

GRADE 3

**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. Your 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	In this pack there is one worksheet per week to be used during group guided reading. Please make additional copies if required, so that every learner has access to a worksheet. Train learners to keep these worksheets in a plastic sleeve, so that you can collect and reuse them.

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

Weekly Routine

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: 4 hours per week.
3. Please display this routine in your classroom and try to learn it off by heart!

GRADE 3 WEEKLY ROUTINE

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

Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	GROUP GUIDED READING TEXT	INDEPENDENT READING TEXT
1	Compassion	Khumo's new friend	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	Honesty	The blue bracelet		Worksheet 3
4				Worksheet 4
5	Solving problems	William's brilliant windmill		Worksheet 5
6				Worksheet 6
7	Learning new things	Zandile uses the Internet		Worksheet 7
8				Worksheet 8
9	Identities	Trevor Noah, the chameleon		Worksheet 9
10				Worksheet 10

Daily Activities

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

Daily Activities: Greetings

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

Daily Activities: Song / Rhyme / Finger Play

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

Daily Activities: Theme Vocabulary

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

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

Daily Activities: The Question of the Day

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

The purpose of the question of the day:

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

Getting ready for the question of the day:

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

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

For example:

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

my family	my friends	my teacher

Filling out the graph:

Modelling:

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

Learners:

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

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

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

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

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

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

Discussing the question of the day:

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

Daily Activities: Sight Words 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 3, a new story is read every second week.

Shared Reading is done as follows:

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

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

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

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

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

Comprehension strategies

The table below provides information on each strategy.

Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
Purpose	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
Steps <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 3 during the post-read, you will do one of the following activities:

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

Act out the story (oral activity)

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

Recount the story (oral activity)

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

Illustrate the Story (written activity)

Modelling

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

Oral Instructions:

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

Writing:

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

Turn and Talk:

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

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

Written comprehension (written activity)

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

Phonemic Awareness and Phonics

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

Monday example lesson and purpose

INTRODUCE THE SOUND AND WORDS

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

ship	shell
shop	shack
shut	shock
shed	shall

PURPOSE OF THE ACTIVITY

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

Wednesday example lesson and purpose

SEGMENTING AND BLENDING (I DO)

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

SEGMENTING AND BLENDING (WE DO)

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

SEGMENTING AND BLENDING (YOU DO)

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

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

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

PURPOSE OF THE ACTIVITY

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

Friday example lesson and purpose

WORD FIND

Write the following table on the chalkboard:

bl-	i	p
oo	d	a
nk	e	m

MODEL

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

LEARNERS DO

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

PURPOSE OF THE ACTIVITY

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

Group Guided Reading

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

What to do with the rest of the class:

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

Structure of the Reading Worksheets:

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

Assigning groups and text selection for Group Guided Reading:

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

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

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

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

What to do with each group during Group Guided Reading:

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

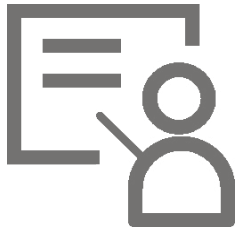
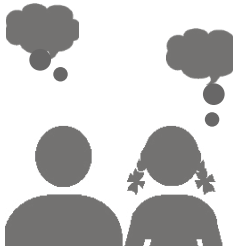

- c. **Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
- d. **Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they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

Care of the Reading Worksheets:

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

Writing Strategies

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

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

STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS

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



STRATEGY 5: WRITERS USE THEIR MEMORIES TO WRITE WORDS




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



STRATEGY 6: WRITERS SAY WORDS SLOWLY LIKE A TORTOISE

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



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

GRADE 3 - TERM 3

WEEK 1

THEME:
COMPASSION

'Be kind, for everyone you meet is fighting a harder battle.'

- Plato

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: 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: helping a socially isolated child make friends.
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 4 & 5
Activity 1	DBE Workbook 2: Let's write, page 4 & 5
Activity 2	DBE Workbook 2: Let's read, page 6
Activity 3	Draw a picture of yourself showing compassion to a friend

TERM 3: WEEK 1					
OVERVIEW					
THEME	Compassion				
THEME VOCABULARY	compassion, friend, shy, friendly, include, exclude, lonely, alone, fit in, strange, thoughtful, compassionate				
SIGHT WORDS	always, everything, say, thought, about				
PHONICS	/-nch/ - lunch, bunch, munch, punch, stench, bench, drench, pinch				
WRITING FRAME	Topic: Write a paragraph about a time you showed compassion for another person.				
	<table border="1"> <thead> <tr> <th>Tuesday</th> <th>Thursday</th> </tr> </thead> <tbody> <tr> <td> I showed compassion to... I saw that he / she felt ... So, I... </td> <td> I showed compassion because... I felt... He / she felt... Compassion is important because... </td> </tr> </tbody> </table>	Tuesday	Thursday	I showed compassion to... I saw that he / she felt ... So, I...	I showed compassion because... I felt... He / she felt... Compassion is important because...
	Tuesday	Thursday			
I showed compassion to... I saw that he / she felt ... So, I...	I showed compassion because... I felt... He / she felt... Compassion is important because...				

TERM 3: WEEK 1	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>Khumo makes a new friend</i>
SHOW	Show learners the picture of Thomas sitting alone, eating his lunch
SAY	<ul style="list-style-type: none"> • Ask learners: Can you think about a time that you felt lonely? • Listen to learner responses. This will help you understand what learners already know. • Explain that this week, in our Big Book Story, we will read about Khumo's decision to make a new friend. At first, Khumo doesn't want to spend time with Thomas. However, Khumo changes his mind when he thinks about a time when he felt lonely. He remembers how said he felt! Khumo connects that to how Thomas must be feeling. He decides to become friends with Thomas so he doesn't feel lonely. • Explain that for the next two weeks, we will think about compassion. Compassion is when you act in a way that considers the feelings of other people, just like Khumo.
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 1: MONDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Be kind to others	<i>Put arms around friends and sway from side to side for the whole song.</i>
	In good times and in bad	
	Be kind to others	
	Try even when you're mad!	
	Reach out to others	
	Show them that you care	
	Reach out to others	
	You have love to share!	
THEME VOCABULARY	compassion, friend, shy, friendly	
QUESTION OF THE DAY		
Question	<p><i>Explain that some people are friendly and some people are shy. There is nothing wrong with being a shy person. It is important that we understand that all people are different. We must try to have compassion for people who are different from us!</i></p> <p>Ask learners: What kind of person are you?</p>	
Graph	2 COLUMN GRAPH	
Options	shy / friendly	
Follow up questions		
Question	How many learners are shy?	
Answer	__ learners are shy.	
Question	How many learners are friendly?	
Answer	__ learners are friendly.	
Question	What kind of person are more learners?	
Answer	More learners are __.	
Question	What kind of person are fewer learners?	
Answer	Fewer learners are __.	

Question	What kind of person are you?
Answer	I am shy.
Answer	I am friendly.
READING	Practice reading the sight words for the week.

WEEK 1: MONDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)									
SOUND	/-nch/								
FLASHCARDS	lunch, bunch, munch, punch, stench, bench, drench, pinch								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /-nch/ 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 n, c and h together at the end of a word, we must not say the sounds separately. We must say one sound: /-nch/ Show each flashcard and help learners break the word up into individual sounds: /l/ - /u/ - /nch/ /b/ - /u/ - /nch/ /m/ - /u/ - /nch/ /p/ - /u/ - /nch/ /st/ - /e/ - /nch/ /b/ - /e/ - /nch/ /dr/ - /e/ - /nch/ /p/ - /i/ - /nch/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" data-bbox="539 1682 842 1957"> <tbody> <tr> <td>lunch</td> <td>stench</td> </tr> <tr> <td>bunch</td> <td>bench</td> </tr> <tr> <td>munch</td> <td>drench</td> </tr> <tr> <td>punch</td> <td>pinch</td> </tr> </tbody> </table>	lunch	stench	bunch	bench	munch	drench	punch	pinch
lunch	stench								
bunch	bench								
munch	drench								
punch	pinch								

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

WEEK 1: TUESDAY: WRITING (30 MINUTES)	
TOPIC	Write a paragraph about a time you showed compassion for another person.
TASK	PLANNING & DRAFTING
WRITING FRAME	I showed compassion to... I saw that he / she felt ... So, I...
<p>Modelling:</p> <ol style="list-style-type: none"> 1. Explain that this week, learners will write a short paragraph about a time they showed someone compassion. 2. Explain that when we show someone compassion, we think about how they feel. We do something kind for someone else because we make a connection with someone else's feelings. 	

3. Remind learners that a **paragraph** is a group of sentences that are all about the same topic. Explain that a paragraph has three important parts: A topic sentence which tells us the main point of the paragraph; supporting sentences which explain the topic sentence; and a concluding sentence which ends of our paragraph.
4. Explain that today, learners will write the **topic sentence**. This tells the reader what the paragraph will be all about. Then, learners will add two **supporting sentence**. These are sentences that help explain the topic sentence.
5. Read the writing frame to learners.
6. Use **modelling** to show learners that you **think before you write**.
7. Tell learners some ideas you have for filling in the writing frame, like: I once showed compassion to an elderly man in my taxi. I was on a long journey. The taxi had to go up a big hill, but there were too many people for the old taxi to make it. The taxi driver made all the passengers get out and walk up the hill. The old man had a big bag. He was struggling to carry the bag up the hill! I carried it for him.
8. Explain which words you will write. **Draw a line for each word**.
9. Use **modelling** to complete the writing frame: I showed compassion to an elderly man in my taxi. I saw that he felt tired. So, I helped him carry his heavy bag up the hill.
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 have you showed compassion to?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Call on 2-3 learners to tell you who they showed compassion to. They must say: I showed compassion to...
5. Explain that this will be learners' topic sentence.
6. Ask learners: How did you show compassion?
7. Instruct learners to **think before they write**.
8. Instruct learners to **turn and talk** and share their ideas with a partner.
9. Call on 2-3 learners to tell you what they did to show compassion.
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

I showed compassion to a boy in my class.
I saw that he felt hungry. So, I shared
my lunch with him.

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 (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Be kind to others	<i>Put arms around friends and sway from side to side for the whole song.</i>
	In good times and in bad	
	Be kind to others	
	Try even when you're mad!	
	Reach out to others	
	Show them that you care	
	Reach out to others	
	You have love to share!	
THEME VOCABULARY	include, exclude, lonely, alone	
QUESTION OF THE DAY		
Question	How do you feel when you are excluded?	
Graph	3 COLUMN GRAPH	
Options	lonely / ashamed / terrible	
Follow up questions		
Question	How many learners feel lonely?	
Answer	__ learners feel lonely.	
Question	How many learners feel ashamed?	
Answer	__ learners feel ashamed.	
Question	How many learners feel terrible?	
Answer	__ learners feel terrible.	
Question	How do most learners feel when they are excluded?	
Answer	Most learners feel __.	
Question	How do fewest learners feel when they are excluded?	
Answer	Fewest learners feel __.	

Question	How do you feel when you are excluded?
Answer	I feel lonely.
Answer	I feel ashamed.
Answer	It feel terrible.
READING	Practice reading the sight words for the week.

WEEK 1: WEDNESDAY; PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND	/-nch/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word lunch Segment the word into the individual sounds: /l/ - /u/ - /nch/ Say the beginning sound of the word: /l/ Say the middle sound of the word: /u/ Say the end sound of the word: /nch/ Write the word on the board: lunch Model pointing and blending the sounds to make a word: /l/ - /u/ - /nch/ = lunch Remind learners that in English, when n, c and h are together in a word they must be read together as one sound: /nch/ Repeat this with the word punch <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word stench Ask learners: What is the first sound in the word? /st/ Ask learners: What is the middle sound in the word? /e/ Ask learners: What is the last sound in the word? /nch/ Ask learners to segment the word into each individual sound: /st/ - /e/ - /nch/ Write the word: stench Instruct learners to blend the sounds in the word with you: /st/ - /e/ - /nch/ = stench Repeat this with the word drench <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: -nch 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="width: 100%; text-align: center;"> <tr> <td>lunch</td> <td>bunch</td> <td>munch</td> <td>punch</td> <td>stench</td> <td>bench</td> <td>drench</td> <td>pinch</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>	lunch	bunch	munch	punch	stench	bench	drench	pinch
lunch	bunch	munch	punch	stench	bench	drench	pinch		

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>Khumo makes a new friend</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)
Khumo did everything with Bonga and Bantu. They always sat under the same tree together to eat their lunch. They always kicked their soccer ball back and forth on the same part of the field.	Khumo spends all of his free time with his two best friends. That's just like me and my best friend! We also like to do everything together!
One day when the bell rang for break, Mr Ngoma called Khumo to stay in the classroom. Khumo looked at Bonga and Bantu. The looked back at him. 'I'll meet you outside,' Khumo said. .	--
<p>'Khumo, I have called you to talk about one of your classmates,' Mr Ngoma said. 'I have noticed that Thomas is quite shy. I see that he always sits alone at break. I am hoping that you might include him with your friends.'</p> <p>Khumo didn't know what to say. He wanted to tell Mr Ngoma that Thomas was quiet and strange, and that his friends did not want to play with Thomas. But Khumo didn't say anything.</p>	Khumo doesn't want to include Thomas, but he doesn't want to say no to his teacher, either! I wonder what he will decide to do?

<p>When Khumo went outside, Bonga and Bantu were already sitting in their usual spot. 'Are you in trouble?' Bantu asked.</p> <p>'No – Mr Ngoma found my pencil on the floor,' Khumo lied. He didn't feel like telling them about what Mr Ngoma said. Not until he had thought it through, at least.</p>	<p>Khumo needs time to think about what he should do. I can make a connection! Sometimes, when my husband and I disagree, I need time to just think before I am ready to talk about it!</p>
<p>That night Khumo complained to his mother. 'Ugh! Mr Ngoma asked me to be friends with that strange boy, Thomas,' Khumo moaned. 'He doesn't have any friends and he doesn't even talk to anyone. I don't know why he asked me to play with him?'</p> <p>Khumo's mother looked at him thoughtfully. 'Well you don't have to. Mr Ngoma only asked you. There isn't really anything Mr Ngoma can do to make you if you don't want to,' she said seriously.</p> <p>That made Khumo feel better. 'I don't have to play with that strange kid,' he thought.</p>	<p>Khumo feels a little bit better after talking to his mother about what happened at school. When I am upset, I always feel a little bit better after talking to someone who I love and trust, just like Khumo</p>
<p>But as Khumo lay in bed that night, he thought about when he first started school, before he knew Bonga and Bantu. He thought about those few weeks, when he sat alone during break, hoping someone would want to sit with him. 'Maybe I don't have to,' Khumo thought, 'but I want to.'</p>	<p>Khumo makes a connection to Thomas. Khumo thinks about the time when he had to sit alone, just like Thomas. When he makes this connection, he decides to include Thomas, even though he didn't want to at first!</p>
<p>The next day, Khumo sat with Bantu and Bonga. He watched Thomas sit by himself. 'I think we should see if Thomas wants to sit with us,' Khumo said.</p> <p>'Thomas? Why do you want to include him?' asked Bantu, laughing.</p> <p>'Yeah, he doesn't even seem fun!' said Bonga.</p> <p>'I think he seems okay,' Khumo said. 'And I feel sorry for him. None of us would like to sit alone at break. Plus, if we have a fourth friend we can play teams.'</p> <p>'Okay, fine,' Bantu and Bonga agreed.</p>	<p>--</p>

<p>Khumo went over to Thomas. ‘Hey! Do you want to come and sit with us?’</p> <p>Thomas looked around. ‘Me?’ he asked.</p> <p>‘Yes, you. Do you want to come sit with us?’</p> <p>A smile came across Thomas’s face. ‘Okay,’ he said.</p>	<p>Khumo doesn’t have to ask Thomas to play with him and his friends. It is his choice in the end. Khumo makes a connection! He does what he wishes someone had done for him!</p>
<p>After eating, the boys used rocks to set up two goals. They played two-on-two. ‘That was the best soccer we ever played!’ Bantu said. ‘Come play with us again tomorrow!’ Bonga said to Thomas.</p>	--
<p>‘I’m proud of you, Khumo,’ said Mr Ngoma, at the end of the day. As Khumo walked out the door, he felt proud too.</p>	<p>Oh! Mr Ngoma must have seen Khumo including Thomas! That’s like when I saw my daughter inviting her younger sister to play. I felt proud that she was being so kind to her sister!</p>
Follow up questions	Responses
Who is Khumo’s teacher?	His teacher is Mr Ngoma.
What did Mr Ngoma ask Khumo to do?	He asked Khumo to include Thomas at break.
Who did Thomas usually sit with at break?	He usually sat alone.
Why question	Possible response
Why was Mr Ngoma proud of Khumo?	<ul style="list-style-type: none"> • Because Khumo decided to ask Thomas to sit with him and his friends. • Because Khumo was kind. He didn’t have to be! • Because Khumo included Thomas. • Because Khumo did what Mr Ngoma had asked of him.

WEEK 2: THURSDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you showed compassion for another person.
TASK	PLANNING & DRAFTING
WRITING FRAME	I showed compassion because... I felt... He / she felt... Compassion is important because...

Modelling:

1. Explain that today, learners will add sentences to their paragraphs. Remind learners that we wrote our topic sentence and two supporting sentences on Tuesday. Today, we will add more supporting sentences. Then we will add a conclusion sentence.
2. Remind learners that a **conclusion sentence** summarises the paragraph.
3. Remind learners that they will continue with the same topic as Tuesday. Remind learners that you were writing about ***the time you showed compassion to an old man in your taxi.***
4. Read the new writing frame to learners.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: I think it is always important to try to have compassion for other people, because everyone wants to be treated in a nice and kind way. When I helped the man in my taxi, I felt good because I knew I had done something kind. The man I helped felt thankful. He was able to make it to the top of the hill because of me!
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame, like: **I showed compassion because** it was a good thing to do. **I felt** proud of being helpful! **He felt** happy that he had help. **Compassion is important because** we all need help sometimes!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Remind learners that on Tuesday, we began to write about a time we showed compassion to someone. Today, we will add sentences to our paragraphs.
2. Instruct learners to think about the topic they chose on Tuesday! They must continue writing the same topic because a paragraph is a group of sentences all about the same topic.
3. Ask learners: How did you feel when you showed someone else compassion?
4. Explain that learners should come up with their own ideas – they should **not** copy your ideas.
5. Instruct learners to **think before they write**.

6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 2-3 learners to tell you about how they felt when they showed compassion. They must say: I felt...
8. Ask learners: Why do you think it is important to have compassion?
9. Instruct learners to **think before they write**.
10. Explain that this sentence will be the **concluding sentence**.
11. Instruct learners to **turn and talk** and share their ideas with a partner.
12. Call on 2-3 learners to tell you about how they felt. They must say: Compassion is important because...
13. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. Remind learners that they will add to what they wrote to complete their whole paragraph.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners**.

Tuesday

I showed compassion to a boy in my class.
I saw that he felt hungry. So, I shared
my lunch with him.

Thursday

I showed compassion because I do not
like peopl to be sad. I felt happy to
shar my lunch. He felt thankful for
the lunch. Compassion is important
because we must be nise to peopl.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 1: FRIDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Be kind to others	<i>Put arms around friends and sway from side to side for the whole song.</i>
	In good times and in bad	
	Be kind to others	
	Try even when you're mad!	
	Reach out to others	
	Show them that you care	
	Reach out to others	
	You have love to share!	
THEME VOCABULARY	fit in, strange, thoughtful, compassionate	
QUESTION OF THE DAY		
Question	What kind of person do you think Khumo is?	
Graph	3 COLUMN GRAPH	
Options	kind / compassionate / thoughtful	
Follow up questions		
Question	How many learners think Khumo is kind?	
Answer	__ learners think Khumo is kind.	
Question	How many learners think Khumo is compassionate?	
Answer	__ learners think Khumo is compassionate.	
Question	How many learners think Khumo is thoughtful?	
Answer	__ learners think Khumo is thoughtful.	
Question	What kind of person do most learners think Khumo is?	
Answer	Most learners think Khumo is __.	
Question	What kind of person do fewest learners think Khumo is?	
Answer	Fewest learners think Khumo is__.	

Question	What kind of person do you think Khumo is?
Answer	I think Khumo is kind.
Answer	I think Khumo is compassionate.
Answer	I think Khumo is thoughtful.
READING	Practice reading the sight words for the week.

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

SOUND	/-nch/									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>-nch</td> <td>i</td> <td>p</td> </tr> <tr> <td>st</td> <td>d</td> <td>u</td> </tr> <tr> <td>t</td> <td>e</td> <td>b</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /-nch/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /b/ - /u/ - /nch/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /-nch/. 6. Show learners how to make another word, like: /p/ - /e/ - /st/ 7. Remind learners they can make words using the target sound, like bunch, or words without the target sound, like pest. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: -nch words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): inch, pinch, stench, bench, bunch, punch, pest, best, bet, set, pet, step, side 	-nch	i	p	st	d	u	t	e	b
-nch	i	p								
st	d	u								
t	e	b								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

WEEK 1: FRIDAY: LANGUAGE USE (30 MINUTES)

TOPIC	Countable and uncountable nouns a / an / some
ACTIVITY	
<p>EXPLANATION</p> <ol style="list-style-type: none"> 1. Remind learners that last term we learned about countable and uncountable nouns. Remind them that you can add a number in front of countable nouns, but you can't to uncountable nouns. 2. For example, apple is a countable noun. We can say: I want one apple. I want two apples. I want three apples, etc. 3. Milk is an uncountable noun. We can say I want some milk. However, we cannot say: I want one milk. I want two milks. I want three milks, etc. 4. Explain that we don't always use an exact number when we are talking! Explain that when we are using countable nouns, we can refer to one, using 'a' or 'an'. But, we can't use 'a' or 'an' to discuss uncountable nouns, because we can't have just one! Instead we use 'some'. For example: I want a sweet. I want some coffee. 5. Explain that we can use 'some' with countable nouns, but then we must change the countable noun to the plural form. When we use 'some' with uncountable nouns, they don't change! For example: I want some sweets. I want some sugar. 6. Remind learners that we use 'how many' to ask about countable nouns. For example: How many sweets? 7. Remind learners that we use 'how much' to ask about uncountable nouns. For example: 	

I DO (Teacher models)

1. Write some countable and uncountable nouns on the board, like:
 - a. salt
 - b. hours
 - c. money
 - d. hate
 - e. love
 - f. sugar
 - g. banana
 - h. breakfast
2. Explain that today we will determine which of these nouns is countable and uncountable. Explain that this will help us practice because it is a tricky concept in English!
3. Explain that we will add 'a' or 'an' to the countable nouns. If we want to use 'some' with countable nouns, then we must make them plural!
4. Explain that we will add 'some' to the uncountable nouns.
5. Use modelling to complete the first two for learners:
 - a. Say: I can't say, 'I want one salt. I want two salts.' Salt is **uncountable**.
Write: How **much** salt? Some salt.
 - b. Say: I can say, 'One hour, two hours.' Hour is **countable**.
Write: How **many** hours? **An** hour. (*Hour begins with a vowel sound, so we must use 'an'!*)

WE DO (Teacher and learners do together):

1. Complete the next two words on the list together with the learners, like:
2. Point to the word: **money**.
Ask learners: Is money countable or uncountable?
Explain that money is uncountable. We do not say: 'one money, two monies, three monies.'
Ask learners: Do we ask 'how many' or 'how much' money do you need?
Write: How much money? Some money.
3. Point to the word: **hate**.
Ask learners: Is hate countable or uncountable?
Explain that hate is uncountable. We do not say: 'one hate, two hates, three hates.'
Explain that most feeling words (like compassion, honesty, etc.) are uncountable!
Ask learners: Do we ask 'how many' or 'how much' hate do you feel?
Write: How much hate? Some hate.

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to read through the remaining nouns on the list. They must work with a partner to decide if they are countable or uncountable.
3. If the noun is countable, they must write 'how many...?' and 'a' or 'an' next to the noun.
4. If the item is uncountable, they must write 'how much...?' and 'some' next to the noun.

5. As learners are writing, walk around the room and complete **mini conferences**.
6. Help learners correctly identify countable and uncountable nouns and use the correct words.
7. Instruct learners who finish early to write sentences for each of the words.
8. **Encourage learners.**

WEEK 1: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 1: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 3 - TERM 3



THEME:
COMPASSION

'We are all different. Don't judge, understand instead.'

- Roy T. Bennett

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: notes that the learners write to someone, showing compassion.
5. Do some research on the internet to prepare for the theme. For example: find out about different acts of compassion that can be shown to disabled people.
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 7 & 8
Activity 2	DBE Workbook 2: Word work, page 8
Activity 3	DBE Workbook 2: Let's write, page 9
Activity 4	DBE Workbook 2: Let's read, page 10

TERM 1: WEEK 2	
OVERVIEW	
THEME	Compassion
THEME VOCABULARY	compassion, friend, shy, friendly, include, exclude, lonely, alone, fit in, strange, thoughtful, compassionate, invite, thankful, included, excluded, sibling, stranger, classmate, treat, want, need, deserve, decide
SIGHT WORDS	strange, know, alone, proud, again
PHONICS	/ow/ - show, slow, slowest, grow, elbow, borrow, pillow, follow
WRITING FRAME	Topic: Edit, publish and share a paragraph about a time you showed compassion for another person.
	Tuesday
	Thursday
	Edit
	Publish and share

TERM 3: WEEK 2	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>Khumo makes a new friend</i>
SHOW	Show learners the picture of Khumo in bed, thinking about what to do
SAY	<ul style="list-style-type: none"> Remind learners that we have been talking about compassion. Ask learners: What is happening in this picture? Discuss the picture with learners. Explain that Khumo is lying in bed trying to decide if he should listen to Mr Ngoma and include Thomas. Khumo remember how he felt when he didn't have friends and had to sit alone. He makes a connection with Thomas. This helps him make a compassionate decision! Explain that this week, we will continue to think about compassion, and thinking about how other people feel.
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 2: MONDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We are all different	<i>Open your arms out wide</i>
	Not the same you and I	<i>Point to your friend, point to yourself</i>
	Some people are friendly	-
	And others are shy	<i>Hug yourself tightly</i>
	Let's all be caring	<i>Wave your index finger</i>
	Let's all be kind	<i>Point to everyone around you</i>
	And if we're lucky	<i>Touch your friend on the shoulder</i>
	New friends we may find!	-
THEME VOCABULARY	invite, thankful, included, excluded	
QUESTION OF THE DAY		
Question	How do you think Thomas feels when Khumo invites him to play?	
Graph	3 COLUMN GRAPH	
Options	thankful / happy / included	
Follow-up questions		
Question	How many learners think he feels thankful?	
Answer	__ learners think he feels thankful.	
Question	How many learners think he feels happy?	
Answer	__ learners think he feels happy.	
Question	How many learners think he feels included?	
Answer	__ learners think he feels included.	
Question	How do most learners think he feels?	
Answer	Most learners think he feels __.	
Question	How do fewest learners think he feels?	
Answer	Fewest learners think he feels __.	

Question	How do you think Thomas feels when Khumo invites him to play?
Answer	I think he feels thankful.
Answer	I think he feels happy.
Answer	I think he feels included.
READING	Practice reading the sight words for the week.

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

SOUND	/ow/ - (long o)								
FLASHCARDS	show, slow, slowest, grow, elbow, borrow, pillow, follow								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /ow/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters o and w together in a word, we must not say the sounds separately. We must say one sound: /ow/ - (long o) Show each flashcard and help learners break the word up into individual sounds: /sh/ - /ow/ /sl/ - /ow/ /sl/ - /ow/ - /est/ /gr/ - /ow/ /el/ - /b/ - /ow/ /b/ - /o/ - /rr/ - /ow/ /p/ - /i/ - /ll/ - /ow/ /f/ - /o/ - /ll/ - /ow/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>show</td> <td>elbow</td> </tr> <tr> <td>slow</td> <td>borrow</td> </tr> <tr> <td>slowest</td> <td>pillow</td> </tr> <tr> <td>grow</td> <td>follow</td> </tr> </table>	show	elbow	slow	borrow	slowest	pillow	grow	follow
show	elbow								
slow	borrow								
slowest	pillow								
grow	follow								

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>Khumo makes a new friend</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)
Khumo did everything with Bonga and Bantu. They always sat under the same tree together to eat their lunch. They always kicked their soccer ball back and forth on the same part of the field.	--
One day when the bell rang for break, Mr Ngoma called Khumo to stay in the classroom. Khumo looked at Bonga and Bantu. He looked back at him. 'I'll meet you outside,' Khumo said.	Look at Khumo! He looks worried. I can make a connection! Sometimes, when the principal calls me for a meeting, I feel worried that I have done something wrong!
'Khumo, I have called you to talk about one of your classmates,' Mr Ngoma said. 'I have noticed that Thomas is quite shy. I see that he always sits alone at break. I am hoping that you might include him with your friends.' Khumo didn't know what to say. He wanted to tell Mr Ngoma that Thomas was quiet and strange, and that his friends did not want to play with Thomas. But Khumo didn't say anything.	Khumo must feel unsure about what to do. He must be worried about what will happen if he says no to his teacher. But, he must also be worried about what his friends will say about including Thomas. I can make a connection! My friend and my sister both invited me to come for dinner on Saturday. I didn't know who to say no to, because I didn't want to disappoint either of them!
When Khumo went outside, Bonga and Bantu were already sitting in their usual spot. 'Are you in trouble?' Bantu asked. 'No – Mr Ngoma found my pencil on the floor,' Khumo lied. He didn't feel like telling them about what Mr Ngoma said. Not until he had thought it through, at least.	--

<p>That night Khumo complained to his mother. 'Ugh! Mr Ngoma asked me to be friends with that strange boy, Thomas,' Khumo moaned. 'He doesn't have any friends and he doesn't even talk to anyone. I don't know why he asked me to play with him?'</p> <p>Khumo's mother looked at him thoughtfully. 'Well you don't have to. Mr Ngoma only asked you. There isn't really anything Mr Ngoma can do to make you if you don't want to,' she said seriously.</p> <p>That made Khumo feel better. 'I don't have to play with that strange kid,' he thought.</p>	<p>--</p>
<p>But as Khumo lay in bed that night, he thought about when he first started school, before he knew Bonga and Bantu. He thought about those few weeks, when he sat alone during break, hoping someone would want to sit with him. 'Maybe I don't have to,' Khumo thought, 'but I want to.'</p>	<p>Khumo remembers how lonely he felt when he didn't have friends to sit with at break. He makes a connection to Thomas. He realizes that Thomas must feel lonely, just like he felt. He knows how sad that feels. I think that is why Khumo decides to play with Thomas.</p>
<p>The next day, Khumo sat with Bantu and Bonga. He watched Thomas sit by himself. 'I think we should see if Thomas wants to sit with us,' Khumo said.</p> <p>'Thomas? Why do you want to include him?' asked Bantu, laughing.</p> <p>'Yeah, he doesn't even seem fun!' said Bonga.</p> <p>'I think he seems okay,' Khumo said. 'And I feel sorry for him. None of us would like to sit alone at break. Plus, if we have a fourth friend we can play teams.'</p> <p>'Okay, fine,' Bantu and Bonga agreed.</p>	<p>I think Khumo must feel happy when he sees Thomas smile.</p>

<p>Khumo went over to Thomas. ‘Hey! Do you want to come and sit with us?’</p> <p>Thomas looked around. ‘Me?’ he asked.</p> <p>‘Yes, you. Do you want to come sit with us?’</p> <p>A smile came across Thomas’s face. ‘Okay,’ he said.</p>	<p>Khumo must feel proud that he has done something kind, and has made another person feel happy! I can make a connection!</p> <p>One time, I offered my seat on the bus to an older woman who was standing up. I really wanted my seat, but I knew she needed it more than me. She looked so happy when I gave her my seat. I felt proud for choosing to be kind and make someone else feel good!</p>
<p>After eating, the boys used rocks to set up two goals. They played two-on-two. ‘That was the best soccer we ever played!’ Bantu said. ‘Come play with us again tomorrow!’ Bonga said to Thomas.</p>	--
<p>‘I’m proud of you, Khumo,’ said Mr Ngoma, at the end of the day. As Khumo walked out the door, he felt proud too.</p>	<p>Khumo must be feeling good because he has made so many people feel happy.</p>
Follow up questions	Responses
<p>How long did it take for Khumo to decide whether to include Thomas?</p>	<p>It took him one night.</p>
<p>How did Thomas feel when Khumo first asked him to play?</p>	<p>Surprised / happy</p>
<p>At first, Khumo didn’t want to include Thomas. Can you make a connection? Have you ever wanted to exclude someone? Why?</p>	<p>Learner’s own response.</p>
Why question	Possible response
<p>Why did Khumo decide to include Thomas?</p>	<ul style="list-style-type: none"> • Because he thought about what it was like to sit alone at break. • Because he realised when he had to sit alone, he wished someone wanted to sit with him. • Because he realised it was the kind and compassionate thing to do.

WEEK 2: TUESDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you showed compassion for another person.
TASK	EDITING

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

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

Getting Ready:

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

I showed **compassions** to an elderly man in my taxi. I **seed** that he felt tired. **so**, I **help** him carry his heavy bag up the hill.

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After each sentence, instruct learners to look for the **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. I showed **compassions** to an elderly man in my taxi. (*This is an uncountable noun! Lots of feeling words are uncountable because we can't count a feeling!*)
 - b. I **seed** **saw** that he felt tired. (*We say 'I see' but the past tense is irregular! The past tense of see is 'saw'.*)
 - c. **so**, (*I must always capitalise the first word in a sentence!*)
 - d. ... I **helped** (*I am telling a recount of something that already happened. It happened in the past. Therefore, I must use the past tense!*)

Oral Instructions:

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

Writing:

1. **Hand out learner books** with completed paragraphs from the previous week. Instruct learners to find their writing from the previous week.
2. Instruct learners to **turn and talk**.

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

Tuesday

I showed compassion to a boy in my class.
I saw that he felt (hungri). So, I share^e
my lunch with him.
 hungry

Thursday

I showed compassion because I do not
like (peep)^{people} to be sad. I felt happy to
share^e my lunch. He felt thankful^y for
the lunch. Compassion is important
because we must be (nise)^{nice} to (peep)^{people}.

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 (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We are all different	<i>Open your arms out wide</i>
	Not the same you and I	<i>Point to your friend, point to yourself</i>
	Some people are friendly	-
	And others are shy	<i>Hug yourself tightly</i>
	Let's all be caring	<i>Wave your index finger</i>
	Let's all be kind	<i>Point to everyone around you</i>
	And if we're lucky	<i>Touch your friend on the shoulder</i>
	New friends we may find!	-
THEME VOCABULARY	sibling, stranger, classmate, treat (<i>verb: the way we treat people</i>)	
QUESTION OF THE DAY		
Question	Who do you think you should show compassion to?	
Graph	3 COLUMN GRAPH	
Options	siblings / classmates / strangers	
Follow-up questions		
Question	How many learners think they should show compassion to siblings?	
Answer	__ learners think they should show compassion to siblings.	
Question	How many learners think they should show compassion to classmates?	
Answer	__ learners think they should show compassion to classmates.	
Question	How many learners think they should show compassion to strangers?	
Answer	__ learners think they should show compassion to strangers.	
Question	Who do most learners think they should show compassion to?	
Answer	Most learners think they should show compassion to __.	
Question	Who do fewest learners think they should show compassion to?	
Answer	Fewest learners think they should show compassion to __.	

Question	Who do you think you should show compassion to?
Answer	I think I should show compassion to siblings.
Answer	I think I should show compassion to classmates.
Answer	I think I should show compassion to strangers.
EXPLAIN	<i>Explain that it is important to try to be compassionate to all people! We must try to think about how other people feel, and to treat people the way we want to be treated – no matter who they are!</i>
READING	Practice reading the sight words for the week.

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

SOUND	/ow/ - (long o)
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word grow Segment the word into the individual sounds: /gr/ - /ow/ Say the beginning sound of the word: /gr/ Say the end sound of the word: /ow/ Write the word on the board: grow Model pointing and blending the sounds to make a word: /gr/ - /ow/ = grow Remind learners that in English, when o and w are together in a word they must be read together as one sound: /ow/ - (long o) Repeat this with the word show <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word borrow Ask learners: What is the first sound in the word? /b/ Ask learners: What are the middle sounds in the word? /o/ - /rr/ Ask learners: What is the last sound in the word? /ow/ Ask learners to segment the word into each individual sound: /b/ - /o/ - /rr/ - /ow/ Write the word: borrow Instruct learners to blend the sounds in the word with you: /b/ - /o/ - /rr/ - /ow/ = borrow Repeat this with the word follow <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: ow 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.

show	slow	slowest	grow	elbow	borrow	pillow	follow
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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 2: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**GROUP GUIDED READING (SMALL GROUP)**

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: THURSDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Khumo makes a new friend</u>
ACTIVITY	Recount
COMPREHENSION STRATEGY	Summarise Make connections
PURPOSE	<ul style="list-style-type: none"> Asking a young learner to summarise the main points of a story is the best way to check their understanding. Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!
SENTENCE FRAME	In the story... I can make a connection! Khumo... That reminds me of...
INSTRUCTIONS	
<ol style="list-style-type: none"> 1. Explain that when we summarise a story, we think about the most important things that happened! 2. Remind learners that when we make a connection, we think about how something in the story is like something that has happened in our own lives. 3. Explain that learners will summarise and make a connection to the story: Khumo's new friend! 4. Use modelling to show learners how to give a 2-3 sentence summary of the story like: <u>In the story</u>, Khumo shows compassion to Thomas by including him with his friends! 5. Use modelling to make a connection to this story, like: <u>I can make a connection! Khumo</u> decides to be nice to someone even though he doesn't have to. <u>That reminds me of</u> the time I invited my sister to play with me and my friends, even though my mother didn't ask me to. 6. Hold up the pictures. Instruct learners to look at the pictures and think about the most important events in the story. 7. Instruct learners to think about their summary and connection to the story. 8. Instruct learners to turn and talk and share their own recount with a partner (they should not memorise what the teacher has said. This should be learners own ideas!) 9. Ask 2-3 learners to share their ideas with the class. Help the learners form complete sentences. 10. Explain and correct any common problems to learners. 	

WEEK 2: THURSDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you showed compassion for another person.
TASK	PUBLISHING and SHARING
WRITING FRAME	<p>I showed compassion to...</p> <p>I saw that he / she felt ...</p> <p>So, I...</p> <p>I showed compassion because...</p> <p>I felt...</p> <p>He / she felt...</p> <p>Compassion is important because...</p>

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
I showed **compassions** to an elderly man in my taxi.

Modelling:

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

Writing:

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

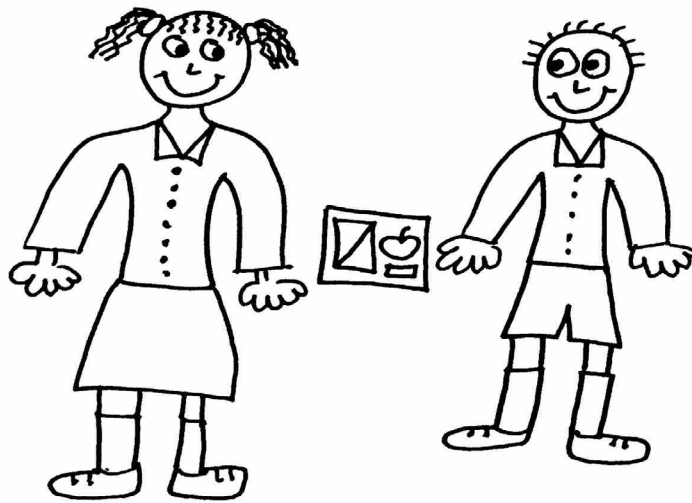
Turn and Talk:

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

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

I showed compassion to a boy in my class. I saw that he felt hungry. So, I shared my lunch with him.

I showed compassion because I do not like people to be sad. I felt happy to share my lunch. He felt thankful for the lunch. Compassion is important because we must be nice to people.



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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 2: FRIDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We are all different	<i>Open your arms out wide</i>
	Not the same you and I	<i>Point to your friend, point to yourself</i>
	Some people are friendly	-
	And others are shy	<i>Hug yourself tightly</i>
	Let's all be caring	<i>Wave your index finger</i>
	Let's all be kind	<i>Point to everyone around you</i>
	And if we're lucky	<i>Touch your friend on the shoulder</i>
	New friends we may find!	-
THEME VOCABULARY	want, need, deserve, decide	
QUESTION OF THE DAY		
Question	<i>Explain that we all deserve (and need!) people in our lives who think about our feelings and show us love and compassion. We should choose friends who are kind to us and who make us feel good!</i> Ask learners: Who do you think shows you the most compassion?	
Graph	3 COLUMN GRAPH	
Options	my friends, my family, my teacher	
Follow-up questions		
Question	How many learners think their friends show the most compassion?	
Answer	__ learners think their friends show the most compassion.	
Question	How many learners think their family shows the most compassion?	
Answer	__ learners think their family shows the most compassion.	
Question	How many learners think their teacher shows the most compassion?	
Answer	__ learners think their teacher shows the most compassion.	
Question	Who do most learners think shows the most compassion?	
Answer	Most learners think their __ shows the most compassion.	

Question	Who do fewest learners think shows the most compassion?
Answer	Fewest learners think their ___ shows the most compassion.
Question	Who do you think shows you the most compassion?
Answer	I think my friends show the most compassion.
Answer	I think my family shows the most compassion.
Answer	I think my teacher shows the most compassion.
READING	Practice reading the sight words for the week.

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

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

LEARNERS DO

1. Tell learners to open their exercise books and write the heading: **ow words.**
2. Instruct learners to begin writing.
3. Give learners 3 minutes to find and build as many words as they can.
4. Allow learners to correct their own work. Show learners how to build these words (and others): **slow, slowest, show, stow, bow, ship, step, slap, slip, past, pest, slab, best, bash**

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND

WORDS

ACTIVITY

WEEK 2: FRIDAY: LANGUAGE USE (30 MINUTES)

TOPIC

Uncountable nouns
Units of measurement

ACTIVITY

EXPLANATION

1. Remind learners that last term we learned about countable and uncountable nouns. Remind them that you can add a **number** in front of countable nouns, but you can't to uncountable nouns.
2. For example, apple is a countable noun. We can say: I want one apple. I want two apples. I want three apples, etc.
3. Milk is an uncountable noun. We can say I want **some** milk. However, we cannot say: I want one milk. I want two milks. I want three milks, etc.
4. Explain that often, we add units of measurement to make uncountable nouns into countable nouns. For example, we can say: one **glass of** milk, **two glasses of** milk OR one **box of** milk, two **boxes of** milk. We are able to count the containers of milk. We can add units of measurement to some uncountable nouns but not all! For example, we cannot measure feelings (like love or compassion).
5. Write the following units of measurement on the board and explain their meaning:
 - a. glass
 - b. cup
 - c. jar
 - d. box
 - e. kilogram
 - f. piece
 - g. packet
 - h. bottle
 - i. teaspoon

I DO (Teacher models)

1. Brainstorm some uncountable nouns with learners, like:
 - a. flour
 - b. juice
 - c. love
 - d. sugar
 - e. money
 - f. milk
 - g. oil
 - h. yogurt
2. Explain that today we will turn try to use units of measurement to make these uncountable nouns countable.

3. Use modelling to complete the first two for learners:
 - a. Say: I can weigh flour or I can measure it using cups.
Write: One kilogram of flour. Two cups of flour.
 - b. Say: I can drink a glass of juice. I can buy a bottle or can of juice.
Write: One glass of juice. Two bottles of juice.

WE DO (Teacher and learners do together):

1. Complete the next two words on the list together with the learners, like:
2. Point to the word: **love**.
Ask learners: How can we measure love?
Explain that we cannot put love in a cup or a jar – it is not measurable!
3. Point to the word: **sugar**.
Ask learners: How can we measure sugar?
Explain that we can put sugar in a cup or in a teaspoon. We can put one teaspoon or two teaspoons of sugar into our tea.
Write: One cup of sugar. Two teaspoons of sugar.

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to read through the remaining nouns on the list.
3. They must determine if the uncountable noun can be measured.
4. If the noun can be measured, they must write one or two examples of how it can be measured (just like you have done!)
5. Once the learners have gone through the list, they must choose any **four** uncountable nouns to write a sentence with.
6. As learners are writing, walk around the room and complete **mini conferences**.
7. Help learners correctly identify countable and uncountable nouns and use the correct words.
8. Instruct learners who finish early to write sentences for each of the words.
9. **Encourage learners.**

SHARE

1. Hand out chalk to some learners (as many different pairs as possible).
2. Instruct learners to write one of their sentences on the board.
3. Call on learners to read the sentences.
4. Correct any mistakes.

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 3 - TERM 3



THEME:

HONESTY

'A half truth is a whole lie.'

—Yiddish proverb

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 poem about honesty, or an article about someone who was honest.
5. Do some research on the internet to prepare for the theme. For example: find out about the affects of being dishonest - what does it do to children if they are not honest?
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 11
Activity 2	DBE Workbook 2: Word work, page 11
Activity 3	DBE Workbook 2: Let's read, page 12
Activity 4	Draw and write about a time you told someone the truth about something.

TERM 3: WEEK 3	
OVERVIEW	
THEME	Honesty
THEME VOCABULARY	honest, honesty, truth, lie, lose, find, belong to, owner, bracelet, sparkle, keep, give back
SIGHT WORDS	lost, found, beautiful, missing, now
PHONICS	/ow/ - down, crown, drown, brown, owl, growl, vowel, towel
WRITING FRAME	Topic: Write a paragraph about a time you told a lie.
	Tuesday
	Thursday
	I once lied to... I lied about... I said...even though...
	I lied because... I felt... In the end...

TERM 3: WEEK 3	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>The blue bracelet</i>
SHOW	Show learners the picture of Zandile with the new blue bracelet she finds in the grass.
SAY	<ul style="list-style-type: none"> • Ask learners: Have you ever found something that wasn't yours? Did you try to find the owner, or did you keep it? • Listen to learner responses. This will help you understand what learners already know. • Explain that this week, in our Big Book Story, we will read about Zandile finding a beautiful new bracelet! We will see what Zandile decides to do with the new bracelet she has found! We will see that it is not an easy decision for Zandile to make. • Explain that for the next two weeks, we will think about honesty.
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 (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Tune: This old man)</i>	Lyrics	Actions
	Tell the truth – do not lie	<i>Wave your index finger to say 'no'</i>
	Tell the truth – it will be alright	
	Tell the truth – it's the right thing to do	<i>Give a thumbs up</i>
	Tell the truth – they'll still love you	
THEME VOCABULARY	honest, honesty, truth, lie	
QUESTION OF THE DAY		
Question	<p><i>Explain that this seems like a very easy question to answer, but sometimes we tell small lies to not hurt people's feelings. For example, what if your friend asks if you like their new jersey, and you think it is ugly? Is it better to tell the truth? Or is it better to say that your friend's new jersey is nice? What if you are planning a surprise party for someone, and you have to lie so that they don't find out? Is that lie okay?</i></p> <p>Ask learners: Do you think it is okay to tell a small lie?</p>	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners think it is okay to tell a small lie?	
Answer	___ learners think it is okay to tell a small lie.	
Question	How many learners think it is not okay to tell a small lie?	
Answer	___ learners think it is not okay to tell a small lie.	
Question	Do more learners think it is okay to tell a small lie or not?	
Answer	More learners think it is okay / not okay to tell a small lie.	
Question	Do fewer learners think it is okay to tell a small lie or not?	
Answer	Fewer learners think it is okay / not okay to tell a small lie.	

Question	Do you think it is okay to tell a small lie?
Answer	Yes, I do think it's okay to tell a small lie.
Answer	No, I think it is not okay to tell a small lie.
READING	Practice reading the sight words for the week.

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

SOUND	/ow/								
FLASHCARDS	down, crown, drown, brown, owl, growl, vowel, towel								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /ow/ for learners to see. Point out that these two letters can make two different sounds, depending on the words they are used in. Remind learners that last week, we heard them make a long o sound, as in grow. This week, they make a different sound. Say the correct sound (ow as in cow) and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters o and w together in a word, we must not say the sounds separately. We must say one sound: /ow/ Show each flashcard and help learners break the word up into individual sounds: /d/ - /ow/ - /n/ /cr/ - /ow/ - /n/ /t/ - /ow/ - /el/ /dr/ - /ow/ - /n/ /br/ - /ow/ - /n/ /ow/ - /l/ /gr/ - /ow/ - /l/ /v/ - /ow/ - /el/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>down</td> <td>brown</td> </tr> <tr> <td>crown</td> <td>owl</td> </tr> <tr> <td>towel</td> <td>growl</td> </tr> <tr> <td>drown</td> <td>vowel</td> </tr> </table>	down	brown	crown	owl	towel	growl	drown	vowel
down	brown								
crown	owl								
towel	growl								
drown	vowel								

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

WEEK 3: TUESDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you told a lie.
TASK	PLANNING & DRAFTING
WRITING FRAME	I once lied to... I lied about... I said...even though...

Modelling:

1. Explain that this week, learners will write a short paragraph about a time they told a lie. Explain that we must try not to lie. However, we all make mistakes. Most of us tell small lies sometimes.
2. Remind learners that a **paragraph** is a group of sentences that are all about the same topic. Explain that a paragraph has three important parts: A topic sentence which tells us the main point of the paragraph; supporting sentences which explain the topic sentence; and a concluding sentence which ends of our paragraph.
3. Explain that today, learners will write the **topic sentence**. This tells the reader what the paragraph will be all about. Then, learners will add two **supporting sentence**. These are sentences that help explain the topic sentence.
4. Read the writing frame to learners.
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: I once told a lie when I broke my mother's favourite mug. I accidentally dropped it and it broke on the floor. But, when she asked me what happened, I told her that I didn't know.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: I once lied to my mother. I lied about breaking her favourite cup. I said I didn't know how it broke even though I dropped it!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: Who have you lied to?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Call on 2-3 learners to tell you who they lied to. They must say: I once lied to...
5. Explain that this will be learners' topic sentence.
6. Ask learners: What was the lie you told?
7. Instruct learners to **think before they write**.
8. Instruct learners to **turn and talk** and share their ideas with a partner.
9. Call on 2-3 learners to tell you what they told a lies about. They must say: I lied about...
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

I once lied to my mom. I lied about a
brokin glas. I said i did not brek it
even though i did.

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

GROUP

GROUP 2

TEXT

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

SIGHT WORDS

Review any sight words that appear in the chosen text.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: WEDNESDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Tune: <i>This old man</i>)	Lyrics	Actions
	Tell the truth – do not lie	<i>Wave your index finger to say 'no'</i>
	Tell the truth – it will be alright	
	Tell the truth – it's the right thing to do	<i>Give a thumbs up</i>
	Tell the truth – they'll still love you	
THEME VOCABULARY	lose, find, belong to, owner	
QUESTION OF THE DAY		
Question	If you lose something, and someone else finds it, who does it belong to?	
Graph	2 COLUMN GRAPH	
Options	It still belongs to me! / It belongs to the person who finds it!	
Follow-up questions		
Question	How many learners think it still belongs to them?	
Answer	__ learners think it still belongs to them.	
Question	How many learners think it belongs to the person who finds it?	
Answer	__ learners think it belongs to the person who finds it.	
Question	Who do more learners think it belongs to?	
Answer	More learners think __.	
Question	Who do fewer learners think it belongs to?	
Answer	Fewer learners think __.	
Question	If you lose something, and someone else finds it...who does it belong to?	
Answer	It still belongs to me!	
Answer	It belongs to the person who finds it!	
READING	Practice reading the sight words for the week.	

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

SOUND	/ow/								
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word crown Segment the word into the individual sounds: /cr/ - /ow/ - /n/ Say the beginning sound of the word: /cr/ Say the middle sounds of the word: /ow/ Say the end sound of the word: /n/ Write the word on the board: crown Model pointing and blending the sounds to make a word: /cr/ - /ow/ - /n/ = crown Remind learners that in English, when we see the letters ow together in a word, it can make the sound /ow/. Repeat this with the word brown <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word towel Ask learners: What is the first sound in the word? /t/ Ask learners: What is the middle sound in the word? /ow/ Ask learners: What is the last sound in the word? /el/ Ask learners to segment the word into each individual sound: /t/ - /ow/ - /el/ Write the word: towel Instruct learners to blend the sounds in the word with you: /t/ - /ow/ - /el/ = towel Repeat this with the word vowel <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: ow 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" data-bbox="501 1760 1399 1830"> <tr> <td>down</td> <td>crown</td> <td>brown</td> <td>drown</td> <td>owl</td> <td>growl</td> <td>vowel</td> <td>towel</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. 	down	crown	brown	drown	owl	growl	vowel	towel
down	crown	brown	drown	owl	growl	vowel	towel		

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>The blue bracelet</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)
Zandile was running home from her friend Sindiswa’s house. She was nearly home when something caught her eye. Something blue and sparkly. She knelt down to find a beautiful, shiny, blue bracelet. Zandile picked it up and kept running. The sun was setting and she had promised her mother to be home before dark.	I can visualise Zandile stopping suddenly when she sees a sparkle in the grass!
When she got home, she waved the bracelet in the air. ‘Look what I found!’ she announced. She put it on her wrist and admired it. It was exactly her size! ‘Where did you get that, Zandile?’ her mother asked. ‘Someone must really be missing that!’ ‘Well, I found it in the street, so it’s mine now!’ Zandile said, looking at herself in the mirror.	I can visualise Zandile’s big smile as she looks down at her new bracelet!
The next morning, Zandile went outside. She held her arm up so that the sunlight shone on her new blue bracelet. She watched it shine and sparkle. She had never had anything so beautiful.	I can visualise Zandile’s big smile as she looks at the bracelet on her wrist!

<p>Then she saw her neighbour, Geeta, crawling on the path in front of their houses. 'What are you doing?' Zandile asked. 'I'm looking for my bracelet. I think it fell off when I was playing yesterday!' Geeta said, looking upset. 'It's my favourite bracelet.'</p>	<p>I can visualise Geeta looking upset as she searches the ground for her lost bracelet.</p>
<p>'Oh,' said Zandile. Zandile wondered if it was the same bracelet she had found. She pulled down the sleeve of her jersey. 'I hope you find it!' she said. Then she ran back into her house.</p>	<p>I can visualise Zandile carefully covering the blue bracelet on her wrist, so Geeta won't notice it!</p>
<p>When Zandile got inside, she admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly and beautiful. She couldn't wait to show it to her friends at school the next day. But then she thought about Geeta. 'What if Geeta sees my new bracelet, and it is the one she lost?' Zandile wondered. She took off the bracelet and put it away.</p>	<p>I can visualise Zandile putting the bracelet deep inside her drawer, so that no one will find it!</p>
<p>The next day at break, Zandile sat with Geeta and Sindiswa. 'I lost my favourite bracelet over the weekend. It was blue and sparkly,' Geeta said. Zandile thought about the sparkly blue bracelet inside her drawer. Now she knew for sure that it belonged to Geeta. 'But I found it. It's mine now!' Zandile thought. She didn't say anything.</p>	<p>Look at Zandile's face! She is not looking happy! I can visualise Zandile sitting quietly, hoping the bell will ring soon!</p>
<p>When Zandile got home from school, she took the bracelet out and put it on. She admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly. She had never had anything so beautiful. But then Zandile thought about Geeta's sad face at lunch. She took the bracelet off and put it in her pocket.</p>	<p>Look at Zandile! She is wearing the bracelet, but she doesn't look happy now! I can visualise her deep in thought! She must be thinking about how much she loves the beautiful bracelet. But, she must also be thinking about her friend Geeta's sad face at lunch.</p>

Zandile went next door to the Kapoor's house and knocked on the door. When Geeta answered, she waved the bracelet in the air. 'Look what I found!' she announced.	Oh! She put the bracelet in her pocket to bring to Geeta! I can visualise Zandile's big smile as she shows Geeta what she found!
Geeta's face lit up. Zandile felt almost as happy as Geeta as she helped her put the sparkly blue bracelet onto her wrist. 'Thank you Zandile,' said Geeta. 'You made my day!'	--
Follow up questions	Responses
What did Zandile find?	She found a sparkly, blue bracelet.
Where did Zandile find the bracelet?	She found it in the street / on the path.
Why was Geeta crawling on the path in front of their houses.	Because she lost her bracelet! She was looking for her bracelet.
Why question	Possible response
Why didn't Zandile wear the bracelet to school?	<ul style="list-style-type: none"> • Because she realised that the bracelet really belonged to Geeta. • Because she didn't want Geeta to see the bracelet. • Because she wanted to keep the bracelet!

WEEK 3: THURSDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you told a lie.
TASK	PLANNING & DRAFTING
WRITING FRAME	I lied because... I felt... In the end...

Modelling:

1. Explain that today, learners will add sentences to their paragraphs. Remind learners that we wrote our topic sentence and two supporting sentences on Tuesday. Today, we will add two more supporting sentences. Then we will add a conclusion sentence.
2. Explain that a **conclusion sentence** summarises the paragraph.
3. Remind learners that they will continue with the same topic as Tuesday. Remind learners that you were writing about ***the time I lied to my mother about breaking her cup!***
4. Read the new writing frame to learners.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: I lied because I didn't want my mother to be mad at me. It was just an accident when I broke her cup and I felt very bad! But I felt very bad for telling the lie to her. Then, she was asking everyone and wondering what happened! Finally, I told her the truth – that I was the one who broke it.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame, like: **I lied because** I was scared my mother would be angry. **I felt** sad because she was wondering how her cup broke! **In the end** I told my mother the truth. She wasn't angry with me.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Remind learners on Tuesday, we began to write about a time we told a lie. Today we will add sentences to our paragraphs.
2. Instruct learners to think about the topic they chose on Tuesday! They must continue writing the same topic because a paragraph is a group of sentences all about the same topic.
3. Ask learners: Why did you tell the lie? How did you feel?
4. Explain that learners should come up with their own ideas – they should **not** copy your ideas.
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 2-3 learners to tell you about why they lied, and how they felt. They must say: **I lied because... I felt...**

8. Ask learners: What happened after that? How did the story end?
9. Instruct learners to **think before they write**.
10. Explain that this sentence will be the **concluding sentence**.
11. Call on 2-3 learners to tell you about how they felt. They must say: In the end...
12. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. Remind learners that they will add to what they wrote to complete their whole paragraph.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners**.

Tuesday

I once lied to my mom. I lied about a
brokin glas. I said i did not brek it
even though i did.

Thursday

I lied because I new she would be
mad. I felt bad. In the end my
brother telled on me.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: FRIDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Tune: <i>This old man</i>)	Lyrics	Actions
	Tell the truth – do not lie	<i>Wave your index finger to say 'no'</i>
	Tell the truth – it will be alright	
	Tell the truth – it's the right thing to do	<i>Give a thumbs up</i>
	Tell the truth – they'll still love you	
THEME VOCABULARY	bracelet, sparkle, keep, give back	
QUESTION OF THE DAY		
Question	What do you think Zandile should do with the blue bracelet?	
Graph	2 COLUMN GRAPH	
Options	keep it / give it back	
Follow-up questions		
Question	How many learners think that Zandile should keep it?	
Answer	__ learners think that Zandile should keep it.	
Question	How many learners think that Zandile should give it back?	
Answer	__ learners think that Zandile should give it back.	
Question	What do more learners think?	
Answer	More learners think that Zandile __.	
Question	What do fewer learners think?	
Answer	Fewer learners think that Zandile __.	
Question	What do you think Zandile should do with the blue bracelet?	
Answer	I think that she should keep it.	
Answer	I think that she should give it back.	
READING	Practice reading the sight words for the week.	

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

SOUND	/ow/									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="555 360 1010 568"> <tbody> <tr> <td>ow</td> <td>d</td> <td>gr</td> </tr> <tr> <td>e</td> <td>n</td> <td>t</td> </tr> <tr> <td>cr</td> <td>l</td> <td>br</td> </tr> </tbody> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /ow/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /br/ - /ow/ - /n/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /ow/. 6. Show learners how to make another word, like: /d/ - /e/ - /n/ 7. Remind learners they can make words using the target sound, like brown, or words without the target sound, like den. 8. Note: Remind learners that they can even make words from last week, like: /gr/ - /ow/ - grow. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: ow. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): down, brown, crown, towel, owl, growl, now, brow, den, rent, lent, ten, den, let, net, led, grow, tow, crow 	ow	d	gr	e	n	t	cr	l	br
ow	d	gr								
e	n	t								
cr	l	br								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

WEEK 3: FRIDAY: LANGUAGE USE (30 MINUTES)

TOPIC	Adverbs (how)
<p>EXPLANATION</p> <ol style="list-style-type: none"> 1. Explain that today, learners will learn about adverbs. 2. Remind learners that a verb is an action word. 3. Explain that we use adverbs to describe a verb. Adverbs tell us how, when, and where something happens! 4. Explain that today, we will only focus on adverbs that tell us how. 5. Make a list of adverbs on the board for learners, like: quickly, slowly, gently, sadly, happily, loudly, quietly, carefully, badly 6. Explain that adverbs often end in -ly, but not always! <p>I DO (Teacher models)</p> <ol style="list-style-type: none"> 1. Explain that learners will add adverbs to make their sentences more interesting! 2. Write a simple sentence on the board, like: The boy ran. 3. Explain that then, we must think about how the boy ran. For example: The boy ran quickly. The boy ran slowly. 	

WE DO (Teacher and learners do together):

1. Next, ask learners to come up with two simple sentences.
2. Write the sentences on the board, like:
 - a. I eat breakfast.
 - b. I can read.
3. Ask learners to **choose an adverb to add to each sentence, like:**
 - a. I eat breakfast **slowly**.
 - b. I can read **carefully**.

YOU DO (Learners do independently):

1. **Hand out learner books.**
2. Instruct learners to turn and talk with a partner to come up with two simple sentences.
3. Call on a few learners to read their sentences with the class.
4. Instruct learners to work with their partner to add an **adverb** to each sentence.
5. Instruct learners who have extra time to rewrite their simple sentences using different adverbs.
6. Ask learners to **read their writing** to you.
7. Help learners correctly use **adverbs**.
8. **Encourage learners.**

SHARE

1. Hand out chalk to some learners (as many different pairs as possible).
2. Instruct learners to write one of their sentences on the board. Instruct them to underline the adverb in their sentence.
3. Call on learners to read the sentences.
4. Correct any mistakes.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 3 - TERM 3



THEME:
HONESTY

'The greatest truth is honesty, and the greatest falsehood is dishonesty.'

- Abu Bakr

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: make a display of words and pictures that show how it feels if someone lies to you.
5. Do some research on the internet to prepare for the theme. For example: find out the origin and meaning of the saying 'a white lie'.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 2: Fun, page 13
Activity 2	DBE Workbook 2: Let's do, page 14
Activity 3	DBE Workbook 2: Let's write, page 14
Activity 4	DBE Workbook 2: Word work, page 14

TERM 3: WEEK 4	
OVERVIEW	
THEME	Honesty
THEME VOCABULARY	honest, honesty, truth, lie, lose, find, belong to, owner, bracelet, sparkle, keep, give back, dishonest, cheat, steal, admit, kneel, knelt, found, guilty, liar, betrayed, betray, trust
SIGHT WORDS	knelt, home, that, looked, fell
PHONICS	/-tch/- thatch, catch, patch, match, sketch, fetch, witch, stitch
WRITING FRAME	Topic: Edit, publish and share a paragraph about a time you told a lie
	Tuesday
	Thursday
	Edit
	Publish and share

TERM 3: WEEK 4	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>The blue bracelet</i>
SHOW	Show learners the picture of Zandile holding the bracelet up for Geeta to see!
SAY	<ul style="list-style-type: none"> Remind learners that we have been talking about honesty. Ask learners: What is happening in this picture? Discuss the picture with learners. Explain that Zandile has decided to bring the bracelet she found outside to her friend Geeta. She decides to be honest about finding the bracelet, and to give it back! Explain that this week, we will continue to think about honesty, lies, and telling the truth!
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 4: MONDAY: DAILY ACTIVITIES (10 MINUTES)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>If you're honest and you're true</td> <td><i>Hold your hands together like a prayer</i></td> </tr> <tr> <td>Friends will trust in you</td> <td><i>Shake hands with a friend</i></td> </tr> <tr> <td>If you never cheat or steal</td> <td><i>Wag your finger and shake your head from side to side</i></td> </tr> <tr> <td>Proud is how you'll feel!</td> <td><i>Hold your thumbs up!</i></td> </tr> </tbody> </table>	Lyrics	Actions	If you're honest and you're true	<i>Hold your hands together like a prayer</i>	Friends will trust in you	<i>Shake hands with a friend</i>	If you never cheat or steal	<i>Wag your finger and shake your head from side to side</i>	Proud is how you'll feel!	<i>Hold your thumbs up!</i>
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	If you're honest and you're true	<i>Hold your hands together like a prayer</i>									
	Friends will trust in you	<i>Shake hands with a friend</i>									
	If you never cheat or steal	<i>Wag your finger and shake your head from side to side</i>									
Proud is how you'll feel!	<i>Hold your thumbs up!</i>										
THEME VOCABULARY	dishonest, cheat, steal, admit										
QUESTION OF THE DAY											
Question	Which do you think is more dishonest?										
Graph	2 COLUMN GRAPH										
Options	cheating on an exam / stealing from a friend										
Follow up questions											
Question	How many learners think cheating on an exam is more dishonest?										
Answer	__ learners think cheating on an exam is more dishonest.										
Question	How many learners think stealing from a friend is more dishonest?										
Answer	__ learners think stealing from a friend is more dishonest.										
Question	Which do more learners think is more dishonest?										
Answer	More learners think __ is more dishonest.										
Question	Which do fewer learners think is more dishonest?										
Answer	Fewer learners think __ is more dishonest.										
Question	Which do you think is more dishonest?										
Answer	I think cheating on an exam is more dishonest.										
Answer	I think stealing from a friend is more dishonest.										
READING	Practice reading the sight words for the week.										

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

SOUND	/-tch/								
FLASHCARDS	thatch, catch, patch, match, sketch, fetch, witch, stitch								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /-tch/ 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 t, c and h together at the end of a word, we must not say the sounds separately. We must say one sound: /-tch/ Show each flashcard and help learners break the word up into individual sounds: /th/ - /a/ - /tch/ /c/ - /a/ - /tch/ /p/ - /a/ - /tch/ /m/ - /a/ - /tch/ /sk/ - /e/ - /tch/ /f/ - /e/ - /tch/ /w/ - /i/ - /tch/ /st/ - /i/ - /tch/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" data-bbox="539 1243 1007 1518"> <tr> <td>thatch</td> <td>sketch</td> </tr> <tr> <td>catch</td> <td>fetch</td> </tr> <tr> <td>patch</td> <td>witch</td> </tr> <tr> <td>match</td> <td>stitch</td> </tr> </table>	thatch	sketch	catch	fetch	patch	witch	match	stitch
thatch	sketch								
catch	fetch								
patch	witch								
match	stitch								

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>The blue bracelet</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)
Zandile was running home from her friend Sindiswa's house. She was nearly home when something caught her eye. Something blue and sparkly. She knelt down to find a beautiful, shiny, blue bracelet. Zandile picked it up and kept running. The sun was setting and she had promised her mother to be home before dark.	I can visualise Zandile's eyes open wide with surprise when she kneels in the grass and finds a new bracelet!
When she got home, she waved the bracelet in the air. 'Look what I found!' she announced. She put it on her wrist and admired it. It was exactly her size! 'Where did you get that, Zandile?' her mother asked. 'Someone must really be missing that!' 'Well, I found it in the street, so it's mine now!' Zandile said, looking at herself in the mirror.	I can visualise Zandile dancing around her house, with her new blue bracelet waving in the air! She feels so excited!
The next morning, Zandile went outside. She held her arm up so that the sunlight shone on her new blue bracelet. She watched it shine and sparkle. She had never had anything so beautiful.	I can visualise Zandile's happy face as she admires her new bracelet. She loves it so much!

<p>Then she saw her neighbour, Geeta, crawling on the path in front of their houses.</p> <p>‘What are you doing?’ Zandile asked.</p> <p>‘I’m looking for my bracelet. I think it fell off when I was playing yesterday!’ Geeta said, looking upset. ‘It’s my favourite bracelet.’</p>	<p>Oh! I can visualise Zandile’s mouth open in surprise when she realises the bracelet might be Geeta’s! I don’t think Zandile thought that the bracelet could belong to someone she knows!</p>
<p>‘Oh,’ said Zandile. Zandile wondered if it was the same bracelet she had found. She pulled down the sleeve of her jersey.</p> <p>‘I hope you find it!’ she said. Then she ran back into her house.</p>	<p>Zandile must be visualising her new sparkly blue bracelet falling off of Geeta’s wrist! She must realise that the bracelet belongs to her friend Geeta!</p>
<p>When Zandile got inside, she admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly and beautiful. She couldn’t wait to show it to her friends at school the next day. But then she thought about Geeta.</p> <p>‘What if Geeta sees my new bracelet, and it is the one she lost?’ Zandile wondered. She took off the bracelet and put it away.</p>	<p>I think that Zandile visualises her friends admiring her new bracelet. But, then, she must visualise Geeta pointing to the bracelet and saying ‘Hey! That’s mine!’ I can visualise Zandile thinking carefully, and then putting the bracelet inside her drawer, where no one will find it!</p>
<p>The next day at break, Zandile sat with Geeta and Sindiswa.</p> <p>‘I lost my favourite bracelet over the weekend. It was blue and sparkly,’ Geeta said.</p> <p>Zandile thought about the sparkly blue bracelet inside her drawer. Now she knew for sure that it belonged to Geeta.</p> <p>‘But I found it. It’s mine now!’ Zandile thought. She didn’t say anything.</p>	<p>I can visualise Zandile listening to her friend, and feeling dishonest! She must feel bad for Geeta, but she must also want to keep the bracelet!</p>
<p>When Zandile got home from school, she took the bracelet out and put it on. She admired the bracelet on her wrist. Then she looked at herself in the mirror. The bracelet was so sparkly. She had never had anything so beautiful. But then Zandile thought about Geeta’s sad face at lunch. She took the bracelet off and put it in her pocket.</p>	<p>Zandile looks so upset now. I can visualise Zandile shaking her head back and forth, trying to decide what to do about the bracelet. I can visualise her finally taking it off. I think she has decided that the bracelet isn’t worth betraying her friend!</p>

Zandile went next door to the Kapoor's house and knocked on the door. When Geeta answered, she waved the bracelet in the air. 'Look what I found!' she announced.	I can visualise Zandile walking slowly, because she wishes she could keep the bracelet! But I can visualise Zandile holding the bracelet in the air for Geeta to see, smiling.
Geeta's face lit up. Zandile felt almost as happy as Geeta as she helped her put the sparkly blue bracelet onto her wrist. 'Thank you Zandile,' said Geeta. 'You made my day!'	I can visualise Zandile taking a deep breath. I think she must be wishing the bracelet were still hers. But, I can visualise Zandile's proud smile, because she knows the right thing is to give Geeta's bracelet back!
Follow up questions	Responses
Why did Zandile pull down the sleeve of her jersey?	To cover the bracelet that she had found and was wearing.
What made Geeta's day?	Getting her bracelet back.
Visualise yourself finding something on the street that you loved! What do you think you would do after finding it?	I think I would...
Why question	Possible response
Why did Zandile decide to give the bracelet back to Geeta?	<ul style="list-style-type: none"> • Because she realised that the bracelet belonged to her friend. • Because she realised she would only be able to wear the bracelet in secret. • Because she realised that it would make her friend happy to have the bracelet back. • Because it was the right thing to do!

WEEK 4: TUESDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you told a lie.
TASK	EDITING

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

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

Getting Ready:

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

I once lied to **her** mother. I lied about breaking her favourite **cups**. I said I didn't know how it broke even though I **dropping** it!

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After each sentence, instruct learners to look for the **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. I once lied to **her my** mother. (*This is a possessive pronoun. If I am talking about my own mother, I must use 'my'. If I use 'her', it sounds as though I am talking about someone else's mother!*)
 - b. I lied about breaking her favourite **cups**. (*I only broke one cup, so 'cups' must not have an 's' at the end. It should not be not plural!*)
 - c. ... even though I **droppinged** it (I already dropped it. It happened in the past. Therefore, I must use the past tense!)

Oral Instructions:

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

Writing:

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

Tuesday

I once lied to my mom. I lied about a
brok^e_n glas^s. I said I did not br^a_k it
even though I did.

Thursday

I lied because I new^k she would be
mad. I felt bad. In the end my
brother t^o_l^l_e^d on me.

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 (10 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're honest and you're true	<i>Hold your hands together like a prayer</i>
	Friends will trust in you	<i>Shake hands with a friend</i>
	If you never cheat or steal	<i>Wag your finger and shake your head from side to side</i>
	Proud is how you'll feel!	<i>Hold your thumbs up!</i>
THEME VOCABULARY	kneel, knelt, found, guilty	
QUESTION OF THE DAY		
Question	How do you think Zandile feels when she realises the bracelet she found belongs to her friend Geeta?	
Graph	3 COLUMN GRAPH	
Options	dishonest / guilty / upset	
Follow up questions		
Question	How many learners think Zandile feels dishonest?	
Answer	__ learners think Zandile feels dishonest.	
Question	How many learners think Zandile feels guilty?	
Answer	__ learners think Zandile feels guilty.	
Question	How many learners think Zandile feels upset?	
Answer	__ learners think Zandile feels upset.	
Question	How do most learners think Zandile feels?	
Answer	Most learners think Zandile feels __.	
Question	How do fewest learners think Zandile feels?	
Answer	Fewest learners think Zandile feels __.	
Question	How do you think Zandile feels when she realises the bracelet she found belongs to her friend Geeta?	
Answer	I think Zandile feels dishonest.	
Answer	I think Zandile feels guilty.	

Answer	I think Zandile feels upset.
READING	Practice reading the sight words for the week.

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

SOUND	/-tch/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word patch Segment the word into the individual sounds: /p/ - /a/ - /tch/ Say the beginning sound of the word: /p/ Say the middle sound of the word: /a/ Say the end sound of the word: /tch/ Write the word on the board: patch Model pointing and blending the sounds to make a word: /p/ - /a/ - /tch/ = patch Remind learners that in English, when t, c and h are together at the end of a word they must be read together as a long sound: /tch/ Repeat this with the word match <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word fetch Ask learners: What is the first sound in the word? /f/ Ask learners: What is the middle sound in the word? /e/ Ask learners: What is the last sound in the word? /tch/ Ask learners to segment the word into each individual sound: /f/ - /e/ - /tch/ Write the word: fetch Instruct learners to blend the sounds in the word with you: /f/ - /e/ - /tch/ = fetch Repeat this with the word sketch <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: tch 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>thatch</td> <td>catch</td> <td>patch</td> <td>match</td> <td>sketch</td> <td>fetch</td> <td>witch</td> <td>stitch</td> </tr> </table>	thatch	catch	patch	match	sketch	fetch	witch	stitch
thatch	catch	patch	match	sketch	fetch	witch	stitch		
	<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>The blue bracelet</u>
ACTIVITY	Story illustration
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.

POST-READING ACTIVITY

Modelling:

1. Explain that today, learners will practice visualising. They will draw a picture to show what they visualise. Then, they will add one or two sentences to explain what they visualised.
2. Explain that learners will visualise what they think Zandile does when she goes home after giving the bracelet back to her friend Geeta. They will visualise how she feels!
3. Use **modelling** to show learners how to **think before you write**.
4. Use **modelling** to give an example to learners, like: I think Zandile felt both happy and sad. I think she went home, laid in bed, and thought about getting a bracelet of her own!
5. Use **modelling** to draw a picture of your ideas on the board.
6. Use **modelling** to add a sentence or two, like: Zandile thinks about a new bracelet.
7. **Say words slowly like a tortoise and write the sounds you know.**
8. **Use resources** (sight words, theme vocabulary words) to add labels, like: bracelet, sparkly
9. **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 what they think Zandile might do once she goes home, after giving the bracelet to her friend.
2. Ask learners: What do you think Zandile will do when she goes home? What will she think about? How will she feel?
3. Tell learners they must draw a picture to show what they visualised. Then, they must try to write a 1-2 sentences about their drawing.
4. Instruct learners to **think before they write**.
5. Explain that learners should come up with their own drawing and sentence – they should **not** copy your idea!

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 a relevant ending to the story.

Turn and Talk:

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

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

WEEK 4: THURSDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you told a lie.
TASK	PUBLISHING and SHARING
WRITING FRAME	<p>I once lied to...</p> <p>I lied about...</p> <p>I said...even though...</p> <p>I lied because...</p> <p>I felt...</p> <p>In the end...</p>

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
I once lied to **her my** mother

Modelling:

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

Writing:

1. Hand out learner books.
2. Instruct learners to find their **drafts** from the previous week. They must read through the corrections they made with their partners!

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

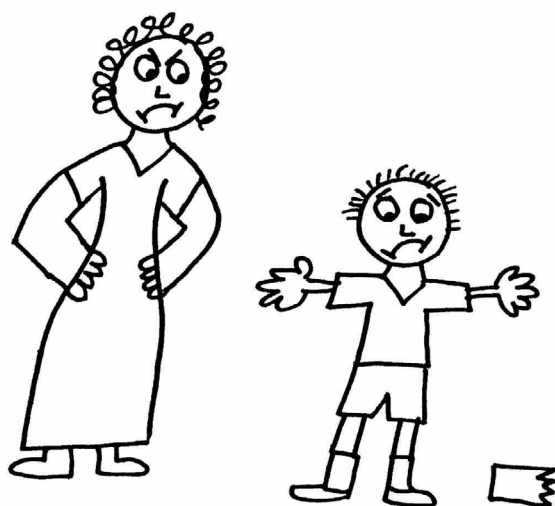
Turn and Talk:

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

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

Thursday

I once lied to my mom. I lied about a broken glass. I said I did not break it even though I did. I lied because I knew she would be mad. I felt bad. In the end my brother told on me.



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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: FRIDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're honest and you're true	<i>Hold your hands together like a prayer</i>
	Friends will trust in you	<i>Shake hands with a friend</i>
	If you never cheat or steal	<i>Wag your finger and shake your head from side to side</i>
	Proud is how you'll feel!	<i>Hold your thumbs up!</i>
THEME VOCABULARY	liar, betrayed, betray, trust	
QUESTION OF THE DAY		
Question	How would you feel if your friend lied to you?	
Graph	3 COLUMN GRAPH	
Options	upset / disappointed / betrayed	
Follow-up questions		
Question	How many learners would feel upset?	
Answer	__ learners would feel upset.	
Question	How many learners would feel disappointed?	
Answer	__ learners would feel disappointed.	
Question	How many learners would feel betrayed?	
Answer	__ learners would feel betrayed.	
Question	How would most learners feel if they were lied to?	
Answer	Most learners would feel __ if they were lied to.	
Question	How would fewest learners feel if they were lied to?	
Answer	Fewest learners would feel __ if they were lied to.	
Question	How would you feel if your friend lied to you?	
Answer	I would feel upset.	
Answer	I would feel disappointed.	
Answer	I would feel betrayed.	

READING	Practice reading the sight words for the week.

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

SOUND	/-tch/									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">-tch</td> <td style="text-align: center;">a</td> <td style="text-align: center;">c</td> </tr> <tr> <td style="text-align: center;">p</td> <td style="text-align: center;">m</td> <td style="text-align: center;">e</td> </tr> <tr> <td style="text-align: center;">i</td> <td style="text-align: center;">sk</td> <td style="text-align: center;">w</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /-tch/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /sk/ - /e/ - /tch/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /-tch/. 6. Show learners how to make another word, like: /sk/ - /i/ - /p/. 7. Remind learners they can make words using the target sound, like sketch, or words without the target sound, like skip. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: -tch- words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): patch, sketch, match, catch, witch, watch, skip, skew, mask, map, cap, paw, skim, pew 	-tch	a	c	p	m	e	i	sk	w
-tch	a	c								
p	m	e								
i	sk	w								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

WEEK 4: FRIDAY: LANGUAGE USE (30 MINUTES)

TOPIC	Adverbs (when)
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EXPLANATION

1. Explain that today, learners will continue to learn about **adverbs**.
2. Remind learners that a verb is an action word.
3. Remind learners that we use adverbs to describe a verb. Adverbs tell us **how, when, and where** something happens!
4. Explain that today, **we will only focus on adverbs that tell us how and when**.
5. Make a list of adverbs on the board for learners, like:
early, late, usually, sometimes, often, never, now, yesterday, before, after
6. Remind learners that adverbs often end in -ly, but not always! Many of these do not end in -ly.

I DO (Teacher models)

1. Explain that learners will add adverbs to make their sentences more interesting!
2. Write a simple sentence on the board, like: **The boy ran.**
3. Explain that then, we must think about **how** and **when** the boy ran. For example:
The boy ran quickly yesterday.
The boy usually runs slowly. (*Explain to learners that when we use usually, we must use the present tense of the verb. This is because usually means it happens not just in the past, but also now!*)
4. Explain that some of the adverbs describing when (like usually, always, never) come before the verb.

WE DO (Teacher and learners do together):

1. Next, ask learners to come up with two simple sentences.
2. Write the sentences on the board, like:
 - a. I eat breakfast.
 - b. I can read.
3. Ask learners to **choose an adverb to add to each sentence, like:**
 - a. I **always** eat breakfast **slowly**.
 - b. I can **sometimes** read **carefully**.

YOU DO (Learners do independently):

1. **Hand out learner books.**
2. Instruct learners to turn and talk with a partner to come up with two simple sentences.
3. Call on a few learners to read their sentences with the class.
4. Instruct learners to work with their partner to add a **how** and **when adverb** to each sentence.
5. Instruct learners who have extra time to rewrite their simple sentences using different adverbs.
6. Ask learners to **read their writing** to you.
7. Help learners correctly use **adverbs**.
8. **Encourage learners.**

SHARE

1. Hand out chalk to some learners (as many different pairs as possible).
2. Instruct learners to write one of their sentences on the board. Instruct them to underline the adverbs in their sentence.
3. Call on learners to read the sentences.
4. Correct any mistakes.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 3 - TERM 3

WEEK
5

THEME:
SOLVING PROBLEMS

'Focus on the solution, not the problem.'

- Jim Rohn

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 or articles about William Kamkwamba.
5. Do some research on the internet to prepare for the theme. For example: find out about other young Africans who have solved problems for their 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 write, pages 15 & 16
Activity 2	DBE Workbook 2: Let's read, page 16
Activity 3	DBE Workbook 2: Let's do, page 17
Activity 4	Draw and write about a time you solved a problem.

TERM 3: WEEK 5	
OVERVIEW	
THEME	Solving problems
THEME VOCABULARY	windmill, plastic, metal, electricity, suffer, drought, drop out, starve, impressive, impressed, build, determined
SIGHT WORDS	difficult, young, enough, bring, easy
PHONICS	/ew/ - new, grew, flew, chew, chewed, few, fewer, stew
WRITING FRAME	Topic: Write a paragraph about a time you solved a problem.
	Tuesday
	Thursday
	The problem was that... I wanted to solve this because... I decided...
	First... Then... In the end...

TERM 3: WEEK 5	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>William's brilliant windmill</i>
SHOW	Show learners the picture of William in the scrap yard, looking for materials to make his windmill.
SAY	<ul style="list-style-type: none"> • Explain that this week, we will read a story that is based on a true story. That means it is about a real person, and something that really happened in their life! • Ask learners: Have you ever seen a problem in your community that you wanted to solve? (What was the problem? What ideas did you have to solve it?) • Listen to learner responses. This will help you understand what learners already know. • Explain that this week, in our Big Book Story, we will read about William, who saw people in his community suffering because they didn't have electricity. He came up with a way to help solve this problem, and make life better for all of his neighbours! • Explain that for the next two weeks, we will think about problem solving.
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 (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Can be sung to the tune of Barney's 'I love you' song)</i>	Lyrics	Actions
	I have a problem, and so do you	<i>Point to yourself, and then to a friend</i>
	Let's think together about what to do	<i>Put your finger to your head, thinking</i>
	Let's find the answers in good time	<i>Point to your wrist, like you you're wearing a watch</i>
	So we can leave our problems behind!	<i>Point behind yourself</i>
THEME VOCABULARY	windmill, plastic, metal, electricity	
QUESTION OF THE DAY		
Question	<p><i>Explain that in our story, William makes a windmill. Today, in our Question of the Day, learners must make a prediction!</i></p> <p>Ask learners: What material do you think William will use to make a windmill?</p>	
Graph	3 COLUMN GRAPH	
Options	metal / plastic / wood	
Follow-up questions		
Question	How many learners think William used metal?	
Answer	__ learners think William used metal.	
Question	How many learners think William used plastic?	
Answer	__ learners think William used plastic.	
Question	How many learners think William used wood?	
Answer	__ learners think William used wood.	
Question	What material do most learners think William used?	
Answer	Most learners think William used __.	
Question	What material do fewest learners think William used?	
Answer	Fewest learners think William used __.	

Question	What material do you think William used to make a windmill?
Answer	I think William used metal.
Answer	I think William used plastic.
Answer	I think William used wood.
READING	Practice reading the sight words for the week.

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

SOUND	/ew/								
FLASHCARDS	new, grew, flew, chew, chewed, few, fewer, stew								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /ew/ 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 w together in a word, we must not say the sounds separately. We must say one sound: /ew/ Show each flashcard and help learners break the word up into individual sounds: <ul style="list-style-type: none"> /n/ - /ew/ /gr/ - /ew/ /fl/ - /ew/ /ch/ - /ew/ /ch/ - /ew/ - /ed/ /f/ - /ew/ /f/ - /ew/ - /er/ /st/ - /ew/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>new</td> <td>chewed</td> </tr> <tr> <td>grew</td> <td>few</td> </tr> <tr> <td>flew</td> <td>fewer</td> </tr> <tr> <td>chew</td> <td>stew</td> </tr> </table>	new	chewed	grew	few	flew	fewer	chew	stew
new	chewed								
grew	few								
flew	fewer								
chew	stew								

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

WEEK 5: TUESDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you solved a problem.
TASK	PLANNING & DRAFTING
WRITING FRAME	The problem was that... I wanted to solve this because... I decided...

Modelling:

1. Explain that this week, learners will write a short paragraph about a time they saw a problem in their own lives, and thought of a way to fix it!
2. Remind learners that a **paragraph** is a group of sentences that are all about the same topic. Explain that a paragraph has three important parts: A topic sentence which tells us the main point of the paragraph; supporting sentences which explain the topic sentence; and a concluding sentence which ends of our paragraph.
3. Explain that today, learners will write the **topic sentence**. This tells the reader what the paragraph will be all about. Then, learners will add two **supporting sentence**. These are sentences that help explain the topic sentence.
4. Read the writing frame to learners.
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: My problem was that I wanted to read at home, but I could not afford to buy more new books. I had the idea to create a small teacher library.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the writing frame: The problem was that I wanted to read new books but I couldn't afford to buy them. I wanted to solve this because reading is so important! I decided that other people in my community might be having the same problem!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What are some problems you have solved in your own life?
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 the problem they will write about in their paragraph this week. They must say: The problem was...
5. Explain that this will be learners' topic sentence.
6. Ask learners: Why did you want to solve that problem? Why was the problem important or interesting to you?
7. Instruct learners to **think before they write**.

8. Instruct learners to **turn and talk** and share their ideas with a partner.
9. Call on 2-3 learners to tell you what they told a lies about. They must say: I wanted to solve this problem because...
10. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

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

Tuesday

The problem was that our skool was
always birty with paper. I wanted to
solve this because our skool didn't look
nis. I decided to get all my frends to
help me.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Can be sung to the tune of Barney's 'I love you' song)</i>	Lyrics	Actions
	I have a problem, and so do you	<i>Point to yourself, and then to a friend</i>
	Let's think together about what to do	<i>Put your finger to your head, thinking</i>
	Let's find the answers in good time	<i>Point to your wrist, like you you're wearing a watch</i>
	So we can leave our problems behind!	<i>Point behind yourself</i>
THEME VOCABULARY	suffer, drought, drop out, starve	
QUESTION OF THE DAY		
Question	Which made William suffer?	
Graph	2 COLUMN GRAPH	
Options	the drought / dropping out of school	
Follow-up questions		
Question	How many learners think the drought made William suffer?	
Answer	__ learners think the drought made William suffer.	
Question	How many learners think dropping out of school made William suffer?	
Answer	__ learners think dropping out of school made William suffer.	
Question	Which do more learners think made William suffer?	
Answer	More learners think __ made William suffer.	
Question	Which do fewer learners think made William suffer?	
Answer	Fewer learners think __ made William suffer.	
Question	Which made William suffer?	
Answer	The drought made William suffer.	
Answer	Dropping out of school made William suffer.	

EXPLAIN	<i>Explain that both of these problems made William suffer. If we don't have food to eat, life is very difficult and we suffer! School and learning is important too. When William had to drop out of school, he suffered! But, in the end, William both worked very hard and got very lucky. He eventually got to go back to school!</i>
READING	Practice reading the sight words for the week.

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

SOUND	/ew/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> 1. Say the word chew 2. Segment the word into the individual sounds: /ch/ - /ew/ 3. Say the beginning sound of the word: /ch/ 4. Say the end sound of the word: /ew/ 5. Write the word on the board: chew 6. Model pointing and blending the sounds to make a word: /ch/ - /ew/ = chew 7. Remind learners that in English, when e and w are together in a word they must be read together as a long sound: /ew/ 8. Repeat this with the word grew <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> 1. Say the word fewer 2. Ask learners: What is the first sound in the word? /f/ 3. Ask learners: What are the middle sounds in the word? /ew/ 4. Ask learners: What is the last sound in the word? /er/ 5. Ask learners to segment the word into each individual sound: /f/ - /ew/ - /er/ 6. Write the word: fewer 7. Instruct learners to blend the sounds in the word with you: /f/ - /ew/ - /er/ = fewer 8. Repeat this with the word chewed <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: ew 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>

	<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 style="padding: 2px;">new</td> <td style="padding: 2px;">grew</td> <td style="padding: 2px;">flew</td> <td style="padding: 2px;">chew</td> <td style="padding: 2px;">chewed</td> <td style="padding: 2px;">few</td> <td style="padding: 2px;">fewer</td> <td style="padding: 2px;">stew</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>	new	grew	flew	chew	chewed	few	fewer	stew
new	grew	flew	chew	chewed	few	fewer	stew		

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>William's brilliant windmill</u>
ACTIVITY	First Read
COMPREHENSION STRATEGY	Make evaluations
PURPOSE	<p>Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations.</p> <p>Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.</p>
Story	Think Aloud (First Read)
This story is based on the true story of William Kamkwamba. William is an impressive person who used his creativity to help his family and his village during a very difficult time!	--
William grew up in a small village in Malawi called Wimbe. When William was young, there was no electricity in his village. The people in William's village depended on rain to water their crops.	Let's evaluate the problem in this story: there was no electricity in William's village.
<p>When William was 14 years old, Malawi experienced a terrible drought. There was not enough food, and the people in his village began to starve. William's family only had enough food to eat one small meal at night.</p> <p>William was forced to drop out of school when his parents could no longer afford his school fees.</p>	Oh! There wasn't just one problem for William...he also was starving and forced to drop out of school.

<p>In his free time, William liked to go to the town library and read. One day, William found a book called <i>Using Energy</i>. The book had a picture of a big windmill on the front cover. The book explained that windmills can be used to create energy. The book also gave instructions to make a windmill.</p> <p>On that day, William decided that he would bring electricity and water to his village using the very same windmill.</p>	<p>When William, saw the windmill, I think that he realised that he could help to fix one big problem in Wimbe!</p>
<p>However, it was not easy for William to find all of the materials in the book. While the other children his age were in school, William searched for materials in the scrap yard. William found old tractor parts, pieces from an old bicycle frame, plastic pipes, and even old pieces of metal.</p> <p>On the days that William searched in the scrap yard, people called him crazy. They mocked him. They laughed at him. But William didn't let these unkind words stop him, because he was determined to build his windmill.</p>	<p>I make the evaluation that solving this problem wasn't easy for William. He worked and worked!</p>
<p>At home, William used the instructions from his book and all of the materials he found to build a small windmill. One night, he finally put a small plastic pipe into the right place and the windmill began to turn.</p>	
<p>William's new little invention could light the four lightbulbs and radio inside his home! William used the electricity to read at night while it was dark outside. The lights in his house made him feel free.</p>	<p>Wow! William worked and worked to build a small windmill. I make the evaluation that he is a clever person.</p>

<p>But William wanted to do more than just bring electricity to his own home – William wanted to make sure all of the people in his village had electricity and water for their crops.</p> <p>William worked and worked to build a big windmill in the middle of Wimbe. His second windmill provided power to pump the water from a deep well. This well meant that Wimbe’s farmers didn’t have to wait for rain – there was always water available for their crops!</p>	<p>William knew that other people in his village were suffering like him. I think that William made the evaluation that it wasn’t good enough to only help himself; he had to help his neighbours too!</p>
<p>After a few years, a journalist came to Wimbe and wrote a story in the newspaper about William’s windmill. More and more people all around Malawi and the world began to read about William’s impressive windmill.</p>	
<p>William gave a talk on video to explain what he did, so that people all over the world could use his idea! In the end, strangers were so impressed with William’s creativity that they paid for him to go to school, and even University!</p>	<p>Other people around the world evaluated William’s windmill. Many strangers must have thought he was brilliant, because they paid for him to go back to school!</p>
<p>William is still working hard to make sure all people have access to electricity and water.</p>	
<p>Follow up questions</p>	<p>Responses</p>
<p>What did William’s first windmill power?</p>	<p>It powered four lightbulbs and a radio in his house.</p>
<p>What did William’s second windmill power?</p>	<p>It powered a deep well for the whole village.</p>
<p>Why question</p>	<p>Possible response</p>
<p>Why did William want to fix the problem of electricity in his community?</p>	<ul style="list-style-type: none"> • Because he wanted to read at night. • Because he wanted to make sure all the farmers could have water for their crops. • Because he wanted to help everyone in his community – not just himself.

WEEK 5: THURSDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you solved a problem.
TASK	PLANNING & DRAFTING
WRITING FRAME	First... Then... In the end...

Modelling:

1. Explain that today, learners will add sentences to their paragraphs. Remind learners that we wrote our topic sentence and two supporting sentences on Tuesday. Today, we will add two more supporting sentences. Then we will add a conclusion sentence.
2. Explain that a **conclusion sentence** summarises the paragraph.
3. Remind learners that they will continue with the same topic as Tuesday. Remind learners that you were writing about ***the time I didn't have books and then started a library for teachers at school!***
4. Read the new writing frame to learners.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like all the teachers brought in a few old books from home. We put them on a shelf in the staffroom. Now there are lots of books for the teachers to read.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame, like: **First** I told all the teachers about my idea at the staff meeting. I asked them to bring some old books to school to share. **Then** I got a special shelf and set up the little library! **In the end** most of the teachers use the library, because they needed new, free books like me!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Remind learners on Tuesday, we began to write about a time we solved a problem in our own lives. Today we will add sentences to our paragraphs.
2. Instruct learners to think about the topic they chose on Tuesday! They must continue writing the same topic because a paragraph is a group of sentences all about the same topic.
3. Ask learners: How did you solve the problem you chose on Tuesday? What did you do?
4. Explain that learners should come up with their own ideas – they should **not** copy your ideas.
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 2-3 learners to share their ideas with the class. They must say: First...Then...

Writing:

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. Remind learners that they will add to what they wrote to complete their whole paragraph.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners**.

Tuesday

The problem was that our skool was
always birty with paper. I wanted to
solve this because our skool didn't look
nis. I decided to get all my friends to
help me.

Thursday

First I ask all my friends to help me
pick up paper on brake. Then we
ask other childrin to help us. In the
end all the childrin picks up paper evry
week.

WEEK 5: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: FRIDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Can be sung to the tune of Barney's 'I love you' song)</i>	Lyrics	Actions
	I have a problem, and so do you	<i>Point to yourself, and then to a friend</i>
	Let's think together about what to do	<i>Put your finger to your head, thinking</i>
	Let's find the answers in good time	<i>Point to your wrist, like you you're wearing a watch</i>
	So we can leave our problems behind!	<i>Point behind yourself</i>
THEME VOCABULARY	impressive, impressed, build, determined	
QUESTION OF THE DAY		
Question	Make an evaluation. What kind of person do you think William is?	
Graph	3 COLUMN GRAPH	
Options	impressive / clever / determined	
Follow-up questions		
Question	How many learners think William is impressive?	
Answer	__ learners think William is impressive.	
Question	How many learners think William is clever?	
Answer	__ learners think William is clever.	
Question	How many learners think William is determined?	
Answer	__ learners think William is determined.	
Question	What kind of person do most learners think William is?	
Answer	Most learners think William is __.	
Question	What kind of person do fewest learners think William is?	
Answer	Fewest learners think William is __.	
Question	Make an evaluation. What kind of person do you think William is?	
Answer	I think William is impressive.	
Answer	I think William is clever.	

Answer	I think William is determined.
READING	Practice reading the sight words for the week.

WEEK 5: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND	/ew/									
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>ew</td> <td>i</td> <td>ed</td> </tr> <tr> <td>d</td> <td>ch</td> <td>p</td> </tr> <tr> <td>a</td> <td>gr</td> <td>fl</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sounds of the week: /ew/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /fl/ - /ew/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /ew/ 6. Show learners how to make another word, like: /fl/ - /a/ - /p/. 7. Remind learners they can make words using the target sound, like flew, or words without the target sound, like flap. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: ew words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): grew, flew, chew, chewed, dew, pew, fast, past, pad, chad, grad, dad, grip, grid, dip, flip 	ew	i	ed	d	ch	p	a	gr	fl
ew	i	ed								
d	ch	p								
a	gr	fl								

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

WEEK 5: WEDNESDAY: LANGUAGE USE (30 MINUTES)	
TOPIC	Using joining words: so, then, because
<p>EXPLANATION</p> <ol style="list-style-type: none"> 1. Explain that today, learners will learn about joining words. 2. Explain that a joining word can help us put two sentences together. They help make our sentences more interesting! 3. Explain that today, we will try to use the joining words: because, and then 4. We use 'because' when the first part of the sentence is the reason for the second part of the sentence, like: I can read because I go to school. 5. We use 'and then' to show sequence, like: I eat and then I wash the dishes <p>I DO (Teacher models)</p> <ol style="list-style-type: none"> 1. Explain that learners will two short sentences together today to make more interesting sentences! 2. Write two simple sentences on the board, like: The boy ran. He was late for school. 3. Explain that you can join these two sentences using because, like: The boy ran because he was late for school. 	

WE DO (Teacher and learners do together):

1. Write two simple sentences on the board, like: I wake up. I walk to school.
2. Ask learners to what words we can use to join the sentence: 'and then' or 'because'?
3. Explain that we use 'and then' because first I wake up and then I walk to school. (I do not walk to school because I wake up.)
4. Write the joined sentence on the board, like: I wake up and then I walk to school.

YOU DO (Learners do independently):

1. **Hand out learner books.**
2. **Write some simple sentences on the board, like:**
 - I like school.
 - I eat vegetables.
 - I like to learn.
 - I grow strong.
 - I like to exercise.
3. Instruct learners to turn and talk with a partner to join these simple sentences to make two interesting sentences.
4. Instruct learners who have extra time to make more sentences.
5. Ask learners to **read their writing** to you.
6. Help learners correctly use **joining words**.
7. **Encourage learners.**

SHARE

1. Hand out chalk to some learners (as many different pairs as possible).
2. Instruct learners to write one of their sentences on the board. Instruct them to underline the joining word.
3. Call on learners to read the sentences.
4. Correct any mistakes.

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 3 - TERM 3

WEEK



THEME:
SOLVING PROBLEMS

'The problem contains the solution.'

- Michael Bierut

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: examples of scrap materials that can be used to solve a problem, like pipes, metal, wood, screws etc.
5. Do some research on the internet to prepare for the theme. For example: find out about other ways to generate electricity at home.
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 18:
Activity 2	DBE Workbook 2: Fun, page 19
Activity 3	DBE Workbook 2: Let's write, page 20
Activity 4	DBE Workbook 2: Word work, page 21

TERM 3: WEEK 6		
OVERVIEW		
THEME	Solving problems	
THEME VOCABULARY	windmill, plastic, metal, electricity, suffer, drought, drop out, starve, impressive, impressed, build, determined, mocked, scrap yard, pipe, energy, famous, journalist, afford, article, invention, lightbulb, radio, well	
SIGHT WORDS	finally, began, pump, water, wait	
PHONICS	/ir/ - sir, stir, third, bird, skirt, chirp, dirty, first	
WRITING FRAME	Topic: Edit, publish and share a paragraph about a time you solved a problem.	
	Tuesday	
	<table border="1"> <tr> <td>Edit</td> <td>Publish and share</td> </tr> </table>	Edit
Edit	Publish and share	

TERM 3: WEEK 6	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>William's brilliant windmill</i>
SHOW	Show learners the picture of the big windmill in the middle of Wimbe.
SAY	<ul style="list-style-type: none"> Remind learners that we have been talking about solving problems. Ask learners: Why does William build this big windmill? Discuss the picture with learners. Explain that William started with a small windmill, but he decided he wanted to make sure his windmill could help all the people in his village! Explain that this week, we will continue to think about solving problems this week!
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 6: MONDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Problems, problems, are all around	<i>Hold your hands up and look worried</i>
	Problems, problems, from the sky to the ground	<i>Point to the sky and then to the ground</i>
	Work together to see what can be done, Before you know it, you will have won!	<i>Link arms with your friend Throw your hands up and jump up high!</i>
THEME VOCABULARY	mocked, scrap yard, pipe, energy	
QUESTION OF THE DAY		
Question	What tells you that William was a determined person?	
Graph	3 COLUMN GRAPH	
Options	He followed the instructions in <i>Using Energy</i> to make a real windmill without any help. / He searched for everything he needed in the scrap yard. / He kept working even when everyone mocked him.	
Follow-up questions		
Question	How many learners think it's because he followed the instructions?	
Answer	__ learners think it's because he followed the instructions.	
Question	How many learners think it's because he searched for everything?	
Answer	__ learners think it's because he searched for everything.	
Question	How many learners think it's because he kept working?	
Answer	__ learners think it's because he kept working.	
Question	What tells most learners that William was a determined person?	
Answer	Most learners think William was a determined person because __.	
Question	What tells fewest learners that William was a determined person?	
Answer	Fewest learners think William was a determined person because __.	

Question	What tells you that William was a determined person?
Answer	He followed the instructions without any help.
Answer	He searched for everything he needed in the scrapyard.
Answer	He kept working even when everyone mocked him.
READING	Practice reading the sight words for the week.

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

SOUND	/ir/								
FLASHCARDS	sir, stir, third, bird, skirt, chirp, dirty, first								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /ir/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters i and r together in a word, we must not say the sounds separately. We must say one sound: /ir/ Show each flashcard and help learners break the word up into individual sounds: <ul style="list-style-type: none"> /s/ - /ir/ /st/ - /ir/ /th/ - /ir/ - /d/ /b/ - /ir/ - /d/ /sk/ - /ir/ - /t/ /ch/ - /ir/ - /p/ /d/ - /ir/ - /t/ - /y/ /f/ - /ir/ - /st/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>sir</td> <td>stir</td> </tr> <tr> <td>third</td> <td>bird</td> </tr> <tr> <td>skirt</td> <td>chirp</td> </tr> <tr> <td>dirty</td> <td>first</td> </tr> </table>	sir	stir	third	bird	skirt	chirp	dirty	first
sir	stir								
third	bird								
skirt	chirp								
dirty	first								

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>William's brilliant windmill</u>
ACTIVITY	Second read
COMPREHENSION STRATEGY	Make evaluations
PURPOSE	Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
Story	Think Aloud (Second Read)
This story is based on the true story of William Kamkwamba. William is an impressive person who used his creativity to help his family and his village during a very difficult time!	--
William grew up in a small village in Malawi called Wimbe. When William was young, there was no electricity in his village. The people in William's village depended on rain to water their crops.	
When William was 14 years old, Malawi experienced a terrible drought. There was not enough food, and the people in his village began to starve. William's family only had enough food to eat one small meal at night. William was forced to drop out of school when his parents could no longer afford his school fees.	I make the evaluation that 14 was a very hard year for poor William.
In his free time, William liked to go to the town library and read. One day, William found a book called <i>Using Energy</i> . The book had a picture of a big windmill on the front cover. The book explained that windmills can be used to create energy. The book also gave instructions to make a windmill.	William couldn't go to school, but he still went to the library to learn on his own. I make the evaluation that William was determined to learn.

<p>On that day, William decided that he would bring electricity and water to his village using the very same windmill.</p>	
<p>However, it was not easy for William to find all of the materials in the book. While the other children his age were in school, William searched for materials in the scrap yard. William found old tractor parts, pieces from an old bicycle frame, plastic pipes, and even old pieces of metal.</p> <p>On the days that William searched in the scrap yard, people called him crazy. They mocked him. They laughed at him. But William didn't let these unkind words stop him, because he was determined to build his windmill.</p>	<p>William searches in the scrap yard even though people make fun of him. This helps me make the evaluation that William is a determined person.</p>
<p>At home, William used the instructions from his book and all of the materials he found to build a small windmill. One night, he finally put a small plastic pipe into the right place and the windmill began to turn.</p>	<p>William tried many materials. A lot of things he tried did not work. But he didn't give up easily!</p>
<p>William's new little invention could light the four lightbulbs and radio inside his home! William used the electricity to read at night while it was dark outside. The lights in his house made him feel free.</p>	
<p>But William wanted to do more than just bring electricity to his own home – William wanted to make sure all of the people in his village had electricity and water for their crops.</p> <p>William worked and worked to build a big windmill in the middle of Wimbe. His second windmill provided power to pump the water from a deep well. This well meant that Wimbe's farmers didn't have to wait for rain – there was always water available for their crops!</p>	<p>William was determined not just to help himself but also to help others. I can make this evaluation because William built a windmill for everyone in the village!</p>

After a few years, a journalist came to Wimbe and wrote a story in the newspaper about William's windmill. More and more people all around Malawi and the world began to read about William's impressive windmill.	
William gave a talk on video to explain what he did, so that people all over the world could use his idea! In the end, strangers were so impressed with William's creativity that they paid for him to go to school, and even University!	
William is still working hard to make sure all people have access to electricity and water.	William still seems determined to solve problems and help other people.
Follow up questions	Responses
What were the problems that William faced in the story?	His village didn't have electricity. There was a drought in his village. He had to drop out of school. He couldn't find the proper materials for his windmill.
How did William finally go back to school?	Strangers paid his school fees when they read about his windmill!
Why question	Possible response
What happened in the story that helped us make the evaluation that William is clever and determined?	<ul style="list-style-type: none"> • William continued to learn and read even though he dropped out of school. • William saw a picture of a windmill and decided to make it. • William searched for the materials for his windmill in the scrap yard. • William searched in the scrap yard even though he was teased. • William didn't stop with one small windmill – he made a big windmill to help everyone!

WEEK 6: TUESDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you solved a problem.
TASK	EDITING

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

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

Getting Ready:

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

The problem was that I **want** to read new books but I couldn't afford to buy **it**. I wanted to solve this **beause** reading is so important! I decided that other people in my community might be having the same problem!

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After each sentence, instruct learners to look for the **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. The problem was that I **wanted** to read *(This paragraph is about something that already happened! Therefore, I must use the past tense!)*
 - b. ... but I couldn't afford to buy **it them**. *(I am talking about more than one book, so I must use 'them' rather than 'it'!)*
 - c. I wanted to solve this **beause because** reading ...*(This word is missing a letter. Sometimes I can find writing mistakes like this when I read my sentences out loud.)*

Oral Instructions:

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

Writing:

1. **Hand out learner books** with completed paragraphs from the previous week. Instruct learners to find their writing from the previous week.
2. Instruct learners to **turn and talk**.

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

Tuesday

The problem was that our ^{school} skool was always ^d dirty with ^{litter} paper. I wanted to solve this because our ^{skeschool} skool didn't look nice nis. I decided to get all my friends to help me.

Thursday

First I ^{ed} ask all my friends to help me pick up paper ^{during} on ^{break} brake. Then we ^{ed} ask other children to help us. In the end all the children pick^e up paper ^e evry week.

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
	Problems, problems, are all around	<i>Hold your hands up and look worried</i>
	Problems, problems, from the sky to the ground	<i>Point to the sky and then to the ground</i>
	Work together to see what can be done,	<i>Link arms with your friend</i>
	Before you know it, you will have won!	<i>Throw your hands up and jump up high!</i>
THEME VOCABULARY	famous, journalist, afford, article	
QUESTION OF THE DAY		
Question	Why was the newspaper article good for William?	
Graph	3 COLUMN GRAPH	
Options	The article made him famous. / The article helped him get money for his school fees. / The article helped others learn about his good idea.	
Follow up questions		
Question	How many learners think it's because the article made him famous?	
Answer	__ learners think it's because the article made him famous.	
Question	How many learners think it's because the article helped him get money for school fees?	
Answer	__ learners think it's because the article helped him get money for school fees.	
Question	How many learners think it's because the article helped other learn about his good idea?	
Answer	__ learners think it's because the article helped others learn about his good idea.	
Question	Why do most learners think the newspaper article was good for William?	
Answer	Most learners think the newspaper article was good for William because __.	

Question	Why do fewest learners think the newspaper article was good for William?
Answer	Fewest learners think the newspaper article was good for William because __.
Question	Why do you think the newspaper article good for William?
Answer	I think it's because the article made him famous.
Answer	I think it's because the article helped him get money for school fees.
Answer	I think it's because the article helped others learn about his good idea.
READING	Practice reading the sight words for the week.

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

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

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: ir 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>sir</td> <td>stir</td> <td>third</td> <td>bird</td> <td>skirt</td> <td>chirp</td> <td>dirty</td> <td>first</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. 	sir	stir	third	bird	skirt	chirp	dirty	first
sir	stir	third	bird	skirt	chirp	dirty	first		

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>William's brilliant windmill</u>
ACTIVITY	Recount
COMPREHENSION STRATEGY	Summarise Make evaluations
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
SENTENCE FRAME	This is a story that tells us... I learned... I think that William...

INSTRUCTIONS

1. Explain that when we **summarise** a book with facts, we think about the most important things we learned from the book.
2. Explain that when we **make an evaluation**, we think about what our opinion is about something that happened in the book. We make a judgement about something, giving reasons (using evidence!) Today, we will **make an evaluation** about what kind of person with think William is!
3. Use **modelling** to show learners how to give a short summary of the text like: **This is a story that tells us** all about the impressive person of William Kwamkamba! **I learned** that he wanted to help his community get electricity. **I think that William** is a determined and hardworking person.
4. Hold up the pictures. Instruct learners to look at the pictures and think about the interesting facts in the book.
5. Instruct learners to think about their **summary** of the book.
6. Instruct learners to think about an **evaluation** about William.
7. Instruct learners to **turn and talk** and share their **own** recount with a partner (***they should not memorise what the teacher has said. This should be learners own ideas!***)
8. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
9. Explain and correct any common problems to learners.

WEEK 6: THURSDAY: WRITING (30 MINUTES)

TOPIC	Write a paragraph about a time you solved a problem.
TASK	PUBLISHING and SHARING
WRITING FRAME	The problem was that... I wanted to solve this because... I decided... First... Then... In the end...

Getting Ready:

- Write one of your sentences on the board, with a corrected mistake, like:
The problem was that I **wanted** to read new books but I couldn't afford to buy **it them**.

Modelling:

- Explain that today, we will **publish** our work so that people can read it.
- Remind learners that when we **publish**, we rewrite our sentences without mistakes.
- Explain that learners must look at the corrections they made with their partners on Tuesday.
- Explain that learners can **illustrate** (add pictures) their work if they have time.
- Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like:
The problem was that I wanted to read new books but I couldn't afford to buy them.

Writing:

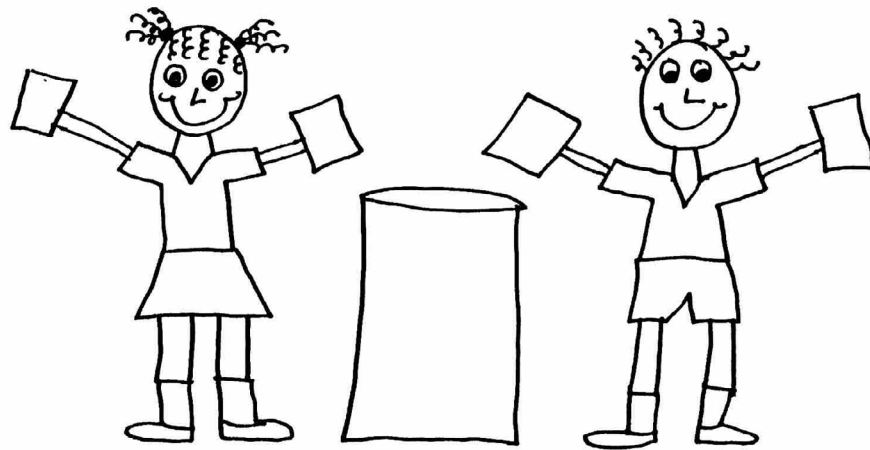
- Hand out learner books.
- Instruct learners to find their **drafts** from the previous week. They must read through the corrections they made with their partners!
- Instruct learners to begin **publishing**.
- Remind learner to fix their mistakes as they **publish**. They can also add to or change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

Turn and Talk:

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

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

The problem was that our school was always dirty with litter. I wanted to solve this because our school didn't look nice. I decided to get all my friends to help me. First I asked all my friends to help me pick up papers during break. Then we asked other children to help us. In the end all the children pick up paper every week.


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 (Tune: She'll be	Lyrics	Actions
	Problems, problems, are all around	<i>Hold your hands up and look worried</i>
	Problems, problems, from the sky to the ground	<i>Point to the sky and then to the ground</i>
	Work together to see what can be done, Before you know it, you will have won!	<i>Link arms with your friend Throw your hands up and jump up high!</i>
THEME VOCABULARY	Invention, lightbulb, radio, well	
QUESTION OF THE DAY		
Question	<i>Explain that lots of things we use in our daily lives were once invented by people. That means that they didn't exist, but people had an idea and they worked and worked to make their idea real. For example, once upon a time, there was so light inside of a house except for light through the windows. But, then Thomas Edison invented a lightbulb. It changed things across the whole world!</i> Ask learners: Which do you think is the most important invention?	
Graph	3 COLUMN GRAPH	
Options	the lightbulb / the radio / the windmill	
Follow up questions		
Question	How many learners think the lightbulb is the most important invention?	
Answer	__ learners think the lightbulb is the most important invention.	
Question	How many learners think the radio is the most important invention?	
Answer	__ learners think the radio is the most important invention.	
Question	How many learners think the windmill is the most important invention?	
Answer	__ learners think the windmill is the most important invention.	
Question	Which do most learners think is the most important invention?	
Answer	Most learners think __ is the most important invention.	

Question	Which do fewest learners think is the most important invention?
Answer	Fewest learners think ___ is the most important invention.
Question	Which do you think is the most important invention?
Answer	I think the lightbulb is the most important invention.
Answer	I think the radio is the most important invention.
Answer	I think the windmill is the most important invention.
READING	Practice reading the sight words for the week.

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

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

LEARNERS DO

1. Tell learners to open their exercise books and write the heading:
ir words.
2. Instruct learners to begin writing.
3. Give learners 3 minutes to find and build as many words as they can.
4. Allow learners to correct their own work. Show learners how to build these words (and others): **dirt, bird, stir, third, first, thirsty, dirty, bet, best, ted, fest, test**

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND

WORDS

ACTIVITY

WEEK 6: FRIDAY: LANGUAGE USE (30 MINUTES)

TOPIC

Present and future tense

EXPLANATION

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

I DO (Teacher models)

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

WE DO (Teacher and learners do together):

1. Ask learners to list more verbs, like:
 - a. talk
 - b. look
 - c. jump
 - d. play
 - e. write
 - f. hug
 - g. see
 - h. speak

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

YOU DO (Learners do independently):

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

TURN AND TALK (Sharing):

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

Instruct learners to help their partner fix any mistakes with **present and future tense** as they read.

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 3 - TERM 3

WEEK
7

THEME:
LEARNING NEW THINGS

'Learning is what keeps the mind young.'

– Unknown

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: examples of different ways to learn new things, like reading a book, searching on the internet, asking an elder.
5. Do some research on the internet to prepare for the theme. For example: search for a list of free websites for children. (no data charges)
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.

Activity 1	DBE Workbook 2: Word work, page 21
Activity 2	DBE Workbook 2: Let's read, page 22
Activity 3	DBE Workbook 2: Let's write, page 23
Activity 4	DBE Workbook 2: Word work, page 23
Activity 4	What do you think the internet is for? Draw and write about what you think you can do on the internet.

TERM 3: WEEK 7					
OVERVIEW					
THEME	Learning new things				
THEME VOCABULARY	know, learn, question, internet, computer, phone, tablet, search, read, watch, video, article				
SIGHT WORDS	loved, seeds, how, properly, different				
PHONICS	No new phonic sounds				
WRITING FRAME	Topic: Make a list of questions you would like to search on the internet.				
	<table border="1"> <thead> <tr> <th>Tuesday</th> <th>Thursday</th> </tr> </thead> <tbody> <tr> <td> Questions I want to search on the internet: 1. 2. 3. </td> <td> Pictures I want to find on the internet: 1. 2. 3. </td> </tr> </tbody> </table>	Tuesday	Thursday	Questions I want to search on the internet: 1. 2. 3.	Pictures I want to find on the internet: 1. 2. 3.
	Tuesday	Thursday			
Questions I want to search on the internet: 1. 2. 3.	Pictures I want to find on the internet: 1. 2. 3.				

TERM 3: WEEK 7	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>Zandile uses the internet</i>
SHOW	Show learners the picture of Zandile using <i>Google</i> on the cell phone. Explain that she is using the internet to find out something new. She is looking for an answer to a question she has. The internet is an important resource that can help us learn about new things!
SAY	<ul style="list-style-type: none"> • Ask learners: What can you do if you want to learn about something you don't know about? • Listen to learner responses. This will help you understand what learners already know. • Explain that for the next two weeks, we will think about different resources we can use to learn about new things!
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
	The Internet is where you go	-
	To find out things you want to know	<i>Point to your head</i>
	On a computer or a phone	<i>Pretend to type on a computer or phone</i>
	With someone or all alone	-
	You can learn things everyday	-
	With Google just a click away!	<i>Pretend to click with your finger</i>
THEME VOCABULARY	know, learn, question, internet	
QUESTION OF THE DAY		
Question	Have you ever used the internet to learn something new?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have used the internet to learn something new?	
Answer	__ learners have used the internet to learn something new.	
Question	How many learners have not used the internet to learn something new?	
Answer	__ learners have not used the internet to learn something new.	
Question	Have more learners used the internet or not to learn something new ?	
Answer	More learners have / have not used the internet to learn something new.	
Question	Have fewer learners used the internet or not to learn something new?	
Answer	Fewer learners have / have not used the internet to learn something new.	
Question	Have you ever used the internet to learn something new?	
Answer	Yes, I have used the internet to learn something new.	

Answer	No, I have not used the internet to learn something new.
READING	Practice reading the sight words for the week.

WEEK 7: MONDAY: PHONEMIC AWARENESS AND PHONICS

OBJECTIVE	Revise sounds and conduct a formal or informal phonics assessment
ACTIVITY	<ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Instruct learners to write numbers 1-10 on a page. 3. Explain that you will say a word with a blend we have learned already. 4. Learners must write the word. They must try to use the correct blend that they hear! 5. Say each of the following words. Give time for learners to write: <ol style="list-style-type: none"> 1. teach 2. smash 3. cake 4. slide 5. which 6. cry 7. match 8. verb 9. shark 10. lunch

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>Zandile uses the internet</u>
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> 1. Show learners the front cover of the story: Zandile uses the internet 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 7: TUESDAY: WRITING (30 MINUTES)

TOPIC	Make a list of questions you would like to search on the internet.
WRITING FRAME	Questions I want to search on the internet: 1. 2. 3.
TASK	DRAFTING

Modelling:

1. Explain to learners that the internet can help us find the answers to lots of questions that we have! We can search for questions that we have, and find articles and videos to help give us answers and learn about new things.
2. Explain that today, we will think about some things we want to know more about – we can think about a question we would want to search on the internet!
3. Read the writing frame to learners.
4. Use **modelling** to show learners that you **think before you write**.
5. Tell learners some ideas you have for filling in the writing frame, like: There are so many things I want to learn about. I want to know about where the tallest building in the world was built. I want to learn about how to make chocolate cake. I also want to learn about our president.
6. Explain that today we will make a **list**. This means we will choose three things that we learned and write each of them next to a number.
7. Explain that for this list, we will write **questions**. This means we will need to use **question marks**.
8. Explain to learners that we begin questions with a question word:
 - **Who?**
 - **What?**
 - **When?**
 - **Where?**
 - **Why?**
 - **How?**
9. Explain which words you will write. **Draw a line for each word.**
10. Use **modelling** to complete the first question: **1.** Where is the tallest building in the world?
11. Use **modelling** to complete the second sentence: **2.** How do I make chocolate cake?
12. Use **modelling** to complete the third sentence: **3.** Where was Cyril Ramaphosa born?
13. **Say words slowly like a tortoise and write the sounds you know.**
14. **Use resources**, like sight words.
15. **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 learn from the internet?
2. Explain that learners can think of anything they wonder about – they can think about any questions that they have.
3. Instruct learners to **think before they write**. They must think about three questions that they have.
4. Call on 6-7 learners to tell you one question that they have.
5. Explain that learners will now use the writing frame to make a list of questions that they have.

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

Questions I want to search on the
internet

1. How meny people live in south africa.
2. Who is the tallest person.
3. How meny difrent animals are in
kruger nashial park.

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 7: WEDNESDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	The Internet is where you go	-
	To find out things you want to know	<i>Point to your head</i>
	On a computer or a phone	<i>Pretend to type on a computer or phone</i>
	With someone or all alone	-
	You can learn things everyday	-
	With Google just a click away!	<i>Pretend to click with your finger</i>
THEME VOCABULARY	computer, phone, tablet, search	
QUESTION OF THE DAY		
Question	<i>Explain that when we use the internet, we say that we 'search' for something. We search for the answers to our questions on the internet.</i> Ask learners: What would you like to use to search the internet?	
Graph	3 COLUMN GRAPH	
Options	a computer / a phone / a tablet	
Follow-up questions		
Question	How many learners would like to use a computer?	
Answer	__ learners would like to use a computer.	
Question	How many learners would like to use a phone?	
Answer	__ learners would like to use a phone.	
Question	How many learners would like to use a tablet?	
Answer	__ learners would like to use a tablet.	
Question	What would most learners like to use?	
Answer	Most learners would like to use a __.	
Question	What would fewest learners like to use?	
Answer	Fewest learners would like to use a __.	

Question	What would you like to use to search the internet?
Answer	I would like to use a computer.
Answer	I would like to use a phone.
Answer	I would like to use a tablet.
READING	Practice reading the sight words for the week.

WEEK 7: WEDNESDAY: PHONEMIC AWARENESS AND PHONICS (5 MINUTES)

OBJECTIVE	Conduct a formal or informal assessment by asking learners to write sentences using vowel digraphs and consonant blends.
ACTIVITY	<ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Instruct learners to write numbers 1-5 on a page. 3. Explain that you will say a sentence with phonic words and sight words learners have learnt already. 4. Learners must write the sentence. They must try to write each word in the sentence correctly. 5. Say each of the following sentences. Give time for learners to write: <ol style="list-style-type: none"> 1. I munch my lunch on the bench. 2. The brown owl flew down. 3. The bird will chirp. 4. I can chew the stew. 5. The red skirt is dirty.

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>Zandile uses the internet</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>Zandile loved strawberries. But, strawberries were always so expensive in the shop!</p> <p>One day, Zandile's mother was looking for pumpkin seeds. Mama turned the rack around, searching for the seeds.</p> <p>And then Zandile saw a packet of strawberry seeds!</p> <p>'Mama, please can we buy these seeds?' she asked.</p> <p>Mama looked at the price: R28. 'Eish! They're not cheap!' she said. But she nodded her head and took the seeds.</p>	<p>What did Zandile get at the shop?</p> <p>Oh! She got a packet of strawberry seeds so she can grow her own strawberries at home.</p>
	<p>At home, Zandile's mother gave her the packet of strawberry seeds. 'I have never grown these before!' said Mama. 'You will need to work out how to make them grow properly.'</p> <p>'But I thought all plants are the same?' Zandile asked.</p> <p>'Different plants need different things,' her mother explained. 'Some plants need a little bit of sun. Other plants need lots of sun. Some plants need a small amount of water. Other plants need lots of water!'</p>	<p>What do plants need to grow?</p> <p>I see, some plants need a small amount of sun and water, and some plants need a lot of sun and water. But all plants need sun and water to grow.</p>

<p>Zandile didn't want to waste the strawberry seeds, they were so expensive! 'How can I make sure my strawberries grow properly?' Zandile wondered.</p>	<p>What does Zandile wonder? Oh! She wonders how to make the seeds grow properly.</p>
<p>Zandile went outside. She saw their neighbour, Gogo Minah, sitting in the sun. 'Good morning Gogo,' she said. 'Yes, hello,' Gogo Minah said.</p> <p>'Have you ever grown strawberries?' Zandile asked. 'No, I haven't,' she said.</p>	<p>What does Zandile ask Gogo Minah? Zandile asks Gogo Minah if she has ever grown strawberries.</p>
<p>The next morning after church, Zandile saw her sister's friend, Lindi. 'Hi Lindi,' she said. 'Hi Zandile,' Lindi answered.</p> <p>'Have you ever grown strawberries?' Zandile asked. 'No, I haven't. Sorry!' she said.</p>	<p>What does Zandile ask Lindi? Zandile asks Lindi if she has ever grown strawberries.</p>
<p>That evening, Zandile's older sister, Sonto, called from Johannesburg. Mama handed the phone to Zandile.</p> <p>'What's new?' Sonto asked.</p> <p>'Not much. Mama got me a packet of strawberry seeds! I want to grow them, but I don't know how,' she said.</p> <p>'You can find anything on the Internet!' Sonto said. 'Use Mama's phone,' she said. 'I will send you some data.'</p>	<p>Who does Zandile speak to on the phone? Oh! She speaks to Sonto, her older sister, on the phone.</p>
<p>That night, Mama opened up the Internet for Zandile. 'Sonto sent you some data,' Mama said, and gave Zandile the phone.</p> <p>The top of the page said 'Google'. 'What do I do?' asked Zandile.</p> <p>'Type in what you need here,' explained Mama.</p>	<p>What did Zandile search for on the Internet? Oh! Zandile searched for how to grow strawberries.</p>

Zandile typed in: How do I grow strawberries. Then she clicked the search button.	
A few second later, a list of videos and articles came up. Zandile clicked 'play' on a video.	How many answers are there to Zandile's question? Oh, I see, there are 4 answers to the question.
As Zandile watched the video, she learnt many things. <ul style="list-style-type: none"> • She learned that strawberry plants need 8 hours of sunlight each day. • She learnt that these plants need lots of water. • She learned that she would have to wait at least 4 weeks to get any fruit. 	What does Zandile learn about strawberries and sunlight? Oh, she learns that strawberries need 8 hours of sunlight each day.
The next day after school, Zandile went outside with her seeds. She planted the seeds in a sunny part of the yard. She planted the seeds in neat rows, just like she had seen in the video. She watered the seeds. She couldn't wait for the fruits to come!	How did Zandile know how to plant her seeds? She learnt how from the video she watched on the internet! Look – she knows just what to do!
Follow up questions	Responses
What did Zandile's mother buy her from the shop?	She bought her a packet of strawberry seeds.
What did Zandile use to learn about how to grow strawberry seeds?	She used her mother's phone. She used Google. She used the internet.
What did Zandile learn about what strawberries need to grow?	<ul style="list-style-type: none"> • She learned that strawberry plants need 8 hours of sunlight each day. • She learnt that these plants need lots of water. • She learned that she would have to wait at least 4 weeks to get any fruit.

Why question	Possible response
How did Zandile learn how to grow strawberry seeds?	<ul style="list-style-type: none"> • She searched on the internet. • Her sister Sonto sent data to her mother's phone. Then she used the internet. • She watched a video which showed her how to grow strawberry seeds.

WEEK 7: THURSDAY: WRITING (30 MINUTES)

TOPIC	Make a list of pictures you would like to find on the internet.
TASK	DRAFTING
WRITING FRAME	Pictures I want to find on the internet: 1. 2. 3.

Modelling:

1. Explain that we can find lots of pictures on the internet.
2. Explain that today, we will make a list of things we want to find pictures of.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have to fill in the writing frame, like: I want to see pictures of all the places I have never been – like India, Senegal, and Kenya. I also want to see what a whale looks like. I want to see pictures of the beach.
5. Remind learners that today we will add to our **list**. We will add a new **heading**. Then we will write each of our ideas next to a number.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the first sentence: **1.** I want to see pictures of Senegal and Kenya.
8. Use **modelling** to complete the second sentence: **2.** I want to find a picture of whales in the ocean.
9. Use **modelling** to complete the third sentence: **3.** I want to see what the beach looks like
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. Ask learners: What do you want to see pictures of?
2. Explain that learners should come up with their own ideas – they should **not** copy your ideas!
3. Instruct learners to **think before they write**. They can think of any **three** pictures they would like to see.

4. Call on 6-7 learners to tell you one of their ideas.
5. Explain that learners will now use the writing frame to write their own ideas!

Modelling:

1. Explain that we can find lots of pictures on the internet.
2. Explain that today, we will make a list of things we want to find pictures of.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have to fill in the writing frame, like: I want to see pictures of all the places I have never been – like India, Senegal, and Kenya. I also want to see what a whale looks like. I want to see pictures of the beach.
5. Remind learners that today we will add to our **list**. We will add a new **heading**. Then we will write each of our ideas next to a number.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the first sentence: **1.** I want to see pictures of Senegal and Kenya.
8. Use **modelling** to complete the second sentence: **2.** I want to find a picture of whales in the ocean.
9. Use **modelling** to complete the third sentence: **3.** I want to see what the beach looks like
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. Ask learners: What do you want to see pictures of?
2. Explain that learners should come up with their own ideas – they should **not** copy your ideas!
3. Instruct learners to **think before they write**. They can think of any **three** pictures they would like to see.
4. Call on 6-7 learners to tell you one of their ideas.
5. Explain that learners will now use the writing frame to 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

Questions I want to search on the internet

1. How many people live in south africa.
2. Who is the tallest person.
3. How many difrent animals are in kruger nashial park.

Thursday

Pictures I want to find on the internet

1. I want to see the beech
2. I want to see fashin
3. I want to see the tallest person

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
	The Internet is where you go	-
	To find out things you want to know	<i>Point to your head</i>
	On a computer or a phone	<i>Pretend to type on a computer or phone</i>
	With someone or all alone	-
	You can learn things everyday	-
	With Google just a click away!	<i>Pretend to click with your finger</i>
THEME VOCABULARY	read, watch, video, article	
QUESTION OF THE DAY		
Question	<p><i>Explain that there are lots of different ways to find information on the internet. We can read articles. We can listen to people talking. We can watch videos.</i></p> <p>Ask learners: How would you like to learn new information?</p>	
Graph	2 COLUMN GRAPH	
Options	watch a video / read an article	
Follow up questions		
Question	How many learners would like to watch a video to learn new information?	
Answer	__ learners would like to watch a video.	
Question	How many learners would like to read an article to learn new information?	
Answer	__ learners would like to read an article.	
Question	How would more learners like to learn new information?	
Answer	More learners would like to __	
Question	How would fewer learners like to learn new information?	
Answer	Fewer learners would like to __	

Question	How would you like to learn new information?
Answer	I would like to watch a video.
Answer	I would like to read an article.
READING	Practice reading the sight words for the week.

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

SOUND	Revision of Term 3 sounds												
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>sn-</td> <td>fl-</td> <td>-ew</td> <td>-nch</td> </tr> <tr> <td>e</td> <td>b</td> <td>-ir</td> <td>-ow</td> </tr> <tr> <td>i</td> <td>a</td> <td>d</td> <td>-tch</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> Tell learners that this word find reviews all the sounds they have learnt this term. Review all of the sounds and blends on the chalkboard. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. Tell learners they can make word using any of the sounds. Show learners how to make a few words, like: /fl/ - /ew/ or /d/ - /i/ - /tch/ <p>LEARNERS DO</p> <ol style="list-style-type: none"> Tell learners to open their exercise books and write the heading: revision words. Instruct learners to begin writing. Give learners 3 minutes to find and build as many words as they can. Allow learners to correct their own work. Show learners how to build these words (and others): snow, flow, bow, flew, dew, inch, flinch, flinch, bird, ditch, snitch 	sn-	fl-	-ew	-nch	e	b	-ir	-ow	i	a	d	-tch
sn-	fl-	-ew	-nch										
e	b	-ir	-ow										
i	a	d	-tch										

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

WEEK 7: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC

is and are

ACTIVITY

EXPLANATION

1. Remind learners we have learnt about singular (one item) and plural (two items).
2. Explain that when we talk about one item or person (singular), we use the word 'is'. For example: The child is happy.
3. Explain that when we talk about more than one item or person (plural), we use the word 'are'. For example: The children are happy.

I DO (Teacher models)

1. Draw the following table on the chalkboard.

	is are	

2. Brainstorm two singular nouns and two plural nouns with learners, and fill them into the first column, for example:

boy	is are	
tables		
dogs		
lady		

3. Next, brainstorm four adjectives (describing words) with learners and fill these into the last column, for example:

boy	is are	nice
tables		sad
dogs		hungry
lady		scary

4. Then, show learners how to make sentences using 'is' and 'are' correctly.
 - a. Say: 'Boy is singular – we are talking about one boy, so I must use the word 'is'. I will say the boy is sad.'
 - b. Say: 'Ladies is plural – we are talking about two or more ladies, so I must use the word 'are'. I will say the ladies are nice.'

WE DO (Teacher and learners do together):

1. Make another table on the chalkboard as follows:

teachers	is are	far
school		clean
books		interesting
mother		funny

2. Point to the word: **teachers**

Ask learners: Is this singular or plural, one or many?

Explain that it is plural – we are talking about more than one teacher, so we must use the word ‘are’

3. Ask 2-3 learners to make a sentence with the word ‘teachers’.

For example: The teachers are clean.

Make sure learners use the correct word – ‘is’ or ‘are’.

Repeat with all the nouns.

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to copy down the final table from the chalkboard:

children	is are	silly
bird		serious
cakes		noisy
problem		dirty

3. Tell learners they must turn and talk and decide if each noun is singular or plural.
4. Then, learners must write four sentences on their own, selecting the correct word, and using the proper punctuation.
5. As learners are writing, walk around the room and complete **mini conferences**.
6. Help learners correctly identify singular and plural nouns and use the correct words.
7. **Encourage learners.**

SHARE

1. Hand out chalk to some learners (as many different pairs as possible).
2. Instruct learners to write one of their sentences on the board.
3. Call on learners to read the sentences.
4. Correct any mistakes.

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 7: FRIDAY: END OF WEEK LEARNING REVIEW

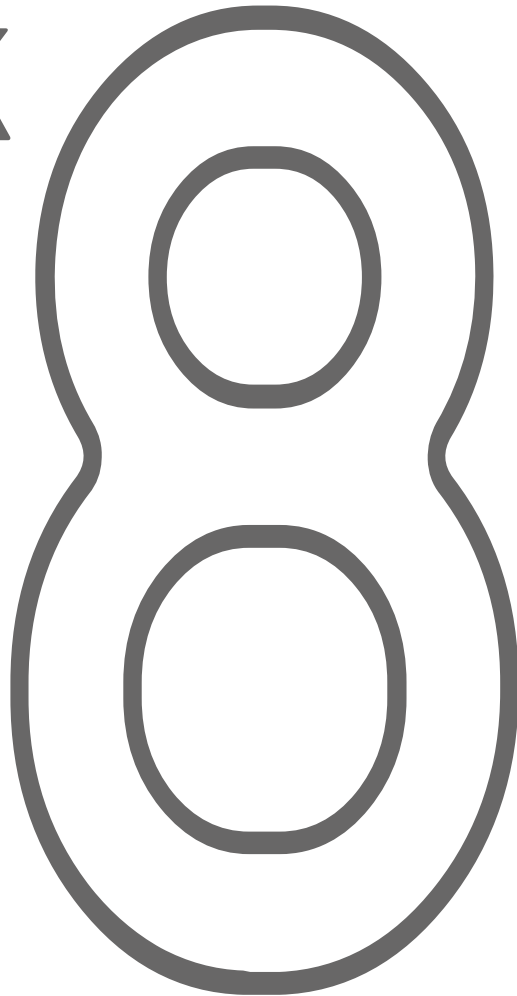
Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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

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

GRADE 3 - TERM 3

WEEK



THEME:

LEARNING NEW THINGS

'Anyone who stops learning is old, whether at twenty or eighty.'

- Henry Ford

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: lists of different things you can do on the internet.
5. Do some research on the internet to prepare for the theme. For example: find out if you can contact another class of GR 3 learners in a different country, to learn about their lives.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 2: Word work, page 25
Activity 2	DBE Workbook 2: Let's read, page 26
Activity 3	DBE Workbook 2: Let's write, page 27
Activity 4	DBE Workbook 2: Word work, page 27

TERM 3: WEEK 8	
OVERVIEW	
THEME	Learning new things
THEME VOCABULARY	know, learn, question, internet, computer, phone, tablet, search, read, watch, video, article, library, librarian, borrow, research, bookstore, expensive, cheap, own, information, ask, usually, resources
SIGHT WORDS	waste, what, search, learnt, seen
PHONICS	/str-/ stretch, stretching, strong, string, strip, stripe, stray, strayed
WRITING FRAME	Topic: Edit, publish and share lists of things you want to find on the Internet
	Tuesday
	Thursday
	Edit
	Publish and share

TERM 3: WEEK 8	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>Zandile uses the internet</i>
SHOW	Show learners the picture of Zandile asking Gogo Minah if she has grown strawberries before.
SAY	<ul style="list-style-type: none"> • Ask learners: What is a time you wanted to know how to do learn something new? • Explain that in this story, Zandile wants to learn something new. She wants to learn how to grow strawberries. But, no one around her knows what to do. • Ask learners: Have you ever used the internet? • Explain that it seems like Zandile uses the internet for the first time. She discovers that you can find anything on the internet! • Explain that for the next two weeks, we will think about different resources we can use to learn about new things!
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 8: MONDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you have the Internet	<i>Use your hands to draw a square and pretend it's a computer</i>
	The Internet, the Internet	<i>Same as above</i>
	Oh, if you have the Internet	
	You can learn what you don't know!	<i>Point to your head</i>
	Find it on the Internet	<i>Use your hands to draw a square and pretend it's a computer</i>
	The Internet, the Internet	<i>Same as above</i>
	Find it on the Internet	
	Get set, Google, go!	<i>Click with your finger</i>
THEME VOCABULARY	library, librarian, borrow, research	
QUESTION OF THE DAY		
Question	<p><i>Explain that another place we can find new information is from books. One place we can get books is a library. We can go to the library and read there. Or, we can borrow books and take them home. Then, we can read and research our questions at home.</i></p> <p>Ask learners: Would you like to go to borrow books from a library?</p>	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners would like to borrow books from a library?	
Answer	__ learners would like to borrow books from a library.	
Question	How many learners would not like to borrow books from a library?	
Answer	__ learners would not like to borrow books from a library.	
Question	Would more learners like to borrow books from a library or not?	
Answer	More learners would / would not like to borrow books from a library.	

Question	Would fewer learners like to borrow books from a library or not?
Answer	Fewer learners would / would not like to borrow books from a library.
Question	Would you like to borrow books from a library?
Answer	Yes, I would like to borrow books from a library.
Answer	No, I would not like to borrow books from a library.
READING	Practice reading the sight words for the week.

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

SOUND	/str-/								
FLASHCARDS	stretch, stretching, strong, string, strip, stripe, stray, strayed								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /str-/ 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, t and r together at the beginning of a word, we must not say the sounds separately. We must say one sound: /str-/ Show each flashcard and help learners break the word up into individual sounds: /str/ – /e/ – /tch/ /str/ – /e/ – /tch/ - /ing/ /str/ – /o/ – /ng/ /str/ – /i/ – /ng/ /str/ – /i/ – /p/ /str/ – /i/ – /pe/ /str/ – /ay/ /str/ – /ay/ - /ed/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>stretch</td> <td>strip</td> </tr> <tr> <td>stretching</td> <td>stripe</td> </tr> <tr> <td>strong</td> <td>stray</td> </tr> <tr> <td>string</td> <td>strayed</td> </tr> </table>	stretch	strip	stretching	stripe	strong	stray	string	strayed
stretch	strip								
stretching	stripe								
strong	stray								
string	strayed								

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>Zandile uses the internet</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>Zandile loved strawberries. But, strawberries were always so expensive in the shop!</p> <p>One day, Zandile's mother was looking for pumpkin seeds. Mama turned the rack around, searching for the seeds.</p> <p>And then Zandile saw a packet of strawberry seeds!</p> <p>'Mama, please can we buy these seeds?' she asked.</p> <p>Mama looked at the price: R28. 'Eish! They're not cheap!' she said. But she nodded her head and took the seeds.</p>	<p>Why did Zandile want to buy strawberry seeds?</p> <p>Zandile wants to grow her own strawberries. She loves to eat them, but they are so expensive to buy.</p>
<p>At home, Zandile's mother gave her the packet of strawberry seeds. 'I have never grown these before!' said Mama. 'You will need to work out how to make them grow properly.'</p> <p>'But I thought all plants are the same?' Zandile asked.</p> <p>'Different plants need different things,' her mother explained. 'Some plants need a little bit of sun. Other plants need lots of sun. Some plants need a small amount of water. Other plants need lots of water!'</p>	<p>Why can't Zandile's mother help her to grow the strawberry seeds?</p> <p>Oh! Zandile's mother can't help because she has never grown strawberries before. She doesn't know how to grow those seeds properly.</p>

<p>Zandile didn't want to waste the strawberry seeds, they were so expensive! 'How can I make sure my strawberries grow properly?' Zandile wondered.</p>	<p>Why doesn't Zandile want to waste the seeds? Oh! I see – it is because they were so expensive.</p>
<p>Zandile went outside. She saw their neighbour, Gogo Minah, sitting in the sun. 'Good morning Gogo,' she said. 'Yes, hello,' Gogo Minah said. 'Have you ever grown strawberries?' Zandile asked. 'No, I haven't,' she said.</p>	<p>Who is Gogo Minah? Oh, Gogo Minah is Zandile's neighbour.</p>
<p>The next morning after church, Zandile saw her sister's friend, Lindi. 'Hi Lindi,' she said. 'Hi Zandile,' Lindi answered. 'Have you ever grown strawberries?' Zandile asked. 'No, I haven't. Sorry!' she said.</p>	<p>Who is Lindi? Oh, Lindi is Zandile's sister's friend.</p>
<p>That evening, Zandile's older sister, Sonto, called from Johannesburg. Mama handed the phone to Zandile. 'What's new?' Sonto asked. 'Not much. Mama got me a packet of strawberry seeds! I want to grow them, but I don't know how,' she said. 'You can find anything on the Internet!' Sonto said. 'Use Mama's phone,' she said. 'I will send you some data.'</p>	<p>How does Sonto help Zandile? Sonto tells Zandile she can find the answer on the internet. She says she will send data so that Zandile can use the internet on her mother's phone.</p>
<p>That night, Mama opened up the Internet for Zandile. 'Sonto sent you some data,' Mama said, and gave Zandile the phone. The top of the page said 'Google'. 'What do I do?' asked Zandile. 'Type in what you need here,' explained Mama.</p>	<p>Why does Zandile's mother open up the Internet for Zandile? Oh! It must be because Sonto sent Zandile data so that she could find out how to grow her seeds properly.</p>

Zandile typed in: How do I grow strawberries. Then she clicked the search button.	
A few second later, a list of videos and articles came up. Zandile clicked 'play' on a video.	<p>How does Zandile make the video play on Mama's phone?</p> <p>Oh! Zandile clicks the play button – it looks like a triangle.</p>
<p>As Zandile watched the video, she learnt many things.</p> <ul style="list-style-type: none"> • She learned that strawberry plants need 8 hours of sunlight each day. • She learnt that these plants need lots of water. • She learned that she would have to wait at least 4 weeks to get any fruit. 	<p>What does Zandile learn about strawberries and water?</p> <p>Oh, she learns that strawberries need lots of water.</p>
<p>The next day after school, Zandile went outside with her seeds.</p> <p>She planted the seeds in a sunny part of the yard. She planted the seeds in neat rows, just like she had seen in the video. She watered the seeds.</p> <p>She couldn't wait for the fruits to come!</p>	<p>Why did Zandile plant her seeds in the sunny part of the yard?</p> <p>Oh! It is because that is one of the things she learned from the video she watched.</p>
Follow up questions	Responses
Why can't Mama help Zandile grow strawberries?	Because she has never grown them before.
Why did Zandile plant the seeds in neat rows?	Because that's what she saw in the video she watched.
How does Zandile get data to use the internet?	Her sister sends data to Mama's phone for her to use.
Why question	Possible response
Why does Zandile use the internet?	<ul style="list-style-type: none"> • Because she wants to learn how to grow strawberry seeds. • Because no one she asks knows how to grow strawberry seeds. • Because you can learn anything from the internet!

WEEK 8: TUESDAY: WRITING (30 MINUTES)

TOPIC	Make a list of questions you would like to search on the internet.
TASK	EDITING

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

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my plurals	

Getting Ready:

Write your list from the previous week on the chalkboard. Make 2-3 mistakes in your sentences, like:

Questions I want to search on the internet:

1. **where** is the tallest building in the world?
2. How do I make a chocolate **cake**?
3. Where was Cyril **ramaphosa** born?

Modelling:

1. Explain that today, learners will **edit** their lists.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After each sentence, instruct learners to look for the **mistake**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. **where** is the tallest building in the world? (the first word must be capitalised)
 - b. How do I make a chocolate **cake**? (It is one cake so 'cakes' must not have an 's' at the end. It is not plural)
 - c. Where was Cyril **ramaphosa** born? (We must capitalise the first letter of someone's name and surname)

Oral Instructions:

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

Writing:

1. **Hand out learner books** with completed lists from the previous week.
2. Instruct learners to find their lists from the previous week.
3. Instruct learners to **turn and talk**.
4. Instruct learners to find and fix their mistakes.

5. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
6. Ask learners to **read their writing**.
7. Help learners who are struggling to find and fix their mistakes.
8. Instruct any learners who finish early to add more items to their lists.
9. Encourage learners.

Tuesday

Questions I want to search on the internet 😊

1. How ^amany people live in ^South ^Africa?
2. Who is the tallest person?
3. How ^amany different animals are in ^Krugers ^{National P}ark national park?

Thursday

Pictures I want to find on the internet 😊

1. I want to see the ^abeach.
2. I want to see fashion.
3. I want to see the tallest person.

WEEK 8: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: WEDNESDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you have the Internet	<i>Use your hands to draw a square and pretend it's a computer</i>
	The Internet, the Internet	<i>Same as above</i>
	Oh, if you have the Internet	
	You can learn what you don't know!	<i>Point to your head</i>
	Find it on the Internet	<i>Use your hands to draw a square and pretend it's a computer</i>
	The Internet, the Internet	<i>Same as above</i>
	Find it on the Internet	
	Get set, Google, go!	<i>Click with your finger</i>
THEME VOCABULARY	bookstore, expensive, cheap, own	
QUESTION OF THE DAY		
Question	<i>Explain that another place we can get books is at a bookstore. We can buy books at a bookstore to keep forever.</i> Ask learners: How many books do you own at home?	
Graph	3 COLUMN GRAPH	
Options	none / just a few / lots	
Follow up questions		
Question	How many learners don't own any books?	
Answer	__ learners don't own any books.	
Question	How many learners own just a few books?	
Answer	__ learners own just a few books.	
Question	How many learners own lots of books?	
Answer	__ learners own lots of books.	
Question	How many books do most learners own?	
Answer	Most learners own __ books.	

Question	How many books do fewest learners own?
Answer	Fewest learners own __ books.
Question	How many books do you own at home?
Answer	I don't own any books.
Answer	I own just a few books.
Answer	I own lots of books.
READING	Practice reading the sight words for the week.

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

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

SEGMENTING AND BLENDING (YOU DO)

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **str 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.

stretch	stretching	strong	string	strip	stripe	stray	strayed
---------	------------	--------	--------	-------	--------	-------	---------

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 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>Zandile uses the internet</u>
ACTIVITY	Story illustration
COMPREHENSION STRATEGY	Summarise
PURPOSE	To give learners a chance to summarize and reflect on the text. Asking a young learner to summarise the main points of a story is the best way to check their understanding.

POST-READING (15 minutes)

Modelling:

1. Explain that today, learners will summarise the story in 2-3 sentences. This means they will draw and write about the most important things that happen in the story.
2. Use **modelling** to show learners how to **think before you write**.
3. Use **modelling** to explain an example summary to learners, like: Zandile wants to grow strawberries. She asks and asks, but no one knows how to grow them. She finally finds her answer on the internet.
4. Use **modelling** to write your sentences on the board.
5. Explain that next, learners will need to draw a picture to illustrate their summaries.
6. Use **modelling** to draw a quick picture, like Zandile finding the answer on the internet.
7. **Say words slowly like a tortoise and write the sounds you know.**
8. **Use resources**, like theme vocabulary words.
9. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Explain that learners should come up with their own ideas – they should **not** copy your idea!
2. Hold up the pictures in the story for all learners to see.
3. Tell learners they must write a summary in 2-3 sentences that tells us the most important things to happen in the story.
4. Remind learners to **think before they write**.
5. Remind learners that they must write their sentences. Then, they must draw their picture.

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.

Turn and Talk:

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

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

WEEK 7: THURSDAY: WRITING (30 MINUTES)

TOPIC	Make a list of questions you would like to search on the internet.
TASK	PUBLISHING and SHARING
WRITING FRAME	<p>Questions I want to search on the internet:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Pictures I want to find on the internet:</p> <ol style="list-style-type: none"> 1. 2. 3.

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
where is the tallest building in the world?

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners on Tuesday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like:
 - a. Where is the tallest building in the world?

Writing:

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


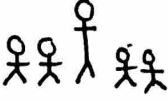
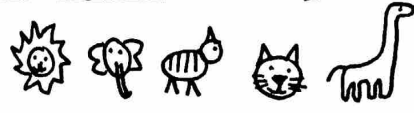
Turn and Talk:

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



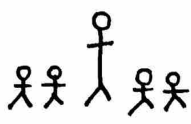
Instruct learners to help their partner fix any mistakes with **present and future tense** as they read.

Thursday

Questions I want to search on the internet:

1. How many people live in South Africa? 
2. Who is the tallest person? 
3. How many different animals are in the Kruger National Park? 

Pictures I want to find on the internet:

1. I want to see the beach. 
2. I want to see fashion. 
3. I want to see the tallest person. 

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: FRIDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you have the Internet	<i>Use your hands to draw a square and pretend it's a computer</i>
	The Internet, the Internet	<i>Same as above</i>
	Oh, if you have the Internet	
	You can learn what you don't know!	<i>Point to your head</i>
	Find it on the Internet	<i>Use your hands to draw a square and pretend it's a computer</i>
	The Internet, the Internet	<i>Same as above</i>
	Find it on the Internet	
	Get set, Google, go!	<i>Click with your finger</i>
THEME VOCABULARY	information, ask, usually, resources	
QUESTION OF THE DAY		
Question	Ask learners: How do you think Zandile usually learns new information?	
Graph	3 COLUMN GRAPH	
Options	she asks other people / she reads a book / she searches the internet	
Follow up questions		
Question	How many learners think Zandile usually asks other people?	
Answer	__ learners think Zandile usually asks other people.	
Question	How many learners think Zandile usually reads a book?	
Answer	__ learners think Zandile usually reads a book.	
Question	How many learners think Zandile usually searches the internet?	
Answer	__ learners think Zandile usually searches the internet.	
Question	How do most learners think Zandile usually learns more information?	
Answer	Most learners think that Zandile usually __.	

Question	How do fewest learners think Zandile usually learns more information?
Answer	Fewest learners think that Zandile usually ___.
Question	How do you think Zandile usually learns new information?
Answer	I think Zandile usually asks other people.
Answer	I think Zandile usually reads a book.
Answer	I think Zandile usually searches the internet.
EXPLANATION	<i>Explain that there is no correct answer. However, it seems in the story like it is the first time Zandile uses the internet on her own. And, the first thing she does is ask Gogo, Lindiwe, and Sonto. This information lets us infer that she usually might ask other people. We will Practice making inferences in our next theme.</i>
READING	Practice reading the sight words for the week.

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

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

	<p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: str- words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): strip, string, stray, stretch, stretching, stretched, strayed, pay, pet, tire, ring, ray, ripe, rip
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ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
WORDS	
ACTIVITY	

WEEK 8: FRIDAY: LANGUAGE USE (30 MINUTES)

TOPIC

Descriptive adjectives

EXPLANATION

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

I DO (Teacher models)

1. Show learners a picture of a character in the Big Book, like Zandile on (page 27).
2. Explain that you will describe Zandile using **descriptive adjectives**!
3. Describe the pencil using words like:
 - a. young
 - b. confused
 - c. upset
4. Write on the board: A young, confused, and upset girl!
5. Explain that we usually write an adjective before a noun (For example, we would say young girl, not girl young)
6. Explain that when we read this sentence, we can **visualise** how Zandile feels!

WE DO (Teacher and learners do together):

1. Select a different character together with the learners, like: Gogo Minah (page 29)
2. Explain that we will describe Gogo Minah using **adjectives**!
3. Ask learners to describe the character. Write down the words they say, like:
 - a. old
 - b. wrinkled
 - c. beautiful
 - d. helpful
 - e. kind
 - f. fat
4. Ask learners to help you make a descriptive sentence about Gogo Minah, like: The helpful, kind granny.
5. Explain that when we read this sentence, we can visualise what kind of person Gogo Minah is.

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to **turn and talk** and choose a character with a partner.
3. Instruct learners to describe the character with their partner.
4. Instruct learners to write down the adjectives they think of!

5. Then, explain that learners should write a sentence about their character using the adjectives they thought of!
6. Explain that learners can repeat this with a different character if they have extra time!
7. As learners are writing, walk around the room and complete **mini conferences**.
8. Ask learners to **read their sentence** to you.
9. Help learners correctly use **adjectives**.
10. **Encourage learners.**

SHARING:

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

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 3 - TERM 3

WEEK

9

THEME:
IDENTITIES

'We are all born originals.'

- Edward Young

WEEK 9: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of some of the different culture / language groups in South Africa.
5. Do some research on the internet to prepare for the theme. For example: find out about different gender identities.
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 28 & 29
Activity 2	DBE Workbook 2: Word work, page 29
Activity 3	DBE Workbook 2: Let's read, page 30
Activity 4	Draw and write about an interesting identity.

TERM 3: WEEK 9					
OVERVIEW					
THEME	Identities				
THEME VOCABULARY	identity, gender, race, unique, chameleon, separate, fit in, belong, allowed, comedian, belief, law				
SIGHT WORDS	allowed, child, unfair, only, why				
PHONICS	/ur/- church, curly, surf, hurt, burned, turnip, murder, burst				
WRITING FRAME	Topic: Write a letter to a friend telling them about your identity, and asking about their identity.				
	<table border="1"> <thead> <tr> <th>Tuesday</th> <th>Thursday</th> </tr> </thead> <tbody> <tr> <td>Dear _____, Hi! We have been learning about... Something important about my identity... I...</td> <td>2 questions (Who, what, when, why, how?) I hope... Love, _____</td> </tr> </tbody> </table>	Tuesday	Thursday	Dear _____, Hi! We have been learning about... Something important about my identity... I...	2 questions (Who, what, when, why, how?) I hope... Love, _____
	Tuesday	Thursday			
Dear _____, Hi! We have been learning about... Something important about my identity... I...	2 questions (Who, what, when, why, how?) I hope... Love, _____				

TERM 3: WEEK 9	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>Trevor Noah, the chameleon</i>
SHOW	Show learners the picture of little Trevor in the park.
SAY	<ul style="list-style-type: none"> • Explain that this week, we will read a story about a real person: Trevor Noah. We will read some stories about him when he was a child. • Ask learners: What are some characteristic you know about yourself? • Listen to learner responses. This will help you understand what learners already know. • Explain we are all different – we all have different characteristic that are part of what makes us special. This week, we will think about the characteristics that make our identity. • Explain that for the next two weeks, we will think about problem solving.
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 (10 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I am special	<i>Put your hand on your chest</i>
	There is no one just like me	<i>Wave your index finger to say 'no'</i>
	No one that has ever been	<i>Wave your index finger to say 'no'</i>
	And no one that will ever be	<i>Wave your index finger to say 'no'</i>
	It's the same for you	<i>Point to your friend</i>
	You are just as special too	<i>Point to your friend</i>
	You are special	<i>Point to your friend</i>
	There is no one just like you	<i>Wave your index finger to say 'no'</i>
THEME VOCABULARY	identity, gender, race, unique	
QUESTION OF THE DAY		
Question	<p><i>Explain that identity is the qualities, characteristics or beliefs that make a person who they are! Our culture, family traditions, gender, race, and language can all be important parts of our identities.</i></p> <p>Ask learners: Do you think the learners in our class have the same identity or different identities?</p>	
Graph	2 COLUMN GRAPH	
Options	same / different	
Follow up questions		
Question	How many learners think we have the same identities?	
Answer	__ learners think we have the same identities.	
Question	How many learners think we have different identities?	
Answer	__ learners think we have different identities.	
Question	Do more learners think we have the same identities or not?	
Answer	More learners think we have __ identities.	
Question	Do fewer learners think we have the same identities or not?	
Answer	Fewer learners think we have __ identities.	

Question	Do you think the learners in our class have the same identity or different identities?
Answer	I think we have the same identities.
Answer	I think we have different identities.
EXPLAIN	<i>Explain that there might be parts of our identities that are the same. For example, some of us might have the same culture and language, so that part of our identity might be the same. But, identity has lots of different parts so our identities are different and unique!</i>
READING	Practice reading the sight words for the week.

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

SOUND	/ur/
FLASHCARDS	church, curly, surf, hurt, burned, turnip, murder, burst
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /ur/ for learners to see. Say the sound and instruct learners to repeat the sound. Do this three times. Explain that when we see the letters u and r together in a word, we must not say the sounds separately. We must say one sound: /ur/ Show each flashcard and help learners break the word up into individual sounds: /ch/ - /ur/ - /ch/ /c/ - /ur/ - /l/ - /y/ /s/ - /ur/ - /f/ /h/ - /ur/ - /t/ /b/ - /ur/ - /n/ - /ed/ /t/ - /ur/ - /n/ - /i/ - /p/ /m/ - /ur/ - /d/ - /er/ /b/ - /ur/ - /st/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board.

	7. Call on a different learner to read each of the phonic words:
church	burned
curly	turnip
surf	murder
hurt	burst

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

WEEK 9: TUESDAY: WRITING (30 MINUTES)

TOPIC	Write a letter to a friend telling them about your identity, and asking about their identity.
TASK	PLANNING & DRAFTING
WRITING FRAME	Dear _____, Hi! We have been learning about... Something important about my identity... I...

Modelling:

1. Explain that this week, learners will write a letter to a friend telling them about their identity. Explain that learners can choose something from their paragraph last week, or they can choose a different part of their identity to write about. Explain in our letter we will also ask our friend about their identity, because in a letter it is important to ask questions!
2. Explain that first, learners must think of **who** they want to write their letter to.
3. Explain that today, we will write the first part of our letter.
4. Read the writing frame to learners.
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: I want to tell my friend about the languages I speak. I don't think he knows that I can speak Swahili.
7. Explain which words you will write. **Draw a line for each word.**
8. 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 Kgabo,

Hi! We have been learning about different identities! Something important about my identity is my languages. I speak Swahili and Setswana.

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

Oral Instructions:

1. Ask learners: Who will you write a letter to?
2. Instruct learners to **think before they write**.
3. Call on 3-5 learners to tell you who they will write to.
4. Ask learners: What important thing do you want to tell your friend about?
5. Ask learners: What important thing do you want to tell your friend about?

6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 3-5 learners to tell you what animal they will write about. They must say: I will tell my friend about...
8. Explain that learners will now use the writing frame 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

Dear Oratile

Hi! We have been learning about identitys.
Something important about my identity is that
I am from a royall family. My grandfather
is a Swati prince.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 9: WEDNESDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I am special	<i>Put your hand on your chest</i>
	There is no one just like me	<i>Wave your index finger to say 'no'</i>
	No one that has ever been	<i>Wave your index finger to say 'no'</i>
	And no one that will ever be	<i>Wave your index finger to say 'no'</i>
	It's the same for you	<i>Point to your friend</i>
	You are just as special too	<i>Point to your friend</i>
	You are special	<i>Point to your friend</i>
	There is no one just like you	<i>Wave your index finger to say 'no'</i>
THEME VOCABULARY	chameleon, separate, fit in, belong	
QUESTION OF THE DAY		
Question	How do you think someone feels when they don't fit in?	
Graph	3 COLUMN GRAPH	
Options	lonely / excluded / embarrassed	
Follow up questions		
Question	How many learners think they feel lonely?	
Answer	__ learners think they feel lonely.	
Question	How many learners think they feel excluded?	
Answer	__ learners think they feel excluded.	
Question	How many learners think they feel embarrassed?	
Answer	__ learners think they feel embarrassed.	
Question	How do most learners think someone feels when they don't fit in?	
Answer	Most learners think they feel __.	
Question	How do fewest learners think someone feels when they don't fit in?	
Answer	Fewest learners think they feel __.	

Question	How do you think someone feels when they don't fit in?
Answer	I think they feel lonely.
Answer	I think they feel excluded.
Answer	I think they feel embarrassed.
READING	Practice reading the sight words for the week.

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

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

	<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>church</td> <td>curly</td> <td>surf</td> <td>hurt</td> <td>burned</td> <td>turnip</td> <td>murder</td> <td>burst</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>	church	curly	surf	hurt	burned	turnip	murder	burst
church	curly	surf	hurt	burned	turnip	murder	burst		

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>Trevor Noah, the chameleon</u>
ACTIVITY	First read
COMPREHENSION STRATEGY	I wonder... Make inferences
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.</p>
Story	Think Aloud: First Read
FRONT COVER Trevor Noah, the chameleon	I wonder why this title compares Trevor Noah to a chameleon?
Have you ever heard of Trevor Noah? He is a famous South African comedian and author. Trevor wrote a book called 'Born a Crime' about his experiences growing up during Apartheid.	--
During Apartheid, people of different races were supposed to be separated. It was illegal for people of different races to have children together or to get married. But, of course, people of different races still sometimes fell in love and had children.	--
Trevor's mother was a black, Xhosa woman. Trevor's mother broke the unfair laws of Apartheid. She moved to an area of Johannesburg where only white people were allowed to live. That is where she met Trevor's father. He was a white, man from a country called Switzerland. They had Trevor, a mixed-race child. At that very terrible time, Trevor didn't fit in easily! He wasn't allowed to be in places for white people.	I wonder what it is like when everyone in your family looks different from one another? It must be hard to feel like you fit in!

<p>He wasn't allowed to be in places for black people. And he was the only person in his family who was mixed race.</p>	
<p>When Trevor was a young child, his parents sometimes took him to the park. But, Trevor's parents knew they would get into trouble if the police found out that they were a family. So, when they went to the park they had to pretend they didn't know each other!</p>	<p>I wonder what that was like for a young child? I can infer that it might have been confusing!</p>
<p>Once, when Trevor was very small, he shouted 'Daddy!' and ran towards his father. Trevor's father was scared that something terrible could happen. He had to run away from his own child. But little Trevor thought this was a game, and chased him through the park, yelling 'Daddy!'</p>	<p>--</p>
<p>Trevor spent a lot of time with his grandmother in Soweto. At that time, only black people were allowed to stay in Soweto. Trevor's family worried that if the police saw him, they might try to take him away from his family. So, Trevor wasn't allowed to play out on the street with the other children! Once, Trevor was so desperate to play that he dug a hole under the fence in the yard!</p>	<p>I can infer that Trevor didn't have friends his own age because he wasn't allowed out to play. That must have made it difficult to fit in.</p>
<p>Trevor learned that language was an important way to build bridges with people who looked different from him. Trevor once said that when he learned languages, he "became a chameleon". In other words, Trevor found that when he spoke someone's language, they would forget that he looked different from them. Language helped him feel like he belonged in lots of spaces where he looked different.</p>	<p>Trevor didn't always fit in easily. I can infer that speaking lots of languages helped Trevor fit in!</p>
<p>When Trevor was ten years old, Apartheid ended. Trevor went to a big high school with over one thousand children. There were Coloured, Indian, Chinese, black, and white children at Trevor's school.</p>	<p>I wonder what it feels like to look around and be different from everyone else? It seems like it was difficult for Trevor to fit in.</p>

But, out of all the children in his high school, Trevor was the only mixed-race child. He had a hard time knowing who to hang out with during break.	
So, Trevor started a business. He collected money from the other children and bought food from the tuck shop for them. Because of his business, Trevor talked to all the different groups of children at school. Trevor learned how to fit in by making jokes and making people laugh. Being funny helped Trevor become a chameleon who could fit in anywhere!	--
Throughout his life, Trevor felt like an outsider in lots of different ways. So, Trevor found lots of different ways to belong. He observed and watched people. He learned their languages. He learned how to make all different kinds of people laugh. Being different is what helped make Trevor Noah the great comedian he is today!	I can infer that in Trevor's life, he sometimes didn't fit in. Those experiences helped make Trevor into the famous and successful person he is today.
Follow up questions	Responses
When was Trevor born?	Trevor was born during Apartheid.
Where did Trevor's grandmother live?	She lived in Soweto.
What did Trevor do to try to fit in?	<ul style="list-style-type: none"> • He learned lots of languages. • He started a business at school. • He learned to make people laugh.
Why question	Possible response
Why did Trevor have a difficult time fitting in?	<ul style="list-style-type: none"> • Because he looked different from everyone in his family. • Because he wasn't allowed to play with other children, because he might get taken by the police. • Because in high school, he was the only mixed-race child. He didn't fit in easily with the other groups of children at school.

WEEK 9: THURSDAY: WRITING (30 MINUTES)

TOPIC	Write a letter to a friend telling them about your identity, and asking about their identity.
TASK	PLANNING & DRAFTING
WRITING FRAME	2 questions (Who, what, when, why, how?) I hope... Love, ____

Modelling:

1. Explain that today, learners will add sentences to finish their letters from Tuesday. Today, learners will think of two questions they have about their friend's identity.
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I want to know if my friend speaks lots of languages like me. I want to know what languages he speaks.
5. Explain which words you will write. **Draw a line for each word.**
6. Use **modelling** to complete the writing frame, like:

Do you speak any other languages like me? What do you like about your own identity the most? **I hope** to hear from you soon!

Love,

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

Oral Instructions:

1. Ask learners: What are some questions you will ask your friend?
2. Explain that learners should come up with their own ideas – they should **not** copy your ideas!
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 question they will add to their letter.

Writing:

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one complete message**.
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 Oratile

Hi! We have been learning about identitys.
Something important about my identity is that
I am from a royall family. My grandfather
is a Swati prince.

Thursday

Is there anyone important in your family.
What can you tell me about yor identity?
I hope to see you soon.
love Ludumo

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 (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I am special	<i>Put your hand on your chest</i>
	There is no one just like me	<i>Wave your index finger to say 'no'</i>
	No one that has ever been	<i>Wave your index finger to say 'no'</i>
	And no one that will ever be	<i>Wave your index finger to say 'no'</i>
	It's the same for you	<i>Point to your friend</i>
	You are just as special too	<i>Point to your friend</i>
	You are special	<i>Point to your friend</i>
	There is no one just like you	<i>Wave your index finger to say 'no'</i>
THEME VOCABULARY	allowed, comedian, belief, law	
QUESTION OF THE DAY		
Question	<p><i>Explain that one part of our identity is our gender. Gender should never limit the things we can do! Sometimes, people tell girls they can only do certain things, or that they aren't allowed to do other things. Sometimes people say the same thing to boys. We must remember that we are all different – we don't have to do something or like something just because we are a boy or a girl.</i></p> <p>Ask learners: Has someone ever told you that you couldn't do something because of your gender?</p>	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have been told that they couldn't do something because of their gender?	
Answer	__ learners have been told that they couldn't do something because of their gender.	
Question	How many learners have not been told that they couldn't do something because of their gender?	
Answer	__ learners have not been told that they couldn't do something because of their gender.	

Question	Have more learners been told that they couldn't do something because of their gender or not?
Answer	More learners have / have not been told that they couldn't do something because of their gender.
Question	Have fewer learners been told that they couldn't do something because of their gender or not?
Answer	Fewer learners have / have not been told that they couldn't do something because of their gender.
Question	Has someone ever told you that you couldn't do something because of your gender?
Answer	Yes, I have been told that I couldn't do something because of my gender.
Answer	No, I have not been told that I couldn't do something because of my gender.
READING	Practice reading the sight words for the week.

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

SOUND	/ur/												
ACTIVITY	<p>WORD FIND</p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>ur</td> <td>ch</td> <td>b</td> </tr> <tr> <td>m</td> <td>i</td> <td>h</td> </tr> <tr> <td>st</td> <td>f</td> <td>r</td> </tr> <tr> <td>s</td> <td>t</td> <td>er</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Remind learners of the sound of the week: /ur/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /h/ - /ur/ - /t/ 	ur	ch	b	m	i	h	st	f	r	s	t	er
ur	ch	b											
m	i	h											
st	f	r											
s	t	er											

	<ol style="list-style-type: none"> 5. Remind learners they can make a word using any of the sounds – they do not need to use /ur/. 6. Show learners how to make another word, like: /f/ - /i/ - /st/ 7. Remind learners they can make words using the target sound, like hurt, or words without the target sound, like fist. <p>LEARNERS DO</p> <ol style="list-style-type: none"> 1. Tell learners to open their exercise books and write the heading: ur words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): church, fur, surf, surfer, hurt, burst, mist, hurt, first, shirt, hit, bit, rim
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ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

WEEK 9: FRIDAY: LANGUAGE USE (30 MINUTES)

TOPIC

Common and Proper Nouns

EXPLANATION

1. Explain that today, learners will learn about **proper nouns**.
2. Remind learners that a noun is a person, place, or thing.
3. Explain that a proper noun is the **name** of a **specific** person, place or thing.
4. Explain that we must **capitalise** names, just like we capitalise our own names!
5. Write an example, like your name: (e.g.) **Mrs Khunou**
6. Explain that both of these are always capitalised because it is my name!
7. But, we don't capitalise the word *teacher*, because it isn't a name – it is just a common noun!

I DO (Teacher models)

1. Write the following chart on the board:

common nouns	proper nouns

2. Explain that now, you will say a word. Then, we will decide in which column we must write the word.
3. Explain that you will do two examples first for learners. Then, you will work all together as a class.
4. Say the word: country
5. Explain that this goes in the common noun column. It goes in that column because we aren't naming a specific country! Write the word in the correct column:

common nouns	proper nouns
country	

6. Say the word: Zimbabwe
7. Explain that this goes in the proper noun column. It goes in that column, because it is the name of one specific country! Write the word in the correct column:

common nouns	proper nouns
country	Zimbabwe

WE DO (Teacher and learners do together):

1. Next, say the following words. After each word, discuss which column the word belongs in and why:
 - beach
 - Cape Town
 - park
 - Trevor Noah
 - comedian
 - ocean
 - Indian Ocean
 - city
 - village
 - Johannesburg
 - Malelane
 - shop
 - mall
 - Shoprite
 - Mr Price
 - month
 - August
 - June
 - boy
 - Themba
 - girl
 - Lerato

2. At the end, your chart should look like this:

common nouns	proper nouns
1. beach	1. Cape Town
2. park	2. Trevor Noah
3. comedian	3. Indian Ocean
4. ocean	4. Johannesburg
5. city	5. Malelane
6. village	6. Shoprite
7. shop	7. Mr Price
8. mall	8. August
9. month	9. June
10. boy	10. Lerato
11. girl	11. Themba

3. Make sure learners understand that words in the common nouns column are not specific – they are generic!
4. Make sure learners understand that words in the proper nouns column name someone or something specific. They must be capitalised, just like we capitalise our own names.

YOU DO (Learners do independently):

1. **Hand out learner books.**
2. Instruct learners to draw a picture and to write a label for each of the following categories:

Common Nouns	Proper Nouns
1. Person	1. Person
2. Place	2. Place
3. Thing	3. Thing
4. Animal	4. Animal

3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing** to you.
5. Help learners correctly use **common and proper nouns**.
6. **Encourage learners.**

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 9: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 3 - TERM 3

WEEK
10

THEME:
IDENTITIES

'Be yourself. Everyone else is taken.'

- Oscar Wilde

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: make a chart about your own identity for your learners to see: your race / culture / gender / heritage / talents / skills / profession / family roles / social roles.
5. Do some research on the internet to prepare for the theme. For example: find out more about 'illegal immigrants'. What are the implications for someone who does not a 'formal identity'?
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 2: Word work, page 31
Activity 2	DBE Workbook 2: Let's write, page 31 & 33
Activity 3	DBE Workbook 2: Let's read, page 32
Activity 4	DBE Workbook 2: Let's talk, page 33

TERM 3: WEEK 10	
OVERVIEW	
THEME	Identities
THEME VOCABULARY	identity, gender, race, unique, chameleon, separate, fit in, belong, allowed, comedian, belief, law, illegal, crime, bridge, connection, business, outsider, funny, hang out, size, medium, religion, children
SIGHT WORDS	where, who, scared, places, when
PHONICS	/scr-/ - scrap, screen, scream, screaming, scratch, scratched, scrunch
WRITING FRAME	Topic: Write a letter to a friend telling them about your identity, and asking about their identity.
	Tuesday
	Thursday
	Edit
	Publish and share

TERM 3: WEEK 10	
INTRODUCE THE THEME	
PICTURE	Picture from the Big Book story <i>Trevor Noah, the chameleon</i>
SHOW	Show learners the picture of the chameleon from your resource pack.
SAY	<ul style="list-style-type: none"> Remind learners that we have been talking about identities. Ask learners: What do you know about a chameleon? Discuss the picture with learners. Explain that a chameleon can change colours to blend in with their surroundings. Ask learners: Why might we compare a person to a chameleon? Discuss this with learners. Explain that if someone can change easily to blend in, we could call them a chameleon. Explain that this week in our Shared Reading, we will think more about why the title of our story compares Trevor Noah to a chameleon. Explain that this week, we will continue to think about solving problems this week!
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 (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We are all born in a different way	<i>Spread your arms out wide</i>
	How we look and what we say	-
	Of many languages and cultures too	<i>Spread your arms out wide</i>
	The things we like and things we do	-
	If we were all the same you see	<i>Point to everyone around you</i>
	You wouldn't be you and I wouldn't be me	<i>Point to your friend then point to yourself</i>
THEME VOCABULARY	illegal, crime, bridge, connection	
QUESTION OF THE DAY		
Question	<i>Remind learners that in the story, Trevor Noah uses language and his jokes as ways to build bridges and connect to other people.</i> Ask learners: What is another way to build bridges with people?	
Graph	2 COLUMN GRAPH	
Options	through food / through kindness	
Follow up questions		
Question	How many learners think we can build bridges through food?	
Answer	__ learners think we can build bridges through food.	
Question	How many learners think we can build bridges through kindness?	
Answer	__ learners think we can build bridges through kindness.	
Question	How do more learners think we can build bridges?	
Answer	More learners think we can build bridges __.	
Question	How do fewer learners think we can build bridges?	
Answer	Fewer learners think we can build bridges __.	

Question	How do you think we can build bridges with people?
Answer	I think we can build bridges through food.
Answer	I think we can build bridges through kindness.
READING	Practice reading the sight words for the week.

WEEK 10: MONDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)									
SOUND	/scr-/								
FLASHCARDS	scrap, screen, scream, screaming, scratch, scratched, crunch								
ACTIVITY	<p>INTRODUCE THE SOUND AND WORDS</p> <ol style="list-style-type: none"> Say the sound and hold up the flashcard /scr-/ 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, c and r together at the beginning of a word, we must not say the sounds separately. We must say one sound: /scr-/ Show each flashcard and help learners break the word up into individual sounds: /scr/ – /a/ – /p/ /scr/ – /ee/ – /n/ /scr/ – /ea/ – /m/ /scr/ – /ea/ – /m/ – /ing/ /scr/ – /a/ – /tch/ /scr/ – /a/ – /tch/ – /ed/ /scr/ – u/ – /nch/ Ask learners to repeat each word after you. Stick up the flashcards on the Phonics Display Board. Call on a different learner to read each of the phonic words: <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>scratch</td> <td>scratch</td> </tr> <tr> <td>screen</td> <td>scratched</td> </tr> <tr> <td>scream</td> <td>crunch</td> </tr> <tr> <td>screaming</td> <td></td> </tr> </tbody> </table>	scratch	scratch	screen	scratched	scream	crunch	screaming	
scratch	scratch								
screen	scratched								
scream	crunch								
screaming									

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>Trevor Noah, the chameleon</u>
ACTIVITY	Second read
COMPREHENSION STRATEGY	I wonder... Make inference
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.</p>
Story	Think Aloud (Second Read)
FRONT COVER Trevor Noah, the chameleon	I can infer that Trevor is like a chameleon because a chameleon changes colour in different places. That is like Trevor can change his language and change his jokes to fit in to lots of different places!
Have you ever heard of Trevor Noah? He is a famous South African comedian and author. Trevor wrote a book called 'Born a Crime' about his experiences growing up during Apartheid.	--
During Apartheid, people of different races were supposed to be separated. It was illegal for people of different races to have children together or to get married. But, of course, people of different races still sometimes fell in love and had children.	I wonder why Trevor's book was called 'Born a Crime'? It must be because it was illegal at the time for his parents to be together and have a baby.

<p>Trevor’s mother was a black, Xhosa woman. Trevor’s mother broke the unfair laws of Apartheid. She moved to an area of Johannesburg where only white people were allowed to live. That is where she met Trevor’s father. He was a white, man from a country called Switzerland. They had Trevor, a mixed-race child. At that very terrible time, Trevor didn’t fit in easily! He wasn’t allowed to be in places for white people. He wasn’t allowed to be in places for black people.</p>	<p>I can infer that everyone in Trevor’s family looks different from each other.</p>
<p>And he was the only person in his family who was mixed race.</p>	
<p>When Trevor was a young child, his parents sometimes took him to the park. But, Trevor’s parents knew they would get into trouble if the police found out that they were a family. So, when they went to the park they had to pretend they didn’t know each other!</p>	<p>I can infer that Trevor’s skin colour could show the police that his parents were together. This was illegal at the time. So, I can infer that if Trevor was with his parents, he could get everyone in trouble.</p>
<p>Once, when Trevor was very small, he shouted ‘Daddy!’ and ran towards his father. Trevor’s father was scared that something terrible could happen. He had to run away from his own child. But little Trevor thought this was a game, and chased him through the park, yelling ‘Daddy!’</p>	<p>I can infer that little Trevor didn’t understand! It must have been hard for Trevor’s parents to explain the unfair rules of Apartheid to little Trevor.</p>
<p>Trevor spent a lot of time with his grandmother in Soweto. At that time, only black people were allowed to stay in Soweto. Trevor’s family worried that if the police saw him, they might try to take him away from his family. So, Trevor wasn’t allowed to play out on the street with the other children! Once, Trevor was so desperate to play that he dug a hole under the fence in the yard!</p>	<p>--</p>

<p>Trevor learned that language was an important way to build bridges with people who looked different from him. Trevor once said that when he learned languages, he “became a chameleon”. In other words, Trevor found that when he spoke someone’s language, they would forget that he looked different from them. Language helped him feel like he belonged in lots of spaces where he looked different.</p>	<p>I can infer that language helped Trevor become a chameleon, because it helped him fit in anywhere! Trevor could use language to belong.</p>
<p>When Trevor was ten years old, Apartheid ended. Trevor went to a big high school with over one thousand children. There were Coloured, Indian, Chinese, black, and white children at Trevor’s school. But, out of all the children in his high school, Trevor was the only mixed-race child. He had a hard time knowing who to hang out with during break.</p>	<p>--</p>
<p>So, Trevor started a business. He collected money from the other children and bought food from the tuck shop for them. Because of his business, Trevor talked to all the different groups of children at school. Trevor learned how to fit in by making jokes and making people laugh. Being funny helped Trevor become a chameleon who could fit in anywhere!</p>	<p>I can infer that Trevor’s business helped him become like a chameleon. His business have him a reason to talk to everyone, and make everyone laugh.</p>
<p>Throughout his life, Trevor felt like an outsider in lots of different ways. So, Trevor found lots of different ways to belong. He observed and watched people. He learned their languages. He learned how to make all different kinds of people laugh. Being different is what helped make Trevor Noah the great comedian he is today!</p>	<p>Oh! I can infer that being different helped Trevor become a famous comedian, because he had to learn how to make all different people laugh.</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>Where did Trevor grow up?</p>	<p>He grew up in Johannesburg.</p>
<p>What was one thing that you can infer was difficult in Trevor’s life?</p>	<p>I can infer that it was difficult for Trevor to...</p>

What was Trevor's business?	He collected money from the other learners and bought food from the tuck shop for them.
Why question	Possible response
Why do you think this story is called <i>Trevor Noah, the chameleon</i> ?	<ul style="list-style-type: none"> • Because Trevor had to learn how to fit in anywhere, like a chameleon. • Because Trevor learned that languages helped him become like a chameleon and fit in anywhere. • Because making people laugh helped Trevor become like a chameleon and fit in anywhere. • Because Trevor's business helped him become like a chameleon.

WEEK 10: TUESDAY: WRITING (30 MINUTES)

TOPIC	Write a letter to a friend telling them about your identity, and asking about their identity.
TASK	EDITING

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

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

Getting Ready:

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

do you speak any other **language** like me? What do you like about your own identity the most? I **hoped** to hear from you soon!

Love,

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After each sentence, instruct learners to look for the **mistake**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. **do** you speak ... (*We must start a sentence / question with a capital letter!*)
 - b. ...any other **languages** like me? (*languages must be plural, because we are talking about buying more of them.*)
 - c. I **hoped** to hear from you soon! (*You hope to hear from someone now – not in the past!*)

Oral Instructions:

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

Writing:

1. **Hand out learner books** with completed letters from the previous week.
2. Instruct learners to find their letters from the previous week.

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

Tuesday

Dear Oratile

Hi! We have been learning about identitys.
Something important about my identity is that
I am from a royal family. My grandfather
is a Swati prince.

Thursday

Is there anyone important in your family?
What can you tell me about your identity?

I hope to see you soon.

Love Ludumo

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: WEDNESDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We are all born in a different way	<i>Spread your arms out wide</i>
	How we look and what we say	-
	Of many languages and cultures too	<i>Spread your arms out wide</i>
	The things we like and things we do	-
	If we were all the same you see	<i>Point to everyone around you</i>
	You wouldn't be you and I wouldn't be me	<i>Point to your friend then point to yourself</i>
THEME VOCABULARY	business, outsider, funny, hang out	
QUESTION OF THE DAY		
Question	What helped Trevor not to feel like an outsider?	
Graph	3 COLUMN GRAPH	
Options	speaking many languages / being funny / running his business	
Follow up questions		
Question	How many learners think speaking many languages helped Trevor?	
Answer	__ learners think speaking many languages helped Trevor.	
Question	How many learners think being funny helped Trevor?	
Answer	__ learners think being funny helped Trevor.	
Question	How many learners think running his business helped Trevor?	
Answer	__ learners think running his business helped Trevor.	
Question	What do most learners think helped Trevor not to feel like an outsider?	
Answer	Most learners think __ helped Trevor not to feel like an outsider.	
Question	What do fewest learners think helped Trevor not to feel like an outsider?	
Answer	Fewest learners think __ helped Trevor not to feel like an outsider.	

Question	What helped Trevor not to feel like an outsider?
Answer	Speaking many languages helped Trevor not feel like an outsider.
Answer	Being funny helped Trevor not to feel like an outsider.
Answer	Running his business helped Trevor not to feel like an outsider.
EXPLAIN	<i>Explain that we don't have to look like other people to fit in with them. But often, people feel like they fit in more easily with people who are more like them. But, there are lots of ways we can connect to and build friendships with people who are different from us, too.</i>
READING	Practice reading the sight words for the week.

WEEK 10: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 MINUTES)	
SOUND	/scr-/
ACTIVITY	<p>SEGMENTING AND BLENDING (I DO)</p> <ol style="list-style-type: none"> Say the word scrap Segment the word into the individual sounds: /scr/ - /a/ - /p/ Say the beginning sound of the word: /scr/ Say the middle sound of the word: /a/ Say the end sound of the word: /p/ Write the word on the board: scrap Model pointing and blending the sounds to make a word: /scr/ - /a/ - /p/ = scrap Remind learners that in English, when s, c and r are together in a word they must be read together as one sound: /scr-/ Repeat this with the word scrunch <p>SEGMENTING AND BLENDING (WE DO)</p> <ol style="list-style-type: none"> Say the word scream Ask learners: What is the first sound in the word? /scr/ Ask learners: What is the middle sound in the word? /ea/ Ask learners: What is the last sound in the word? /m/ Ask learners to segment the word into each individual sound: /scr/ - /ea/ - /m/ Write the word: scream Instruct learners to blend the sounds in the word with you: /scr/ - /ea/ - /m/ = scream Repeat this with the word screen

SEGMENTING AND BLENDING (YOU DO)

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **scr 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.

scrap	screen	scream	screaming	scratch	scratched	scrunch
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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 10: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINTUES)**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>Trevor Noah, the chameleon</u>
ACTIVITY	Recount
COMPREHENSION STRATEGY	Summarise Make evaluations
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
SENTENCE FRAME	This is a story that tells us... I learned... I think that Trevor...
INSTRUCTIONS	
<ol style="list-style-type: none"> 1. Explain that when we summarise a book with facts, we think about the most important things we learned from the book. 2. Use modelling to show learners how to give a short summary of the text like: This is a story that tells us all about Trevor Noah! It tells us what it was like for Trevor Noah to grow up during Apartheid. I learned that Trevor Noah looked different from everyone else in his family. I think that Trevor Noah learned to fit in through languages and being funny. 3. Hold up the pictures. Instruct learners to look at the pictures and think about the interesting facts in the book. 4. Instruct learners to think about their summary of the book. 5. Instruct learners to think about and about an evaluation about Trevor. 6. Instruct learners to turn and talk and share their own recount with a partner (they should not memorise what the teacher has said. This should be learners own ideas!) 7. Ask 2-3 learners to share their ideas with the class. Help the learners form complete sentences. 8. Explain and correct any common problems to learners. 	

WEEK 10: THURSDAY: WRITING (30 MINUTES)

TOPIC	Write a letter to a friend telling them about your identity, and asking about their identity.
TASK	PUBLISHING & SHARING
WRITING FRAME	Dear _____, Hi! We have been learning about... Something important about my identity... I... 2 questions (Who, what, when, why, how?) I hope... Love, _____

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
do you speak any other **languages** like me?

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners on Tuesday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like:
Do you speak any other languages like me?

Writing:

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

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 lists.

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

Thursday

Dear Oratile,

Hi! We have been learning about identities. Something important about my identity is that I am from a royal family. My grandfather is a Swati prince.

Is there anyone important in your family? What can you tell me about your identity?

I hope to see you soon.

Love Ludumo

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: FRIDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We are all born in a different way	<i>Spread your arms out wide</i>
	How we look and what we say	-
	Of many languages and cultures too	<i>Spread your arms out wide</i>
	The things we like and things we do	-
	If we were all the same you see	<i>Point to everyone around you</i>
	You wouldn't be you and I wouldn't be me	<i>Point to your friend then point to yourself</i>
THEME VOCABULARY	size, medium, religion, children	
QUESTION OF THE DAY		
Question	<p><i>Explain that one thing that can be important to our identity is our family. We have families that look lots of different ways. In our story, we saw that not everyone in a family must look the same. People in a family can be different colours, cultures, and religions. Who is in a family can also be different! Some of us live with our mom and dad. Some people live with their grannies and grandpas. Some of us live with just our mom or just our dad. Some people have two moms or two dads. Some of us live with aunts, uncles or friends. There is no right kind of family!</i></p> <p>Ask learners: What size family do you have?</p>	
Graph	3 COLUMN GRAPH	
Options	big / medium / small	
Follow up questions		
Question	How many learners have a big family?	
Answer	___ learners have a big family.	
Question	How many learners have a medium family?	
Answer	___ learners have a medium family.	

Question	How many learners have a small family?
Answer	__ learners have a small family.
Question	What size family do most learners have?
Answer	Most learners have a __ family.
Question	What size family do fewest learners have?
Answer	Fewest learners have a __ family.
Question	What size family do you have?
Answer	I have a big family.
Answer	I have a medium family.
Answer	I have a small family.
READING	Practice reading the sight words for the week.

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

SOUND

/scr-/

WORD FIND

Write the following table on the chalkboard:

scr-	n	ee
ed	tch	a
nch	p	u

MODEL

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

LEARNERS DO

1. Tell learners to open their exercise books and write the heading: **scr- words**.
2. Instruct learners to begin writing.
3. Give learners 3 minutes to find and build as many words as they can.
4. Allow learners to correct their own work. Show learners how to build these words (and others): **scratch, scrap, screen, scrunch, scratched, pun, nap, punch, pan**

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

WEEK 10: FRIDAY: LANGUAGE USE (30 MINUTES)

TOPIC	Articles: 'the' versus 'a'
<p>GETTING READY</p> <ul style="list-style-type: none"> In this activity, you will split learners into small groups of 3-4 learners. Each group will need a set of flashcards that say: a / an / the <p>EXPLANATION</p> <ol style="list-style-type: none"> Explain that we use a / an with general nouns. For example: I'm hungry. I want a pizza. Can you see a pizza right now? No? That's why it's a pizza. I don't have a specific pizza in mind. I can't see it, and you can't see it. We don't know which pizza I'm talking about. It could be any pizza. We use the with specific nouns. For example: <i>[Give a blue pen to one of your learners]</i> Lerato, can you pass me the blue pen? Can everyone see the blue pen? Yes? That's why it's the blue pen. I know which pen it is. I can see it, and you can see it. I'm talking about only this one specific pen, and we all know which pen I'm talking about! Use <i>the</i> when there is only one of something. Examples include <i>the sun, the moon, the earth, the whiteboard, the teacher's desk</i> (if there is only one teacher in your classroom), etc... Use <i>the</i> when it's the second mention of the noun. Even though we still can't see it, we know which one the speaker is talking about because it has been introduced. For example: I saw a movie last night. The movie was so boring that I fell asleep. 	

I DO (Teacher models)

1. Explain that today, we will Practice using articles. We will play a game to Practice these articles.
2. For this game, learners will be split into small groups. Each group will have a set of flashcards.
3. Explain that you will say a sentence. Then the group must discuss and decide which article belongs in the sentence.
4. Demonstrate an example for learners, like:
5. [Point to the board]. Say: This is ___ board!
6. Explain that you will hold up the flashcard for the article you think is correct.
7. Hold up the flashcard: **the**
8. Explain that there is just one board in the classroom. I am pointing to it and you all know which specific board I am talking about. That is why we use 'the'.

WE DO (Teacher and learners do together):

1. Split learners up into groups of 3-4 learners.
2. Give each small group a set of flashcards.
3. Go through these sentences. Give learners time to discuss in their groups and decide on the flashcard.
4. Look around at all the flashcards. Help correct any mistakes the learners make as you go!
5. **I want to eat ___ sandwich.** (*We use 'a' here because we can't see the sandwich – it is not a specific sandwich!*)
6. **I will buy ___ dog for my children.** (*We use 'a' here because you don't know which dog I want to buy! We would use the only if I was pointing to a specific dog, or showing you a picture of the exact dog I want to buy.*)
7. **I must go speak to ___ Principal.** (*We use 'the' because there is one principal in our school. We are talking about a specific person!*)
8. [Hold up a book for learners to see] **Can you see ___ book?** (*We use 'the' here because you can see the book I am talking about! It is a specific book.*)

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.