sn/ - /a/ - /p/ = snap Remind learners that in English, when s and n are together in a word they must be read together as one sound: /sn/ Repeat this with the word snip <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word sneer Ask learners: What is the first sound in the word? /sn/ Ask learners: What is the middle sound in the word? /ee/ Ask learners: What is the last sound in the word? /r/ Ask learners to segment the word into each individual sound: /sn/ - /ee/ - /r/ Write the word: sneer Instruct learners to blend the sounds in the word with you: /sn/ - /ee/ - /r/ = sneer Repeat this with the word sniff

SEGMENTING AND BLENDING (YOU DO)

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

snap	snip	snob	snack	snail	sneer	sniff	snug
------	------	------	-------	-------	-------	-------	------

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

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>The winter holidays</u>
ACTIVITY	Recount
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.
SENTENCE FRAME	Zweli felt sad because... I felt like that when...

INSTRUCTIONS

1. Explain that learners will **recount** how Zweli felt in the story *The winter holidays*. Learners will also make a connection to how Zweli felt in the story.
2. Use **modelling** to show learners how to give a 1-2 sentence **recount** and **connection**, like: Zweli felt sad because he didn't do something as fun as his friends. I felt like that when my brother got to go to the movie theatre, but I had to stay home.
3. Instruct learners to **think** about the story.
4. Instruct learners to **think** about how Zweli felt in the story. Instruct learners to think about a time they felt the same way.
5. Give learners 1-2 minutes to **think**.
6. Instruct learners to **turn and talk** and share their recount with a partner.
7. Ask 3-4 learners to share their **recount** with the class.
8. Help the learners with their **recounts**.
9. Explain and correct common problems to learners.

WEEK 10: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I want to see...

I also want to see...

Modelling:

1. Explain that today, learners will write two new sentences about the place they want to travel to. They will write about what they want to see!
2. Read the new writing frame to learners.
3. Remind learners that they will continue with the same topic as Tuesday. Remind learners that you were writing about *the trip I want to take to Cape Town*.
4. Use **modelling** to show learners how to **think before you write**.
5. Explain some ideas you have for filling in the writing frame, like: I think there must be tall buildings in Cape Town. I am excited to see the big city. I also have never been to the ocean. I am most excited to see that!
6. Use **modelling** to add to your picture, like: the big city below the mountain, the ocean, etc.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the new part of the writing frame, like: I want to see the big city. I also want to see the ocean.
9. **Say words slowly like a tortoise and write the sounds you know**.
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Instruct learners to think about the place they chose on Tuesday. Remind learners they will continue to write about the **same** place.
2. Ask learners: What do you want to see when you go there?
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**. Remind learners they must think of **two** things they want to see.
5. Instruct learners to **turn and talk** and share their ideas with a partner.
6. Call on 3-5 learners to share their ideas with the class. They must say: I want to see... and...

Writing:

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one short paragraph**.
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing**.
5. Help learners complete the writing frame.

6. Help learners **say words slowly like a tortoise** and **use resources**.
7. **Encourage learners**.

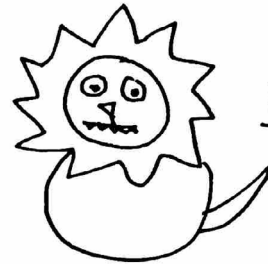
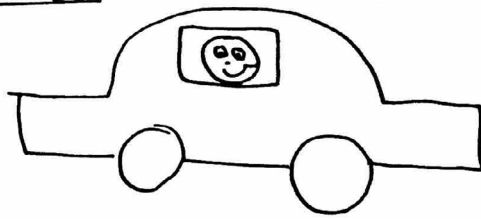
Turn and Talk:

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

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

Tuesday

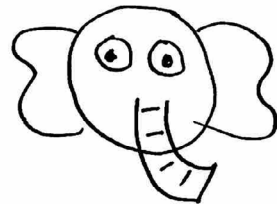
me



lion

I want to go to the Kruger National Park. I want to go there because I like animals.

Thursday



elephant

I want to see a lion. I also want to see a big elephant.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: FRIDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We're going on holiday We're going on holiday We're going on holiday To the beach!	<i>Pretend to be holding a steering wheel and driving</i>
	What comes next?	<i>Raise palms upwards</i>
	We're swimming in the ocean We're swimming in the ocean We're swimming in the ocean At the beach!	<i>Pretend to be swimming breaststroke</i>
	What comes next?	<i>Raise palms upwards</i>
	We're eating yummy ice cream We're eating yummy ice cream We're eating yummy ice-cream At the beach!	<i>Pretend to be holding and licking an ice cream</i>
THEME VOCABULARY	stay, leave, prefer, trip	
QUESTION OF THE DAY		
Question	What would you prefer to do for your holiday?	
Graph	2 COLUMN GRAPH	
Options	stay at home / go away on a trip	
Follow-up questions		
Question	How many learners would prefer to stay at home?	
Answer	__ learners would prefer to stay at home.	
Question	How many learners would prefer to go away on a trip?	
Answer	__ learners would prefer to go away on a trip.	
Question	What would more learners prefer to do?	
Answer	More learners would prefer to __.	
Question	What would fewer learners prefer to do?	
Answer	Fewer learners would prefer to __.	

Question	What would you prefer to do for your holiday?
Answer	I would prefer to go away on a trip.
Answer	I would prefer to stay at home.
READING	Practice reading the sight words for the week.

WEEK 10: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/sn/
WORDS	snap, snip, snob, snack, snail, sneer, sniff, snug
ACTIVITY	<p>BEGINNING SOUND</p> <ol style="list-style-type: none"> Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> /sn/ – ap (snap) /sn/ – ip (snip) Say two words: snail, tail <ul style="list-style-type: none"> Ask learners: Which word begins with the /sn/ sound? (snail) Say two words: snug, bug <ul style="list-style-type: none"> Ask learners: Which word begins with the /b/ sound? (bug) Say two words: snack, track <ul style="list-style-type: none"> Ask learners: Which word begins with the /sn/ sound? (snack) <p>LETTER SWAP</p> <ol style="list-style-type: none"> Say the word: gap Ask learners: What is the beginning sound? /g/ Ask learners: If I take away the /g/ and add /sn/ what word does that make? Help learners to hear that the word is: sn – a – p = snap Write: gap Read the word: g – a – p = gap Erase: 'g' Write: 'sn' Read the new word: sn – a – p = snap Ask learners: What other words can you think of that end with '-ap' Let learners brainstorm words. (nap, clap, etc.) <p>INFORMAL ASSESSMENT</p> <ol style="list-style-type: none"> Instruct learners to take out their exercise books. Instruct learners to write the heading: sn words Instruct learners to write numbers from 1-8. <i>Make sure the flashcard words are covered on the display board. Learners must not copy the words.</i>

	<p>5. Say each of the following words. Instruct learners to write the words in their book.</p> <table border="1" style="margin: 10px auto;"> <tr> <td>snip</td> <td>snack</td> <td>sneer</td> <td>snug</td> <td>snap</td> <td>snob</td> <td>snail</td> <td>sniff</td> </tr> </table> <p>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</p>	snip	snack	sneer	snug	snap	snob	snail	sniff
snip	snack	sneer	snug	snap	snob	snail	sniff		

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

WEEK 10: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 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.