

**GRADE 2**

**FIRST ADDITIONAL  
LANGUAGE  
LESSON PLAN  
ENGLISH**

**TERM 4 2021**

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## Resources Provided

Please note that all resources provided belong to the school.

In Term 4, the PSRIP provides you with the following resources:

ITEM	QUANTITY	NOTES
Term 4 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 4 Tracker	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. A sample Programme of Assessment can be found at the back of the Tracker.
Term 4 Big Book	1	Use the big book stories during Shared Reading lessons. There are 4 stories for the term – one story per theme.
Term 4 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 4 Worksheet Pack	8 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](http://www.nect.org.za)

### Weekly Routine

1. The learning programme follows the same routine every week.
  - This makes it easy for teachers and learners to follow.
  - Learners can prepare for the next activity once they know the routine.
2. The routine is based on the CAPS maximum time for EFAL: 3 hours per week.
3. Please display this routine in your classroom and try to learn it off by heart!

#### GRADE 2 WEEKLY ROUTINE

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

## Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	GROUP GUIDED READING TEXT	INDEPENDENT READING TEXT
1	Solving problems	The ruined classroom	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	Historical figures	The warrior queen		Worksheet 3
4				Worksheet 4
5	Bullying and appearance	Zweli speaks up		Worksheet 5
6				Worksheet 6
7	Using technology for good!	Greta Thunberg: a climate change hero		Worksheet 7
8				Worksheet 8

**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?**

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

**Filling out the graph:**

**Modelling:**

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

**Learners:**

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

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

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

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



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

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

### Discussing the question of the day:

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

### Daily Activities: Sight Words and Orthographic Mapping

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

## Shared Reading with Comprehension Strategies

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

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

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

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

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

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



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

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

Below is a description of the core methodology of each of the 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.

<b>ship</b>	<b>shell</b>
<b>shop</b>	<b>shack</b>
<b>shut</b>	<b>shock</b>
<b>shed</b>	<b>shall</b>

#### PURPOSE OF THE ACTIVITY

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



## Wednesday example lesson and purpose

### SEGMENTING AND BLENDING (I DO)

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

### SEGMENTING AND BLENDING (WE DO)

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

### SEGMENTING AND BLENDING (YOU DO)

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

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

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

### PURPOSE OF THE ACTIVITY

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

## Friday example lesson and purpose

### BEGINNING SOUND

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

### LETTER SWAP

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

### INFORMAL ASSESSMENT

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

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

### PURPOSE OF THE ACTIVITY

- Learners must understand that words are made up of distinct sounds. These sounds can be put together (blended) or taken apart (segmented).
- Learners must be able to hear and isolate the sounds in words.
- Learners must recognise patterns in speech and in written language. Recognising patterns helps learners to decode more quickly and effectively. Manipulating (changing) sounds and letters in words help practise seeing and hearing patterns in words.

## Group Guided Reading

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

### What to do with the rest of the class:

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

### Structure of the Reading Worksheets:

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

### Assigning groups and text selection for Group Guided Reading:

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

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

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

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

**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.


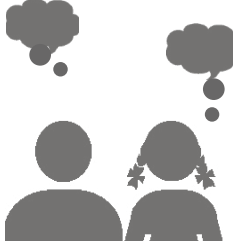

- c. **Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
- d. **Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they 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.

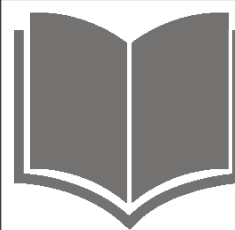
## Writing Strategies

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.

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

## STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS

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



## STRATEGY 5: WRITERS USE THEIR MEMORIES TO WRITE WORDS




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



## STRATEGY 6: WRITERS SAY WORDS SLOWLY LIKE A TORTOISE

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



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



# GRADE 2 - TERM 4

# WEEK 1

## THEME: SOLVING PROBLEMS

'Every problem has a solution.'

— Unknown

## WEEK 1: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: find examples of recyclable materials that can be used to solve problems, like old tyres, plastic bags, fabric, etc.
5. Do some research on the internet to prepare for the theme. For example: find some stories about people who solved problems using recycled materials.
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.**

<b>Activity 1</b>	DBE Workbook 2: Let's read, page 36
<b>Activity 2</b>	DBE Workbook 2: Let's write, page 36 & 37
<b>Activity 3</b>	DBE Workbook 2: Let's write, page 38
<b>Activity 4</b>	Draw and write about a problem you have solved.

TERM 4: WEEK 1		
OVERVIEW		
THEME	Solving problems	
THEME VOCABULARY	problem, solve, fix, maths, hang, wall, important, confident, ruin, classroom, rip, gone	
SIGHT WORDS	this, then, helping, school, turn	
PHONICS	/th-/ (soft) - thin, think, thud, throat, thing, thick, thank, three	
WRITING FRAME	<b>Tuesday</b>	<b>ADD on Thursday</b>
	One time, I felt angry because... (2 sentences)	I solved the problem by... It worked because... OR It didn't work because...

TERM 4: WEEK 1	
INTRODUCE THE THEME	
PICTURE	Page 1 of the Big Book <i>The ruined classroom</i>
SHOW	Show learners the picture of the classroom. Explain that the classroom has been ruined by someone!
SAY	<ol style="list-style-type: none"> <li>1. Ask learners: How would you feel if you came to school on a Monday, and our classroom looked like that?</li> <li>2. Ask learners: What are some other problems you can think of?</li> <li>3. Listen to learner responses. This will help you understand what learners already know.</li> <li>4. Explain that for the next two weeks, we will be thinking about solving problems. When something bad or we don't like happens, we have to think about what we can do to make it better! We will be thinking about different kinds of problems and some ideas for solving those problems.</li> <li>5. Explain that for the next two weeks, we will learn vocabulary words to discuss how we can solve problems we face!</li> </ol>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 1: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME	<b>LYRICS (WORDS)</b>	<b>MOVEMENT</b>
	Every problem has a solution	<i>Put your index finger in the air</i>
	Big or small there's a resolution!	<i>Stretch your hands out wide, bring your hands together again</i>
	We solve problems every day,	--
	What problem have you solved today?	<i>Turn and ask your partner</i>
THEME VOCABULARY	problem, solve, fix, maths	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Explain that we solve problems in maths. When we do 2+2 and figure out that it equals 4, we have solved the maths problem. We also solve problems with other people. When someone makes us angry or does something we don't like, we have to solve the problem by speaking to them.</i></p> <p><b>Ask learners:</b> Which kind of problem do you like to solve?</p>	
Graph	2 COLUMN GRAPH	
Options	a maths problem / a problem with friends	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners like to solve a maths problem?</b>	
Answer	__ learners like to solve a maths problem.	
<b>Question</b>	<b>How many learners like to solve a problem with friends?</b>	
Answer	__ learners like to solve a problem with friends.	
<b>Question</b>	<b>Which kind of problem do more learners like to solve?</b>	
Answer	More learners like to solve __	
<b>Question</b>	<b>Which kind of problem do fewer learners like to solve?</b>	
Answer	Fewer learners like to solve __	
<b>Question</b>	<b>Which kind of problem do you like to solve?</b>	
Answer	I like to solve a maths problem.	
Answer	I like to solve a problem with friends.	
READING	Practice reading the sight words for the week.	

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

SOUND	<b>/th-/ (soft)</b>								
FLASHCARDS	<b>thin, think, thud, throat, thing, thick, thank, three</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/th-/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that when we see the letters <b>t</b> and <b>h</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/th-/ (soft)</b></li> <li>4. Say each word loudly and clearly as you show the flashcard: <b>thin, think, thud, throat, thing, thick, thank, three</b></li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" data-bbox="568 884 852 1160"> <tr> <td><b>thin</b></td> <td><b>thing</b></td> </tr> <tr> <td><b>think</b></td> <td><b>thick</b></td> </tr> <tr> <td><b>thud</b></td> <td><b>thank</b></td> </tr> <tr> <td><b>throat</b></td> <td><b>three</b></td> </tr> </table>	<b>thin</b>	<b>thing</b>	<b>think</b>	<b>thick</b>	<b>thud</b>	<b>thank</b>	<b>throat</b>	<b>three</b>
<b>thin</b>	<b>thing</b>								
<b>think</b>	<b>thick</b>								
<b>thud</b>	<b>thank</b>								
<b>throat</b>	<b>three</b>								

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

SOUND	
WORDS	
ACTIVITY	

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

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

TITLE	<u>The ruined classroom</u>
ACTIVITY	PRE-READING
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

## PRE-READING ACTIVITY

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

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

## WRITING FRAME

One time, I felt angry because...  
(2 sentences)

**Modelling:**

1. Explain that today, we will write about a time we felt angry. We will write about **what happened** to make us feel angry.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: One time I felt angry because my sister took my jersey without asking me. She was outside playing with her friends, wearing my jersey. It made me so angry!
5. Use **modelling** to draw a picture of yourself looking angry.
6. Use **modelling** to add the label “me” next your picture. Add other labels like, ‘angry’ and ‘sister’
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: One time, I felt angry because my sister took my jersey. She wore it without asking me.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

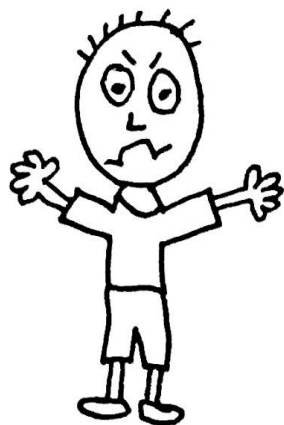
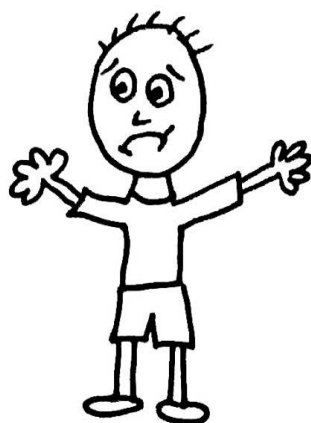
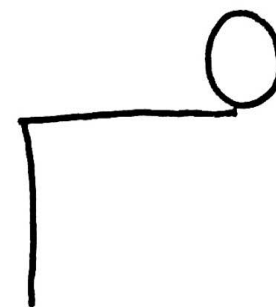
**Oral Instructions:**

1. Ask learners: When was a time you felt angry? What happened?
2. Explain that learners must choose something that happened in their own lives – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Ask learners: When was a time you felt angry? Remind learners that they must try to use at least **two** sentences to tell their partner about what happened.
5. Instruct learners to **turn and talk** and share their ideas with a partner.
6. Call on 2-3 learners to tell you what happened to make them feel angry. They must say: *One time, I felt angry because...*
7. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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



Tuesdaymebrotherballangry

One time I felt angry  
because my brother kicked my  
ball over the wall.

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

GROUP

GROUP 2

TEXT

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

SIGHT WORDS

Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 1: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG/RHYME	<b>LYRICS (WORDS)</b>	<b>MOVEMENT</b>
	Every problem has a solution	<i>Put your index finger in the air</i>
	Big or small there's a resolution!	<i>Stretch your hands out wide, bring your hands together again</i>
	We solve problems every day,	--
	What problem have you solved today?	<i>Turn and ask your partner</i>
THEME VOCABULARY	hang, wall, important, confident	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Explain that part of solving problems is being able to think about our feelings and being able to think about how other people feel too. We have to try to remember that other people don't always feel the same way we do. This can help us be better problem solvers.</i></p> <p>Show learners the picture on page 2 of the Big Book <i>The ruined classroom</i>.</p> <p><b>Ask learners:</b> What word best tells us about how Zweli feels?</p>	
Graph	3 COLUMN GRAPH	
Options	confident / proud / important	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners think 'confident' best tells us about how Zweli feels?</b>	
Answer	___ learners think 'confident' best tells us about how Zweli feels.	
<b>Question</b>	<b>How many learners think 'proud' best tells us about how Zweli feels?</b>	
Answer	___ learners think 'proud' best tells us about how Zweli feels.	
<b>Question</b>	<b>How many learners think 'important' best tells us about how Zweli feels?</b>	
Answer	___ learners think 'important' best tells us about how Zweli feels.	

<b>Question</b>	<b>What word did most learners choose?</b>
Answer	Most learners chose ___ to tell us about Zweli's feelings.
<b>Question</b>	<b>What word did fewest learners choose?</b>
Answer	Fewest learners chose ___ to tell us about Zweli's feelings.
<b>Question</b>	<b>What word best tells us about Zweli's feelings?</b>
Answer	I think 'confident' best tells us about Zweli's feelings.
Answer	I think 'proud' best tells us about Zweli's feelings.
Answer	I think 'important' best tells us about Zweli's feelings.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/th-/ (soft)</b>
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>thin</b></li> <li>Segment the word into the individual sounds: <b>/th/ - /i/ - /n/</b></li> <li>Say the beginning sound of the word: <b>/th/</b></li> <li>Say the middle sound of the word: <b>/i/</b></li> <li>Say the end sound of the word: <b>/n/</b></li> <li>Write the word on the board: <b>thin</b></li> <li>Model pointing and blending the sounds to make a word: <b>/th/ - /i/ - /n/ = thin</b></li> <li>Remind learners that in English, when <b>t</b> and <b>h</b> are together in a word they must be read together as one sound: <b>/th/</b></li> <li>Repeat this with the word <b>thud</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>thank</b></li> <li>Ask learners: What is the first sound in the word? <b>/th/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/a/</b></li> <li>Ask learners: What is the last sound in the word? <b>/nk/</b></li> <li>Ask learners to segment the word into each individual sound: <b>/th/ - /a/ - /nk/</b></li> <li>Write the word: <b>thank</b></li> <li>Instruct learners to blend the sounds in the word with you: <b>/th/ - /a/ - /nk/ = thank</b></li> <li>Repeat this with the word <b>thick</b></li> </ol>

**SEGMENTING AND BLENDING (YOU DO)**

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

<b>thin</b>	<b>think</b>	<b>thud</b>	<b>throat</b>	<b>thing</b>	<b>thick</b>	<b>thank</b>	<b>three</b>
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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 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>The ruined classroom</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Search the text</b> <b>I wonder...</b>
PURPOSE	<p>By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.</p> <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>
Story	Think Aloud (First Read)
<p>On Friday, it was Zweli's turn to show his story to the class.</p> <p>'This is me, helping my mom in the garden,' Zweli said, pointing to his drawing. Then he read his sentences.</p> <p>'Nice work!' said Mr Maboya.</p>	--
<p>The bell rang. Mr Maboya asked, 'May I put your writing up on the wall?'</p> <p>'Yes!' said Zweli excitedly. Mr Maboya put Zweli's work in the middle of the wall, where everyone would be able to see it on Monday morning.</p>	<b>What</b> did Mr Maboya put up on the wall? Look! He put Zweli's story up on the wall.
<p>That evening, Zweli sat with his mom and his little sister.</p> <p>'How was school?' his mom asked.</p> <p>'It was good!' said Zweli. 'I read my story to the class, and then Mr Maboya put it up on the wall!'</p>	--
<p>Zweli thought about his story on the wall all weekend. He couldn't wait for Monday, when all the other children would see his story on the wall.</p>	<b>What</b> is Zweli thinking about? He is thinking about all the other children seeing his story on the wall.

<p>But, when the children walked into their classroom on Monday morning, it looked terrible!</p> <p>Zweli looked on the wall for his story, but it was gone.</p> <p>Mr Maboya stood at the front of the classroom. He looked very serious.</p> <p>‘Children,’ Mr Maboya said, ‘on Saturday, the choir used our classroom. It seems that someone pulled your work off the walls and ruined it. I feel sad about this, and I’m sure you do too. I’m very sorry.’</p>	<p><b>What</b> did Zweli find when he got to school? Oh no! He found that his story was gone. All the work in the classroom was gone!</p>
<p>That evening, Zweli sat with his mom and his little sister.</p> <p>‘How was school?’ his mom asked.</p> <p>‘It was bad!’ answered Zweli. ‘My story is not on the wall anymore. Mr Maboya said the choir was in our classroom on Saturday. Someone took all our beautiful work off the wall and ruined it.’</p> <p>‘Auntie Helen runs the choir,’ said Mom. ‘I will phone her after supper.’</p>	<p><b>What</b> kind of day did Zweli have at school? He had a bad day. He had a bad day because his story got torn off the wall.</p>
<p>After supper, Zweli’s mom phoned Auntie Helen.</p> <p>‘The choir was in Zweli’s classroom on Saturday, and someone pulled everything off the walls,’ Zweli heard Mom say. ‘Zweli is very sad. He wrote a story that got ruined!’ Mom listened to Auntie Helen for a few minutes. Then she said, ‘Thank you, Auntie,’ and ended the call.</p>	<p><b>Who</b> is Zweli’s mom calling? Oh, she is calling Auntie Helen. She is calling her because Zweli was so upset about what happened in his classroom. She wants Auntie Helen to know that the choir ruined the work on the walls.</p>
<p>Early the next morning, Zweli saw Auntie Helen. She waved to him.</p> <p>‘Why is Auntie Helen at school?’ he wondered.</p> <p>The bell rang, and Zweli walked to his classroom.</p>	<p><b>I wonder</b> why Auntie Helen is there at school? I wonder if she is there because Zweli’s mom told her about what happened in the classroom?</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>On which day did Zweli read his story out loud to his class?</p>	<p>On Friday.</p>

On which day was the choir in the classroom?	On Saturday.
On which day did Zweli see that his story was gone?	On Monday.
<b>Why question</b>	<b>Possible response</b>
Why did Auntie Helen come to school?	<ul style="list-style-type: none"> <li>• She came to say sorry for the stories getting torn down</li> <li>• She came because Zweli's mom called her to tell her about what had happened in Zweli's classroom</li> <li>• She came because she runs the choir, and the choir used the classroom wanted their classroom</li> <li>• She came to tell Mr Maboya and his class that their classroom wouldn't be ruined again</li> </ul>

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

WRITING FRAME	<p>I solved the problem by...</p> <p>It worked because...</p> <p>OR</p> <p>It didn't work because...</p>
---------------	--

#### Modelling:

1. Explain that today, we will think about our story from Tuesday – about something that happened to make us angry. We will think about how we solved the problem. We will think about if we did a good job or if we could have done better.
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 tried to solve the problem by yelling at my sister. I yelled so loudly at her and stomped my foot. I think I didn't do the best job solving the problem. Maybe it would have been better to talk to her in a calm way.
5. Use **modelling** to draw a new picture, like: Yourself yelling at your sister
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame, like: **I solved the problem by** yelling. **I didn't work because** my sister just got mad!
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources**, like sight words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**



**Oral Instructions:**

1. Remind learners that on Tuesday, we wrote about a time we felt angry. Instruct learners to think about their story from Tuesday.
2. Ask learners: What did you do to solve your problem? Did your solution work?
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 2-3 learners to tell you about how they solved their problem. They must say:  
*I solved the problem by...*  
*It worked because... OR It didn't work because...*
6. Explain that learners will now use the writing frame to draw and write their own ideas!

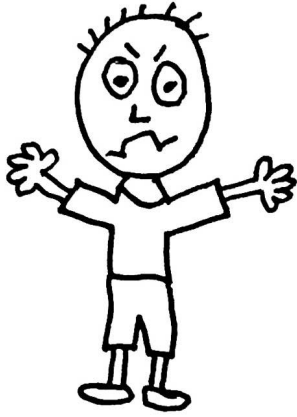
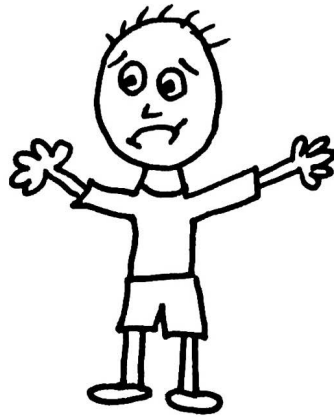
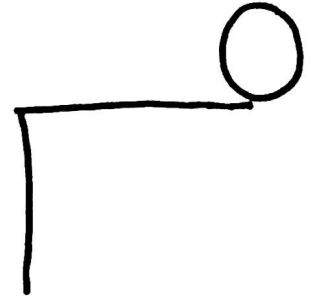
**Writing:**

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

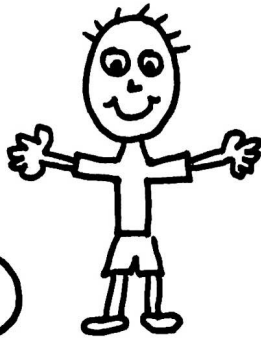
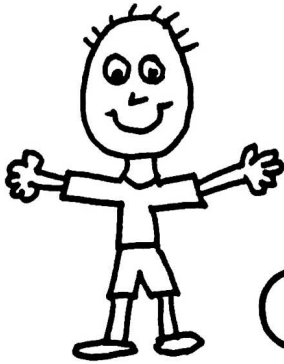
**Turn and Talk:**

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

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

Tuesdaymebrotherballangry

One time I felt angry  
because my brother kicked my  
ball over the wall.

Thursdaybrothermeball

I solved the problem by  
fetching the ball. It worked  
because we cud play soccer  
again.

**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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 1: FRIDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG/RHYME	<b>LYRICS (WORDS)</b>	<b>MOVEMENT</b>
	Every problem has a solution	<i>Put your index finger in the air</i>
	Big or small there's a resolution!	<i>Stretch your hands out wide, bring your hands together again</i>
	We solve problems every day,	--
	What problem have you solved today?	<i>Turn and ask your partner</i>
THEME VOCABULARY	ruin, classroom, rip, gone	
<b>QUESTION OF THE DAY</b>		
Question	Who do you think felt most upset by the ruined classroom?	
Graph	3 COLUMN GRAPH	
Options	Mr Maboya / Zweli / Zweli's mother	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Mr Maboya felt most upset?</b>	
Answer	__ learners think Mr Maboya felt most upset.	
<b>Question</b>	<b>How many learners think Zweli felt most upset?</b>	
Answer	__ learners think Zweli felt most upset.	
<b>Question</b>	<b>How many learners think Zweli's mother felt most upset?</b>	
Answer	__ learners think Zweli's mother felt most upset.	
<b>Question</b>	<b>Who did most learners choose?</b>	
Answer	Most learners chose __.	
<b>Question</b>	<b>Who did fewest learners choose?</b>	
Answer	Fewest learners chose __.	
<b>Question</b>	<b>Who do you think felt most upset by the ruined classroom?</b>	
Answer	I think Mr Maboya felt most upset.	
Answer	I think Zweli felt most upset.	

Answer	I think Zweli's mother felt most upset.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/th-/ (soft)</b>
WORDS	<b>thin, think, thud, throat, thing, thick, thank, three</b>
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/th/ – in (thin)</li> <li>/th/ – ud (thud)</li> </ul> </li> <li>Say two words: think, link <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /th/ sound? (think)</li> </ul> </li> <li>Say two words: thin, win <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /w/ sound? (win)</li> </ul> </li> <li>Say two words: thick, lick <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /th/ sound? (thick)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: thud</li> <li>Ask learners: What is the beginning sound? /th/</li> <li>Ask learners: If I take away the /th/ and add /m/ what word does that make?</li> <li>Help learners to hear that the word is: m – u – d = mud</li> <li>Write: thud</li> <li>Read the word: th – u – d = thud</li> <li>Erase: 'th'</li> <li>Write: 'm'</li> <li>Read the new word: m – u – d = mud</li> <li>Ask learners: What other words can you think of that end with '-ud'</li> <li>Let learners brainstorm words. (stud, spud, bud etc.)</li> </ol> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>th words</b></li> <li>Instruct learners to write numbers from 1-8.</li> </ol>

	<p>4. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></p> <p>5. Say each of the following words. Instruct learners to write the words in their book.</p> <table border="1" style="margin: 10px auto;"> <tr> <td>thin</td> <td>thud</td> <td>throat</td> <td>three</td> <td>thick</td> <td>think</td> <td>thing</td> <td>thank</td> </tr> </table> <p>7. Use the results to informally assess learners' progress. Identify learners who need extra support.</p>	thin	thud	throat	three	thick	think	thing	thank
thin	thud	throat	three	thick	think	thing	thank		

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

SOUND	
WORDS	
ACTIVITY	

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

**WEEK 1: FRIDAY: END OF WEEK LEARNING REVIEW**

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

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

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





# GRADE 2 - TERM 4



**THEME:**  
**SOLVING PROBLEMS**

'Well, if it can be thought, it can be done, a problem can be overcome.'

- E.A. Bucchianeri

## 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: find some 'before' and 'after' pictures of houses, schools, buildings or classrooms, to show learners what can be achieved.
5. Do some research on the internet to prepare for the theme. For example: find stories about children who started projects and raised funds to solve a problem – share these stories with your learners.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 2: Word work, page 38
Activity 2	DBE Workbook 2: Fun, page 41
Activity 3	DBE Workbook 2: Let's read, page 42
Activity 4	Draw and write about a time you got into a fight with a friend. How did you solve the problem?

TERM 4: WEEK 2	
OVERVIEW	
THEME	Solving problems
THEME VOCABULARY	problem, solve, fix, maths, hang, wall, important, confident, ruin, classroom, rip, gone, happy, happier, happiest, smile, listen, listener, front, back, sorry, furious, terrible, respect
SIGHT WORDS	thought, weekend, story, when, choir
PHONICS	/-th/ (soft) - with, bath, path moth, broth, cloth, sloth
WRITING FRAME	<b>Tuesday</b>
	<b>Thursday</b>
	In the story... Zweli feels...
	If my story got ripped from the wall, I would feel... I think I would...

TERM 4: WEEK 2	
INTRODUCE THE THEME	
PICTURE	Page 13 of the Big Book <i>The ruined classroom</i>
SHOW	Show learners the picture of the learners making new stories and artwork to decorate their classroom.
SAY	<ol style="list-style-type: none"> <li>1. Explain that Mr Maboya had an idea to solve the problem of the ruined classroom. He can't get the old stories back. But, he wants to make sure that the classroom still looks nice and that his learners' work is hanging up. So, he gives all his learners time to make something new for the wall!</li> <li>2. Ask learners: What problems have some of the characters in other stories had?</li> <li>3. Listen to learners' responses. Encourage learners to think about all the stories from the year.</li> <li>4. Explain that this week, we will continue to learn all about problem solving.</li> </ol>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 2: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME (Can be sung to the tune of Barney's 'I love you' song)	<b>Lyrics</b>	<b>Actions</b>
	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	happy, happier, happiest, smile	
<b>QUESTION OF THE DAY</b>		
Question	<b>What makes you feel happiest?</b>	
Graph	3 COLUMN GRAPH	
Options	playing outside / reading / drawing or writing	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners feel happiest when they are playing outside?</b>	
Answer	__ learners feel happiest when they are playing outside.	
<b>Question</b>	<b>How many learners feel happiest when they are reading?</b>	
Answer	__ learners feel happiest when they are reading.	
<b>Question</b>	<b>How many learners feel happiest when they are drawing or writing?</b>	
Answer	__ learners are happiest when they are drawing or writing.	
<b>Question</b>	<b>When do most learners feel happiest?</b>	
Answer	Most learners feel happiest when __.	
<b>Question</b>	<b>When do fewest learners feel happiest?</b>	
Answer	Fewest learners feel happiest when __.	
<b>Question</b>	<b>What makes you feel happiest?</b>	
Answer	I feel happiest when I am playing outside	

Answer	I feel happiest when I am reading.
Answer	I feel happiest when I am drawing and writing.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/-th/ (soft)</b>								
FLASHCARDS	<b>with, bath, path</b> <b>moth, broth, cloth, sloth</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard <b>/-th/</b> for learners to see.</li> <li>Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>Explain that when we see the letters <b>t</b> and <b>h</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/-th/</b></li> <li>Point out that last week, we used the <b>/th/</b> sound at the beginning of the word. This week, we are using the <b>/th/</b> sound at the end of words.</li> <li>Say each word loudly and clearly as you show the flashcard: <b>with, bath, path, moth, broth, cloth, sloth</b></li> <li>Ask learners to repeat each word after you.</li> <li>Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>with</b></td> <td><b>moth</b></td> </tr> <tr> <td><b>bath</b></td> <td><b>broth</b></td> </tr> <tr> <td><b>path</b></td> <td><b>cloth</b></td> </tr> <tr> <td></td> <td><b>sloth</b></td> </tr> </table>	<b>with</b>	<b>moth</b>	<b>bath</b>	<b>broth</b>	<b>path</b>	<b>cloth</b>		<b>sloth</b>
<b>with</b>	<b>moth</b>								
<b>bath</b>	<b>broth</b>								
<b>path</b>	<b>cloth</b>								
	<b>sloth</b>								

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

WEEK 2: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 2: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>The ruined classroom</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Search the text</b> <b>I wonder...</b>
PURPOSE	<p>By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.</p> <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>
Story	Think Aloud (Second Read)
<p>On Friday, it was Zweli's turn to show his story to the class.</p> <p>'This is me, helping my mom in the garden,' Zweli said, pointing to his drawing. Then he read his sentences.</p> <p>'Nice work!' said Mr Maboya.</p>	--
<p>The bell rang. Mr Maboya asked, 'May I put your writing up on the wall?'</p> <p>'Yes!' said Zweli excitedly. Mr Maboya put Zweli's work in the middle of the wall, where everyone would be able to see it on Monday morning.</p>	<b>How</b> do you think Zweli feels when Mr Maboya asks to hang his story on the wall? I think Zweli must be feeling so proud.
<p>That evening, Zweli sat with his mom and his little sister.</p> <p>'How was school?' his mom asked.</p> <p>'It was good!' said Zweli. 'I read my story to the class, and then Mr Maboya put it up on the wall!'</p>	--
<p>Zweli thought about his story on the wall all weekend. He couldn't wait for Monday, when all the other children would see his story on the wall.</p>	<b>Why</b> is Zweli excited for school on Monday? Oh, he must be feeling excited for his friends to see his story hanging up on the wall!

<p>But, when the children walked into their classroom on Monday morning, it looked terrible!</p> <p>Zweli looked on the wall for his story, but it was gone.</p> <p>Mr Maboya stood at the front of the classroom. He looked very serious.</p> <p>‘Children,’ Mr Maboya said, ‘on Saturday, the choir used our classroom. It seems that someone pulled your work off the walls and ruined it. I feel sad about this, and I’m sure you do too. I’m very sorry.’</p>	<p>Oh no! <b>I wonder</b> why Zweli is looking so sad? He must be so disappointed. He was waiting all weekend for his friends to see his story up on the wall. Now, his story is gone, and no one will see it!</p>
<p>That evening, Zweli sat with his mom and his little sister.</p> <p>‘How was school?’ his mom asked.</p> <p>‘It was bad!’ answered Zweli. ‘My story is not on the wall anymore. Mr Maboya said the choir was in our classroom on Saturday. Someone took all our beautiful work off the wall and ruined it.’</p> <p>‘Auntie Helen runs the choir,’ said Mom. ‘I will phone her after supper.’</p>	<p><b>Why</b> did Zweli have a bad day? I think it must be because people came into his classroom and ruined his story. He probably thought his story was safe at school. He must be angry that someone didn’t respect his hard work.</p>
<p>After supper, Zweli’s mom phoned Auntie Helen.</p> <p>‘The choir was in Zweli’s classroom on Saturday, and someone pulled everything off the walls,’ Zweli heard Mom say. ‘Zweli is very sad. He wrote a story that got ruined!’</p> <p>Mom listened to Auntie Helen for a few minutes. Then she said, ‘Thank you, Auntie,’ and ended the call.</p>	<p><b>I wonder</b> how Zweli feels when mom calls Auntie Helen? He must still be feeling upset about his story. But, Zweli must also be feeling glad that his mom is trying to help – he must be feeling good that his mom is taking his sadness so seriously.</p>
<p>Early the next morning, Zweli saw Auntie Helen. She waved to him.</p> <p>‘Why is Auntie Helen at school?’ he wondered.</p> <p>The bell rang, and Zweli walked to his classroom.</p>	<p>--</p>



<p>Mr Maboya stood at the front of the classroom with Auntie Helen.</p> <p>‘This is MaDlamini from the choir,’ Mr Maboya said. ‘She wants to speak to all of you.’</p> <p>‘I am very sorry about your classroom,’ Auntie Helen said to the learners. ‘I know that some of your work got ruined. The next time we use your classroom, we will be much more careful!’ she said.</p>	<p><b>I wonder</b> how Zweli feels when Auntie Helen say sorry? I think he it must make him feel a little bit better. It feels good when someone says sorry.</p>
<p>After Auntie Helen left, Mr Maboya handed each learner a piece of paper.</p> <p>‘Now that we know our work will not be ruined, let’s make our classroom look beautiful again!’ he said.</p> <p>And they did.</p>	<p>--</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>Why was Zweli excited for school on Monday?</p>	<p>Because he was excited for the other children to see his story on the wall.</p>
<p>Who did Zweli’s mother call on the phone?</p>	<p>She called Auntie Helen.</p>
<p>Why did Auntie Helen come to say sorry to the class?</p>	<p>Because she runs the choir. The classroom got ruined when the choir was using it.</p>
<p><b>Why question</b></p>	<p><b>Possible response</b></p>
<p>Why did Zweli have a bad day at school?</p>	<ul style="list-style-type: none"> <li>• Because he thought his story would be on the wall, but it was torn down</li> <li>• Because he was excited all weekend for the other children to see his story on the wall, but then his story was torn down and no one saw it.</li> <li>• Because he was sad that his story was torn off the wall</li> <li>• Because he was sad that his classroom got ruined</li> <li>• Because he felt sad that Mr Maboya was so sad</li> </ul>

## WEEK 2: TUESDAY: GROUP GUIDED &amp; 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: TUESDAY: WRITING (15 minutes)

WRITING FRAME	In the story... Zweli feels...
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**Modelling:**

1. Explain that today, learners will think about the story we are reading: *The ruined classroom*. They will write about the story.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: In the story, Zweli's classroom gets ruined. His picture gets ripped from the wall. Zweli feels so angry that someone ruined his story, which he worked hard on!
5. Use **modelling** to draw a picture of Zweli looking upset in the ruined classroom.
6. Use **modelling** to add the label "Zweli" next your picture and another label, like "classroom".
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: **In the story** Zweli's classroom is ruined. **He feels** angry because his story is gone.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

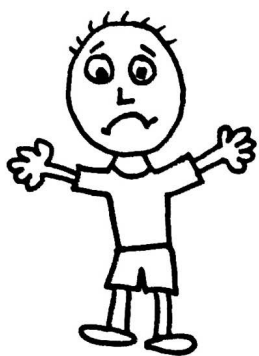
1. Ask learners: What happened in the story? Ask learners: How did Zweli feel?
2. Explain that learners must think of a **summary** of the story. That means they must say in their own words the important things that happen in the story. Explain that learners must use their own words – they should **not** copy your sentence!
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 2-3 learners to tell you their summary of the story. They must say:  
In the story...  
Zweli feels...
6. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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

Tuesday



sad

Zweli



ruined

In the story Zweli's work is  
ruined. He feels sad.

WEEK 2: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME (Can be sung to the tune of Barney's 'I love you' song)	<b>Lyrics</b>	<b>Actions</b>
	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	listen, listener, front, back	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>When we cry and feel sad, it helps to tell someone about why we feel sad. We like to talk to people who are good listeners. That means that they really listen to us. This can help us to feel better. This is one way we can solve the problem of feeling sad!</i></p> <p><b>Ask learners:</b> Who is the best listener?</p>	
Graph	4 COLUMN GRAPH	
Options	my sister / my brother / my mom / my dad	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners said their sister is the best listener?</b>	
Answer	__ learners said their sister is the best listener.	
<b>Question</b>	<b>How many learners said their brother is the best listener?</b>	
Answer	__ learners said their brother is the best listener.	
<b>Question</b>	<b>How many learners said their mom is the best listener?</b>	
Answer	__ learners said their mom is the best listener.	
<b>Question</b>	<b>How many learners said their dad is the best listener?</b>	
Answer	__ learners said their dad is the best listener.	
<b>Question</b>	<b>Who did most learners say is the best listener?</b>	
Answer	Most learners said their __ is the best listener.	

Question	Who did fewest learners say is the best listener?
Answer	Fewest learners said their ___ is the best listener.
Question	Who do you think is the best listener?
Answer	I think my sister is the best listener.
Answer	I think my brother is the best listener.
Answer	I think my mom is the best listener.
Answer	I think my dad is the best listener.
READING	Practice reading the sight words for the week.

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

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

**SEGMENTING AND BLENDING (YOU DO)**

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **-th words**.
3. Instruct learners to write the numbers 1-7.
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.

with	bath	path	moth	broth	cloth	sloth
------	------	------	------	-------	-------	-------

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>The ruined classroom</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
COMPREHENSION STRATEGY	Summarise
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding.

## POST-READING ACTIVITY

**Modelling:**

1. Explain that today, learners will summarise the problem in the story. They will draw a picture to show what the problem is. Then, they will add a short (one sentence) caption to their illustration.
2. Use **modelling** to show learners how to **think before you write**.
3. Use **modelling** to explain an example summary to learners, like: The problem in the story is that there is a ruined classroom!
4. Use **modelling** to draw a picture of your summary on the board.
5. Use **modelling** to add a short sentence, like: The classroom is a mess.
6. **Say words slowly like a tortoise and write the sounds you know.**
7. **Use resources** (sight words, theme vocabulary words) to add labels, like: problem, mess.
8. **Erase your example from the board. Explain this was just an example, but learners must use their own words.**

**Oral Instructions:**

1. Instruct learners to think about the story and to think about the problem in the story.
2. Tell learners they must draw a picture to show the problem. Then, they must try to write a short sentences about their drawing.
3. Instruct learners to **think before they write**.
4. Explain that learners should come up with their own drawing and sentence – they should **not** copy your words!

**Writing:**

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

**Turn and Talk:**

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



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

## WRITING FRAME

If my story got ripped from the wall, I would feel...  
I think I would...

**Modelling:**

1. Explain that today, learners will **make a connection** to Zweli's feelings. That means they will think about how they would feel if the same thing happened to them!
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: If my story got ripped from the wall, I would feel furious. I would be so mad that my hard work got ripped down off the wall. I would want to scream! But, I think I would try to be calm, because screaming does not solve the problem. I would not want to hang my story on the wall again. Maybe next time, I would just take my story home instead.
5. Use **modelling** to draw a new picture, like: Yourself in a ruined classroom, looking angry.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: **If my story got ripped from the wall, I would feel** furious. **I think I would** not hang my story on the wall again.
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources**, like sight words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Explain that on Tuesday, we thought about what happened in the story The ruined classroom. We thought about how Zweli felt in the story.
2. Today we will **make a connection** to the story. We will pretend we are in the story – that we are Zweli. We will pretend that it is our classroom that got ruined, and our story that has been ripped from the wall.
3. Explain that learners should think about their own feelings. They should write about what is in their own head – they should **not** copy your idea!
4. Instruct learners to **turn and talk** with a partner about how they would feel if their own story got ripped from the wall.
5. Call on 2-3 learners to tell you about how they would feel. They must say:  
*If my story got ripped from the wall, I would feel...*  
*I think I would...*
6. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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

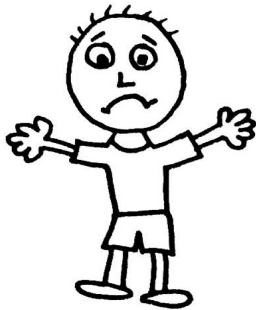
4. Ask learners to **read their writing**.
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources**.
7. **Encourage learners**.

**Turn and Talk:**

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

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

Tuesday



Zweli

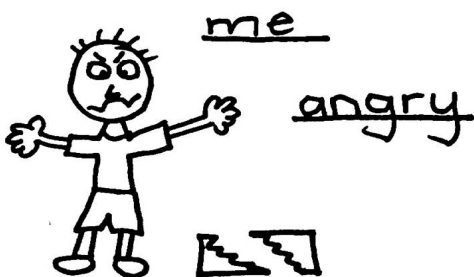


sad

ruined

In the story Zweli's work is ruined. He feels sad.

Thursday



me

angry



If my story got ripped from the wall, I would feel very angry. I think I would shout.

<b>WEEK 2: THURSDAY: GROUP GUIDED &amp; INDEPENDENT READING (15 minutes)</b>	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 2: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME (Can be sung to the tune of Barney's 'I love you' song)	<b>Lyrics</b>	<b>Actions</b>
	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	sorry, furious, terrible, respect	
<b>QUESTION OF THE DAY</b>		
Question	How do you think Zweli feels when his story is gone?	
Graph	3 COLUMN GRAPH	
Options	terrible / angry / surprised	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners think Zweli feels terrible when his story is gone?</b>	
Answer	___ learners think Zweli feels terrible when his story is gone.	
<b>Question</b>	<b>How many learners think Zweli feels furious when his story is gone?</b>	
Answer	___ learners think Zweli feels furious when his story is gone.	
<b>Question</b>	<b>How many learners think Zweli feels surprised when his story is gone?</b>	
Answer	___ learners think Zweli feels surprised when his story is gone.	
<b>Question</b>	<b>Which word did most learners choose?</b>	
Answer	Most learners chose ___.	
<b>Question</b>	<b>Which word did fewest learners choose?</b>	
Answer	Fewest learners chose ___.	
<b>Question</b>	<b>How do you think Zweli feels when his story is gone?</b>	

Answer	I think he feels terrible when his story is gone.
Answer	I think he feels furious when his story is gone.
Answer	I think he feels surprised when his story is gone.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/-th/ (soft)</b>
WORDS	<b>with, bath, path</b> <b>moth, broth, cloth, sloth</b>
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/w/ – ith (with)</li> <li>/br/ – oth (broth)</li> </ul> </li> <li>Say two words: moth, sloth <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /m/ sound? (moth)</li> </ul> </li> <li>Say two words: bath, path <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /p/ sound? (path)</li> </ul> </li> <li>Say two words: broth, cloth <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /br/ sound? (broth)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: cloth</li> <li>Ask learners: What is the beginning sound? /cl/</li> <li>Ask learners: If I take away the /cl/ and add /m/ what word does that make?</li> <li>Help learners to hear that the word is: m – o – th = moth</li> <li>Write: cloth</li> <li>Read the word: cl – o – th = cloth</li> <li>Erase: 'cl'</li> <li>Write: 'm'</li> <li>Read the new word: m – o – th = moth</li> <li>Ask learners: What other words can you think of that end with 'th'</li> <li>Let learners brainstorm words. (birth, worth, math etc.)</li> </ol>

	<p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>-th words</b></li> <li>3. Instruct learners to write numbers from 1-7.</li> <li>4. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td>bath</td> <td>moth</td> <td>path</td> <td>with</td> <td>broth</td> <td>cloth</td> <td>sloth</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Use the results to informally assess learners' progress.</li> <li>7. Identify learners who need extra support.</li> </ol>	bath	moth	path	with	broth	cloth	sloth
bath	moth	path	with	broth	cloth	sloth		

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

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

**WEEK 2: FRIDAY: END OF WEEK LEARNING REVIEW**

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

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

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





**GRADE 2 - TERM 4**

**WEEK**  
**3**

**THEME:**  
**HISTORICAL FIGURES**

'A people without the knowledge of their past history, origin or culture is like a tree without its roots.'

— Marcus Garvey

## 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: find a map of Africa to show learners where Nigeria is, in relation to South Africa.
5. Do some research on the internet to prepare for the theme. For example: find out about some other great female leaders from the past and present, and tell learners about these leaders.
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 43
Activity 2	DBE Workbook 2: Let's write, page 43 & 44
Activity 3	DBE Workbook 2: Let's read, page 44
Activity 4	Draw and write about a historical figure that you know.

TERM 4: WEEK 3		
OVERVIEW		
THEME	Historical figures	
THEME VOCABULARY	history, past, statue, famous, king, queen, kingdom, throne, warrior, war, protect, fight	
SIGHT WORDS	passed, asked, who's, until, before	
PHONICS	/-or-/ fork, corn, pork, horn, sort, fort, short, sport	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	Things I think I know about history: 1. 2.	Questions I have about history: 1. 2.

TERM 4: WEEK 3	
INTRODUCE THE THEME	
PICTURE	Page 1 of the Big Book <i>The warrior queen</i>
SHOW	Show learners the picture of the statue of Queen Amina. Explain that statues are built for famous and important people in history.
SAY	<ol style="list-style-type: none"> <li>1. Ask learners: Have you ever seen a statue or a picture of a statue? Do you know who the statue was?</li> <li>2. Listen to learner responses. This will help you understand what learners already know.</li> <li>3. Explain that for the next two weeks, we will be thinking about famous and important people in history! We can learn from the people who have come before us.</li> <li>4. Explain that for the next two weeks, we will learn vocabulary words to discuss history!</li> </ol>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

## WEEK 3: MONDAY: DAILY ACTIVITIES (10 minutes)

GREETING	Greet the learners in English.	
SONG/RHYME (Tune: <i>When the saints go marching in</i> )	<b>Lyrics</b>	<b>Actions</b>
	When the queen, goes marching in	<i>March on the spot</i>
	When the queen goes marching in	<i>March on the spot</i>
	People stop and stare in wonder	<i>Stop and open your eyes wide</i>
	When the queen goes marching in	<i>March on the spot</i>
	When the king goes marching in	<i>March on the spot</i>
	When the king goes marching in	<i>March on the spot</i>
	People stop, and stare in wonder	<i>Stop and open your eyes wide</i>
When the king goes marching in	<i>March on the spot</i>	
THEME VOCABULARY	history, past, statue, famous	
<b>QUESTION OF THE DAY</b>		
Question	Have you ever seen a statue?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners have seen a statue?</b>	
Answer	__ learners have seen a statue.	
<b>Question</b>	<b>How many learners have never seen a statue?</b>	
Answer	__ learners have never seen a statue.	
<b>Question</b>	<b>Have more learners seen a statue or not?</b>	
Answer	More learners have / have never seen a statue.	

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

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

SOUND	<b>/-or-/</b>								
FLASHCARDS	<b>fork, corn, pork, horn, sort, fort, short, sport</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard <b>/or/</b> for learners to see.</li> <li>Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>Explain that when we see the letters <b>o</b> and <b>r</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/or/</b></li> <li>Say each word loudly and clearly as you show the flashcard: <b>fork, corn, pork, horn, sort, fort, short, sport</b></li> <li>Ask learners to repeat each word after you.</li> <li>Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>fork</b></td> <td><b>sort</b></td> </tr> <tr> <td><b>corn</b></td> <td><b>fort</b></td> </tr> <tr> <td><b>pork</b></td> <td><b>short</b></td> </tr> <tr> <td><b>horn</b></td> <td><b>sport</b></td> </tr> </table>	<b>fork</b>	<b>sort</b>	<b>corn</b>	<b>fort</b>	<b>pork</b>	<b>short</b>	<b>horn</b>	<b>sport</b>
<b>fork</b>	<b>sort</b>								
<b>corn</b>	<b>fort</b>								
<b>pork</b>	<b>short</b>								
<b>horn</b>	<b>sport</b>								

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

WEEK 3: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

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

## WEEK 3: TUESDAY: WRITING (15 minutes)

## WRITING FRAME

Things I think I know about history:

- 1.
- 2.

**Modelling:**

1. Explain to learners that today, you want learners to think about anything they think they already know about history – about things that happened in the past.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I think I know that Nelson Mandela was the president in the past. I think I know that people first landed on the moon in 1969.
5. Use **modelling** to draw a picture of each thing, like: a picture of Nelson Mandela, a picture of people on the moon.
6. Use **modelling** to add labels like, 'Mandela' and 'moon'
7. Explain that today we will make a **list**. This means we will choose two things that we know about history and write each of them next to a number.
8. Explain which words you will write. **Draw a line for each word.**
9. Use **modelling** to complete the first sentence: **1.** Nelson Mandela was president.
10. Use **modelling** to complete the second sentence: **2.** People went to the moon in 1969.
11. **Say words slowly like a tortoise and write the sounds you know.**
12. **Use resources**, like sight words.
13. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

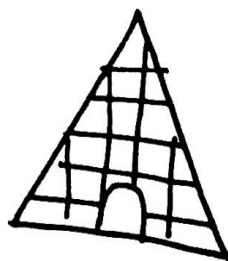
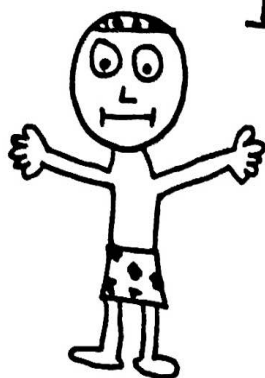
**Oral Instructions:**

1. Ask learners: What do you think you know about history?
2. Explain that learners must choose something they think they know – they should **not** copy your idea!
3. Instruct learners to **think before they write**. They must think about **two** things they know.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you one thing that they know about history. They must say: *I think I know that...*
6. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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



TuesdayKing Shakapyramid

Things I think I know  
about history:

1. King Shaka was the Zulu king.
2. The pyramids were built in Egypt.

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 3: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME (Tune: <i>When the saints go marching in</i> )	<b>Lyrics</b>	<b>Actions</b>
	When the queen, goes marching in	<i>March on the spot</i>
	When the queen goes marching in	<i>March on the spot</i>
	People stop and stare in wonder	<i>Stop and open your eyes wide</i>
	When the queen goes marching in	<i>March on the spot</i>
	When the king goes marching in	<i>March on the spot</i>
	When the king goes marching in	<i>March on the spot</i>
	People stop, and stare in wonder	<i>Stop and open your eyes wide</i>
	When the king goes marching in	<i>March on the spot</i>
THEME VOCABULARY	king, queen, kingdom, throne	
<b>QUESTION OF THE DAY</b>		
Question	Do you think kingdoms (countries with kings and queens) still exist today?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think kingdoms still exist today?</b>	
Answer	__ learners think kingdoms still exist today.	
<b>Question</b>	<b>How many learners don't think kingdoms still exist today?</b>	
Answer	__ learners don't think kingdoms still exist today.	
<b>Question</b>	<b>Do more learners think kingdoms still exist today or not?</b>	
Answer	More learners think kingdoms do / don't still exist today.	

Question	<b>Do fewer learners think kingdoms still exist today or not?</b>
Answer	Fewer learners think kingdoms do / don't still exist today.
Question	<b>Do you think kingdoms still exist today?</b>
Answer	Yes, I think kingdoms still exist today.
Answer	No, I don't think kingdoms still exist today.
EXPLAIN	<i>Explain to learners that South Africa is not a kingdom, but there are other countries that have kings and queens, and are called kingdoms! For example, the real name of Lesotho is The Mountain Kingdom of Lesotho. There is a king and queen in Lesotho. Some other countries with kings and queens are eSwatini, Thailand, and England.</i>
READING	Practice reading the sight words for the week.

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

SOUND	<b>/or/</b>
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>fork</b></li> <li>Segment the word into the individual sounds: <b>/f/ - /or/ - /k/</b></li> <li>Say the beginning sound of the word: <b>/f/</b></li> <li>Say the middle sounds of the word: <b>/or/</b></li> <li>Say the end sound of the word: <b>/k/</b></li> <li>Write the word on the board: <b>fork</b></li> <li>Model pointing and blending the sounds to make a word: <b>/f/ - /or/ - /k/ = fork</b></li> <li>Repeat this with the word <b>fort</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>short</b></li> <li>Ask learners: What is the first sound in the word? <b>/sh/</b></li> <li>Ask learners: What are the middle sounds in the word? <b>/or/</b></li> <li>Ask learners: What is the last sound in the word? <b>/t/</b></li> <li>Ask learners to segment the word into each individual sound: <b>/sh/ - /or/ - /t/</b></li> <li>Write the word: <b>short</b></li> <li>Instruct learners to blend the sounds in the word with you: <b>/sh/ - /or/ - /t/ = short</b></li> <li>Repeat this with the word <b>pork</b></li> </ol>

**SEGMENTING AND BLENDING (YOU DO)**

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

fork	corn	pork	horn	sort	fort	short	sport
------	------	------	------	------	------	-------	-------

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 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 warrior queen</u>
ACTIVITY	FIRST 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.
<b>Story</b>	<b>Think Aloud (First Read)</b>
	Today, we will make <b>evaluations</b> about Queen Amina – the main character in our story!
<p>One day, Amaka and her mother passed by the statue of Queen Amina.</p> <p>‘Look at that! Look at the woman on the horse!’ Amaka said, pointing.</p> <p>‘Do you know the story of Queen Amina, Amaka?’ her mother asked.</p> <p>Amaka shook her head. ‘Who’s that?’</p>	<p>I <b>think</b> that Queen Amina must be a real person from history, because there is a statue of her! Statues are usually of real people.</p>
<p>‘Long before there were cars, or television or electricity there was an ancient kingdom in what is now Nigeria. It was home to the Hausa people who lived in the Kingdom of Zazzau.’ said Amaka’s mother.</p> <p>For many hundreds of years, the Zazzau Kingdom was only ruled by kings - that is, until Queen Amina became their great and powerful leader!</p>	--
<p>When Amina was a young girl just like you Amaka, her grandfather watched her play with other children. He saw how the other children listened to her. He saw how kind and caring Amina was. He saw how Amina spoke up for what was right. He told Amina’s mother that she must raise her to be a great and powerful queen one day.</p>	<p>I make the <b>evaluation</b> that Queen Amina was a leader from the time she was small!</p>

<p>Even though women and girls weren't usually allowed to attend, Amina's grandfather brought her to big and important meetings with him. Amina listened and learned many skills she would need to become a great and powerful queen. She learned how to plan carefully and how to negotiate. She learned how to work well with others.</p>	<p>I make the <b>evaluation</b> that Amina's grandfather was determined that she should become queen, because he could see she was a good leader, even when she was small!</p>
<p>In the Zazzau kingdom, girls did not usually become soldiers or fight in wars. But Amina's mother made sure Amina would have all the skills of a great and powerful queen. Amina studied with the kingdom's soldiers. She learned how to fight in battles. Amina became a strong, fierce, and unbeatable warrior.</p> <p>Amaka thought about the statue. She thought Queen Amina looked fierce on her horse!</p>	<p>I make the <b>evaluation</b> that Amina was different from other girls because she was allowed to do things that many other girls were not allowed to do!</p>
<p>When it was time for Amina to become queen, the Hausa people had never seen a woman sitting alone on the throne before! At first, they were unsure that she would be a good leader.</p> <p>'That is a job for men!' they complained.</p> <p>'How can a woman make rules for us?' they wondered.</p> <p>But then, they watched Queen Amina in action!</p>	<p>I make the <b>evaluation</b> that Amina was strong and determined to be a good leader, because she didn't let other peoples' doubts stop her!</p>
<p>Queen Amina helped make sure that Hausa traders had a clear and safe path to the sea, so that they could trade easily. She helped make sure her people could find all different things when they went to the market.</p>	<p>I make the <b>evaluation</b> that Amina was a good queen because she worked hard to make the lives of people in her kingdom better!</p>
<p>Queen Amina worked hard to improve the safety of her soldiers. She brought the idea of metal armour to her kingdom so that her soldiers couldn't be easily hurt.</p>	<p>I make the <b>evaluation</b> that Amina was a good queen because she wanted to protect her soldiers from getting hurt!</p>

<p>She also worked to protect the land that she ruled over. She built strong walls around the villages and military camps to help make sure her people were safe from harm. Even though these walls were built hundreds of years ago, some are still standing today!</p>	<p>I make the <b>evaluation</b> that Amina was a good queen because she wanted to make sure everyone in her kingdom was safe and happy.</p>
<p>Although people felt unsure at first, Amina became a very popular leader. Amina showed people that a queen can rule just like a king. She was a great and powerful queen who protected her people and made their lives better.</p>	<p>I make the <b>evaluation</b> that Amina was such a good leader, she made people forget their doubts about a woman ruling alone.</p>
<p>'You can learn from these stories of our ancestors, Amina. If you ever feel lost or need strength, you can think about Queen Amina, who became a great and powerful queen even though others doubted her!' Amina's mother said.</p>	<p>--</p>
<p><b>Follow-up questions</b></p>	<p><b>Responses</b></p>
<p>What kind of warrior was Queen Amina?</p>	<p>She was a strong, fierce, and unbeatable warrior.</p>
<p>Who took Queen Amina to meetings?</p>	<p>Her grandfather took her to meetings with him.</p>
<p>How did Queen Amina help her traders?</p>	<p>She made sure they had a clear and safe path to the sea.</p>
<p><b>Deeper thinking question</b></p>	<p><b>Possible response</b></p>
<p>Make an evaluation! What do you think made Amina a great and powerful leader?</p>	<ul style="list-style-type: none"> <li>• I think Queen Amina was a great and powerful leader because...</li> <li>• She was a fierce warrior.</li> <li>• She was a good listener.</li> <li>• She worked well with others.</li> <li>• She cared about protecting her people.</li> <li>• She cared about making the lives of her people better.</li> <li>• She showed her people that women can rule as well as men!</li> </ul>



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

## WRITING FRAME

Questions I have about history:

- 1.
- 2.

**Modelling:**

1. Explain to learners that there are lots of interesting things to learn about history! Today, we will think about some things we wonder about history. We will write questions we have about history.
2. 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.
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: I wonder where the first humans lived? I wonder if South Africa has ever had queens and kings?
6. Explain that today, we will write **questions**. This means we will need to use **question marks**.
7. Explain to learners that we begin questions with a question word:
  - **Who?**
  - **What?**
  - **When?**
  - **Where?**
  - **Why?**
  - **How?**
8. Explain which words you will write. **Draw a line for each word.**
9. Use **modelling** to complete the first question: **1**. Where did the first people live?
10. Use **modelling** to complete the second question: **2**. Has there ever been a queen here?
11. **Say words slowly like a tortoise and write the sounds you know.**
12. **Use resources**, like sight words.
13. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What do you want to learn about history?
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 two questions that they have.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you about a question that they have. They must say: *I wonder...*
6. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

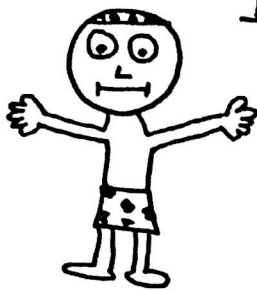
1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one list with two headings.**
3. As learners are writing, walk around the room and complete **mini conferences.**
4. Ask learners to **read their writing.**
5. Help learners complete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

**Turn and Talk:**

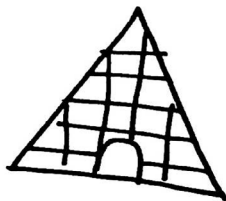
1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

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

Tuesday



King Shaka



pyramid

Things I think I know  
about history:

1. King Shaka was the Zulu king.
2. The pyramids were built in Egypt.

Thursday

Questions I have about history:

1. When did King Shaka die?
2. How long ago were the pyramids built?

<b>WEEK 3: THURSDAY: GROUP GUIDED &amp; INDEPENDENT READING (15 minutes)</b>	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

## WEEK 3: FRIDAY: DAILY ACTIVITIES (10 minutes)

GREETING	Greet the learners in English.	
SONG/RHYME (Tune: <i>When the saints go marching in</i> )	<b>Lyrics</b>	<b>Actions</b>
	When the queen, goes marching in	<i>March on the spot</i>
	When the queen goes marching in	<i>March on the spot</i>
	People stop and stare in wonder	<i>Stop and open your eyes wide</i>
	When the queen goes marching in	<i>March on the spot</i>
	When the king goes marching in	<i>March on the spot</i>
	When the king goes marching in	<i>March on the spot</i>
	People stop, and stare in wonder	<i>Stop and open your eyes wide</i>
When the king goes marching in	<i>March on the spot</i>	
THEME VOCABULARY	warrior, war, protect, fight	
<b>QUESTION OF THE DAY</b>		
Question	What do you think is the most important thing a queen must do?	
Graph	3 COLUMN GRAPH	
Options	sit on the throne / fight in wars / protect other people	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think sitting on the throne is most important?</b>	
Answer	___ learners think sitting on the throne is most important.	
<b>Question</b>	<b>How many learners think fighting in wars is most important?</b>	
Answer	___ learners think fighting in wars is most important.	
<b>Question</b>	<b>How may learners think protecting her people is most important?</b>	
Answer	___ learners think protecting her people is most important.	

<b>Question</b>	<b>What do most learners think is the most important thing for a queen to do?</b>
Answer	Most learners think ____ is the most important.
<b>Question</b>	<b>What do fewest learners think is the most important thing for a queen to do?</b>
Answer	Fewest learners think ____ is the most important.
<b>Question</b>	<b>What do you think is the most important thing for a queen to do?</b>
Answer	I think sitting on the throne is most important.
Answer	I think fighting in wars is most important.
Answer	I think protecting her people is most important.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/-or-/</b>
WORDS	<b>fork, corn, pork, horn, sort, fort, short, sport</b>
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/f/ – ork (fork)</li> <li>/p/ – ork (pork)</li> </ul> </li> <li>Say two words: fort, sort <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /s/ sound? (sort)</li> </ul> </li> <li>Say two words: short, sport <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /sh/ sound? (short)</li> </ul> </li> <li>Say two words: corn, horn <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /c/ sound? (corn)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: pork</li> <li>Ask learners: What is the beginning sound? /p/</li> <li>Ask learners: If I take away the /p/ and add /f/ what word does that make?</li> <li>Help learners to hear that the word is: f – or – k = fork</li> <li>Write: pork</li> <li>Read the word: p – or – k = pork</li> <li>Erase: 'p'</li> </ol>

8. Write: 'f'

9. Read the new word: f – or – k = fork

10. Ask learners: What other words can you think of that end with 'ork'

11. Let learners brainstorm words. (cork, york, dork etc.)

**INFORMAL ASSESSMENT**

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

corn	horn	sort	fort	short	sport	pork	fork
------	------	------	------	-------	-------	------	------

6. Use the results to informally assess learners' progress. Identify learners who need extra support.

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

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

**WEEK 3: FRIDAY: END OF WEEK LEARNING REVIEW**

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

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

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





# GRADE 2 - TERM 4

# WEEK 4

## THEME: HISTORICAL FIGURES

'Why do the gods make kings and queens if not to protect the ones who can't protect themselves?'

— George Martin

## 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: find some pictures, articles or books about ancient kingdoms in Africa, like Timbuktu, Mapungubwe and Great Zimbabwe.
5. Do some research on the internet to prepare for the theme. For example: find out more about great African leaders from the past, and tell learners some of these stories.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 2: Let's write, page 45
Activity 2	DBE Workbook 2: Let's read, page 46
Activity 3	DBE Workbook 2: Let's do, page 47
Activity 4	Draw and write about what you think a king or queen would look like now.

TERM 4: WEEK 4	
OVERVIEW	
THEME	Historical figures
THEME VOCABULARY	history, past, statue, famous, king, queen, kingdom, throne, warrior, war, protect, fight, leader, meeting, powerful, fierce, trade, trader, money, market, Nigeria, ancestor, strength, role model
SIGHT WORDS	young, other, how, saw, raise
PHONICS	/st-/ - stop, storm, stuck, stick, stack, stain, stud, stool
WRITING FRAME	<b>Tuesday</b>
	<b>Thursday</b>
	In the story... I learned that...
	I liked when... I think Queen Amina is a role model because...

TERM 4: WEEK 4	
INTRODUCE THE THEME	
PICTURE	<i>Historical figures</i>
SHOW	Show learners the picture of the statue of Queen Amina. Explain that statues are built for famous and important people in history.
SAY	<ol style="list-style-type: none"> <li>1. Ask learners: Have you ever seen a statue or a picture of a statue? Do you know who the statue was?</li> <li>2. Listen to learner responses. This will help you understand what learners already know.</li> <li>3. Explain that for the next two weeks, we will be thinking about famous and important people in history! We can learn from the people who have come before us.</li> <li>4. Explain that for the next two weeks, we will learn vocabulary words to discuss history!</li> </ol>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 4: MONDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG/RHYME	<b>Lyrics</b>	<b>Actions</b>
	History is his story	<i>Point at a boy as you say 'his'</i>
	But not only his!	<i>Shake your head and fold your arms</i>
	It's also her story	<i>Point at a girl as you say 'her'</i>
	And your story	<i>Point at someone as you say 'your'</i>
	And my story too!	<i>Point at yourself as you say 'my'</i>
THEME VOCABULARY	leader, meeting, powerful, fierce	
<b>QUESTION OF THE DAY</b>		
Question	What do you think makes a good leader?	
Graph	3 COLUMN GRAPH	
Options	being kind / being powerful / being fierce	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think being kind makes a good leader?</b>	
Answer	__ learners think being kind makes a good leader.	
<b>Question</b>	<b>How many learners think being powerful makes a good leader?</b>	
Answer	__ learners think being powerful makes a good leader.	
<b>Question</b>	<b>How many learners think being fierce makes a good leader?</b>	
Answer	__ learners think being fierce makes a good leader.	
<b>Question</b>	<b>What do most learners think makes a good leader?</b>	
Answer	Most learners think __ makes a good leader.	
<b>Question</b>	<b>What do fewest learners think makes a good leader?</b>	
Answer	Fewest learners think __ makes a good leader.	
<b>Question</b>	<b>What do you think makes a good leader?</b>	
Answer	I think being kind makes a good leader.	
Answer	I think being powerful makes a good leader.	

Answer	I think being fierce makes a good leader.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/st-/</b>								
FLASHCARDS	<b>stop, storm, stuck, stick, stack, stain, stud, stool</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/st-/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that when we see the letters <b>s</b> and <b>t</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/st/</b></li> <li>4. Say each word loudly and clearly as you show the flashcard: <b>stop, storm, stuck, stick, stack, stain, stud, stool</b></li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>stop</b></td> <td><b>stack</b></td> </tr> <tr> <td><b>storm</b></td> <td><b>stain</b></td> </tr> <tr> <td><b>stuck</b></td> <td><b>stud</b></td> </tr> <tr> <td><b>stick</b></td> <td><b>stool</b></td> </tr> </table>	<b>stop</b>	<b>stack</b>	<b>storm</b>	<b>stain</b>	<b>stuck</b>	<b>stud</b>	<b>stick</b>	<b>stool</b>
<b>stop</b>	<b>stack</b>								
<b>storm</b>	<b>stain</b>								
<b>stuck</b>	<b>stud</b>								
<b>stick</b>	<b>stool</b>								

**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 warrior queen</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)
	Today we will <b>make evaluations</b> about Amaka's mother. We will think about why she wanted to tell Amaka all about Queen Amina.
One day, Amaka and her mother passed by the statue of Queen Amina. 'Look at that! Look at the woman on the horse!' Amaka said, pointing. 'Do you know the story of Queen Amina, Amaka?' her mother asked. Amaka shook her head. 'Who's that?'	--
'Long before there were cars, or television or electricity there was an ancient kingdom in what is now Nigeria. It was home to the Hausa people who lived in the Kingdom of Zazzau.' said Amaka's mother.  For many hundreds of years, the Zazzau Kingdom was only ruled by kings - that is, until Queen Amina became their great and powerful leader!	Amaka's mother <b>thinks</b> that Queen Amina was a good leader, because she calls her strong and powerful!

<p>When Amina was a young girl just like you Amaka, her grandfather watched her play with other children. He saw how the other children listened to her. He saw how kind and caring Amina was. He saw how Amina spoke up for what was right. He told Amina’s mother that she must raise her to be a great and powerful queen one day.</p>	<p>I make the <b>evaluation</b> that Amaka’s mother wants to teach Amaka about Queen Amina because they are similar – they are both from Nigeria and they are both young girls!</p>
<p>Even though women and girls weren’t usually allowed to attend, Amina’s grandfather brought her to big and important meetings with him. Amina listened and learned many skills she would need to become a great and powerful queen. She learned how to plan carefully and how to negotiate. She learned how to work well with others.</p>	<p>I <b>think</b> Amaka’s mother is telling her this story to help her learn about what makes a good leader!</p>
<p>In the Zazzau kingdom, girls did not usually become soldiers or fight in wars. But Amina’s mother made sure Amina would have all the skills of a great and powerful queen. Amina studied with the kingdom’s soldiers. She learned how to fight in battles. Amina became a strong, fierce, and unbeatable warrior.</p> <p>Amaka thought about the statue. She thought Queen Amina looked fierce on her horse!</p>	<p>Oh! I <b>think</b> Amaka’s mother is telling her this story to help her understand that she can do anything she wants – she can even do things that other girls don’t do, just like Queen Amina.</p>
<p>When it was time for Amina to become queen, the Hausa people had never seen a woman sitting alone on the throne before! At first, they were unsure that she would be a good leader. ‘That is a job for men!’ they complained. ‘How can a woman make rules for us?’ they wondered. But then, they watched Queen Amina in action!</p>	<p>Amina had all the skills she needed to become queen, but people still doubted her just because she was a woman. I make the <b>evaluation</b> that Amaka’s mother wants to show Amaka that we shouldn’t listen to other people’s doubts!</p>



Queen Amina helped make sure that Hausa traders had a clear and safe path to the sea, so that they could trade easily. She helped make sure her people could find all different things when they went to the market.	--
Queen Amina worked hard to improve the safety of her soldiers. She brought the idea of metal armour to her kingdom so that her soldiers couldn't be easily hurt.	I make the <b>evaluation</b> that Amaka's mother wants to show her all the amazing things Queen Amina did!
She also worked to protect the land that she ruled over. She built strong walls around the villages and military camps to help make sure her people were safe from harm. Even though these walls were built hundreds of years ago, some are still standing today!	I <b>think</b> that Amaka's mother wanted Amaka to see that a woman can be a great leader!
Although people felt unsure at first, Amina became a very popular leader. Amina showed people that a queen can rule just like a king. She was a great and powerful queen who protected her people and made their lives better.	I make the <b>evaluation</b> that Amaka's mother told her this story to show her that she shouldn't let other peoples' doubts ever stop her!
'You can learn from these stories of our ancestors, Amina. If you ever feel lost or need strength, you can think about Queen Amina, who became a great and powerful queen even though others doubted her!' Amina's mother said.	I think Amaka's mother makes the <b>evaluation</b> that Queen Amina can be a good role model for Amaka.
<b>Follow-up questions</b>	<b>Responses</b>
What is the setting of this story? (When and where does the story take place)	It takes place hundreds of years ago in the Kingdom of Zazzau / Nigeria.
When we make evaluations, we form opinions. What is one thing you like about Queen Amina?	I like Queen Amina because...

Why question	Possible response
Why do you think that Amaka's mother told her the story of Queen Amina?	<ul style="list-style-type: none"> <li>• Because they saw the statue of Queen Amina.</li> <li>• Because Amaka did not know who Queen Amina was.</li> <li>• Because Amaka's mother wanted to teach her about Queen Amina.</li> <li>• Because Amaka's mother thought that Queen Amina could be a good role model for Amaka.</li> <li>• Because Amaka's mother thought Amaka should learn about their history and ancestors.</li> </ul>

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

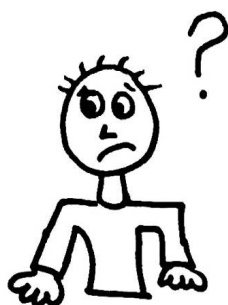
WRITING FRAME	In the story... I learned that...
<p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will think about the story we have been reading: <i>The warrior queen</i>. They will write about the story.</li> <li>2. Read the writing frame to learners.</li> <li>3. Use <b>modelling</b> to show learners that you <b>think before you write</b>.</li> <li>4. Tell learners some ideas you have for filling in the writing frame, like: In the story, Queen Amina grows up to be a great and powerful queen! I learned that Queen Amina helped the traders in the Kingdom of Zazzau.</li> <li>5. Use <b>modelling</b> to draw a picture of Queen Amina helping make a path to the sea.</li> <li>6. Use <b>modelling</b> to add the label "queen" next your picture and another label, like "trade".</li> <li>7. Explain which words you will write. <b>Draw a line for each word</b>.</li> <li>8. Use <b>modelling</b> to complete the writing frame: <b><u>In the story</u></b> Amina becomes a great queen. <b><u>I learned that</u></b> she helped traders.</li> <li>9. <b>Say words slowly like a tortoise and write the sounds you know</b>.</li> <li>10. <b>Use resources</b>, like sight words.</li> <li>11. <b>Erase your example from the board. Explain this was just an example, but learners must write their own ideas.</b></li> </ol> <p><b>Oral Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ask learners: What happened in the story? What did you learn from the story?</li> <li>2. Explain that learners must think of a <b>summary</b> of the story. That means they must say in their own words the important things that happen in the story. Explain that learners must use their own words – they should <b>not</b> copy your sentence!</li> <li>3. Instruct learners to <b>think before they write</b>.</li> </ol>	

4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story. They must say:  
*In the story...*  
*I learned that...*
6. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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

Tuesday



In the story people were unsure  
about Queen Amina. I learned  
that she was a good leader.

**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	<b>Lyrics</b>	<b>Actions</b>
	History is his story	<i>Point at a boy as you say 'his'</i>
	But not only his!	<i>Shake your head and fold your arms</i>
	It's also her story	<i>Point at a girl as you say 'her'</i>
	And your story	<i>Point at someone as you say 'your'</i>
	And my story too!	<i>Point at yourself as you say 'my'</i>
THEME VOCABULARY	trade, trader, money, market	
<b>QUESTION OF THE DAY</b>		
Question	<i>Explain that in the past, there wasn't money at all. Before there was money, people traded for the things they needed. For example, someone might trade rice that they grew for tomatoes that their neighbour grew.</i> <b>Ask learners:</b> What do you think is a better way to get the things you need?	
Graph	2 COLUMN GRAPH	
Options	trading / using money	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think trading is better?</b>	
Answer	__ learners think trading is better.	
<b>Question</b>	<b>How many learners think using money is a better?</b>	
Answer	__ learners think using money is better.	
<b>Question</b>	<b>What do more learners think is a better way to get the things you need?</b>	
Answer	More learners think ____ is a better way to get the things you need.	
<b>Question</b>	<b>What do fewer learners think is a better way to get the things you need?</b>	
Answer	Fewer learners think ____ is a better way to get the things you need.	

Question	What do you think is a better way to get the things you need?
Answer	I think trading is a better way to get the things you need.
Answer	I think using money is a better way to get the things you need.
READING	Practice reading the sight words for the week.

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

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

	<table border="1"> <tr> <td>stop</td> <td>storm</td> <td>stuck</td> <td>stick</td> <td>stack</td> <td>stain</td> <td>stud</td> <td>stool</td> </tr> </table>	stop	storm	stuck	stick	stack	stain	stud	stool
stop	storm	stuck	stick	stack	stain	stud	stool		
	<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 <b>homework</b>.</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 warrior queen</u>
ACTIVITY	POST-READING ACTIVITY
COMPREHENSION STRATEGY	Oral Recount
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

## POST-READING ACTIVITY

1. Explain that learners will **recount** two details about Queen Amina from the story *The warrior queen*.
2. Use **modelling** to show learners how to give a recount of details you remember from the story, like: Queen Amina went to meetings with her grandfather and she was an unbeatable warrior.
3. Instruct learners to **think** about the story.
4. Instruct learners to **think** about two details they can remember about Queen Amina.
5. Give learners 1-2 minutes to **think**. Show the learners the pictures from the Big Book if necessary.
6. Instruct learners to **turn and talk** and share their recount with a partner.
7. Ask 3-4 learners to share their **recount** with the class.
8. Help the learners with their **recounts**.
9. Explain and correct common problems to learners.



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

WRITING FRAME

I liked when...

I think Queen Amina is a role model because...

**Modelling:**

1. Explain that today, learners will continue writing about the story: *The warrior queen*.
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 liked the part of the story when Amina's grandfather took her to meetings because girls usually weren't allowed, but she got to go! I think Queen Amina is a role model because she was such a strong woman!
5. Use **modelling** to draw a new picture, like: Queen Amina sitting on her throne.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: I liked when Queen Amina went to meetings. I think I Queen Amina is a role model because she was so strong.
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources**, like sight words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Explain that on Tuesday, we thought about what happened in the story *The warrior queen*. Explain that today, they will continue to think about the story!
2. Explain that learners should write what they liked about the story – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you about how they would feel. They must say:  
*I liked when...*  
*I think Queen Amina is a role model because...*
6. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

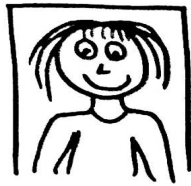
1. **Hand out learner books.**
2. **Instruct learners to begin writing on the same page as Tuesday, so that they have one short paragraph.**
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing**.
5. Help learners complete the writing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

**Turn and Talk:**

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

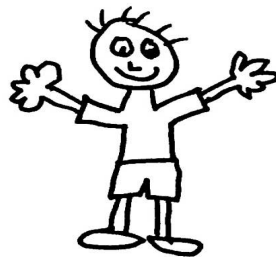
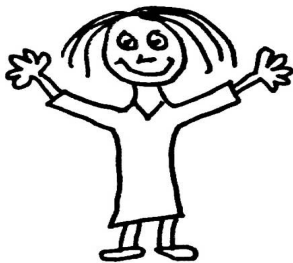
Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations using the theme vocabulary words.

Tuesday



In the story people were unsure about Queen Amina. I learned that she was a good leader.

Thursday



I liked when people saw she was a good leader. I think Queen Amina is a role model because she never gave up.

**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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

## WEEK 4: FRIDAY: DAILY ACTIVITIES (10 MINUTES)

GREETING	Greet the learners in English.	
SONG/RHYME	<b>Lyrics</b>	<b>Actions</b>
	History is his story	<i>Point at a boy as you say 'his'</i>
	But not only his!	<i>Shake your head and fold your arms</i>
	It's also her story	<i>Point at a girl as you say 'her'</i>
	And your story	<i>Point at someone as you say 'your'</i>
	And my story too!	<i>Point at yourself as you say 'my'</i>
THEME VOCABULARY	Nigeria, ancestor, strength, role model	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that in the story, Amaka's mother tells her that Queen Amina is a role model – someone she can look to for strength!</i></p> <p><b>Ask learners:</b> What do you think makes Queen Amina a good role model?</p>	
Graph	3 COLUMN GRAPH	
Options	she was a great warrior / she protected other people / she listened to other people	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Queen Amina is a good role model because she was a great warrior?</b>	
Answer	___ learners think Queen Amina is a good role model because she was a great warrior.	
<b>Question</b>	<b>How many learners think Queen Amina is a good role model because she protected other people?</b>	
Answer	___ learners think Queen Amina is a good role model because she protected other people.	
<b>Question</b>	<b>How many learners think Queen Amina is a good role model because she listened to other people?</b>	
Answer	___ learners think Queen Amina is a good role model because she listened to other people.	

<b>Question</b>	<b>What do most learners think makes Queen Amina a good role model?</b>
Answer	Most learners think she is a good role model because ___.
<b>Question</b>	<b>What do fewest learners think makes Queen Amina a good role model?</b>
Answer	Fewest learners think she is a good role model because ___.
<b>Question</b>	<b>What do you think makes Queen Amina a good role model?</b>
Answer	I think she is a good role model because she was a great warrior.
Answer	I think she is a good role model because she protected other people.
Answer	I think she is a good role model because she listened to other people.
READING	Practice reading the sight words for the week.

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

SOUND	/st-/
WORDS	stop, storm, stuck, stick, stack, stain, stud, stool
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>1. Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>• /st/ – op (stop)</li> <li>• /m/ – op (mop)</li> </ul> </li> <li>2. Say two words: stud, mud <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /st/ sound? (stud)</li> </ul> </li> <li>3. Say two words: stool, pool <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /p/ sound? (pool)</li> </ul> </li> <li>4. Say two words: stick, lick <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /l/ sound? (lick)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>1. Say the word: main</li> <li>2. Ask learners: What is the beginning sound? /m/</li> <li>3. Ask learners: If I take away the /m/ and add /st/ what word does that make?</li> <li>4. Help learners to hear that the word is: st – ai – n = stain</li> <li>5. Write: main</li> <li>6. Read the word: m – ai – n = main</li> <li>7. Erase: 'm'</li> <li>8. Write: 'st'</li> <li>9. Read the new word: st – ai – n = stain</li> <li>10. Ask learners: What other words can you think of that end with '-ain'</li> <li>11. Let learners brainstorm words. (pain, gain, rain etc.)</li> </ol> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>st words</b></li> <li>3. Instruct learners to write numbers from 1-8.</li> <li>4. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol>

ACTIVITY	<table border="1"> <tr> <td>stop</td> <td>stud</td> <td>stuck</td> <td>stick</td> <td>stack</td> <td>stool</td> <td>storm</td> <td>stain</td> </tr> </table>	stop	stud	stuck	stick	stack	stool	storm	stain
	stop	stud	stuck	stick	stack	stool	storm	stain	
6. Use the results to informally assess learners' progress. Identify learners who need extra support.									

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

WEEK 4: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

## WEEK 4: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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



# GRADE 2 - TERM 4

# WEEK 5

**THEME:**  
**BULLYING AND APPEARANCE**

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

Author: Unknown

## WEEK 5: CLASSROOM PREPARATION

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

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 2: Let's write, page 48
Activity 2	DBE Workbook 2: Word work, page 49
Activity 3	DBE Workbook 2: Let's write, page 49
Activity 4	Draw a portrait (picture) of yourself. Write sentences to describe how you look.

TERM 4: WEEK 5		
OVERVIEW		
THEME	Bullying and appearance	
THEME VOCABULARY	mirror, reflection, appearance, look, beautiful, pretty, ugly, call, dirty, clean, rubbish, hole	
SIGHT WORDS	break, mean, remember, wonder, help	
PHONICS	/ou/ - out, shout, pout, snout, mouse, house, (note the silent 'e'), cloud, loud	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	This is _____. He/she is a bully. This is _____.	The bully said, '_____'. He/she feels _____.

TERM 4: WEEK 5	
INTRODUCE THE THEME	
PICTURE	Page 27 of the Big Book - <i>Zweli speaks up</i>
SHOW	Show learners the picture of Lungi sitting on the ground, trying to cover up her shoes. Explain that this week, we will think about the ways that people get bullied, teased, and made fun of for their appearance (the way they look). Explain that we should never tease someone because of the way they look, but we know that it is something that happens a lot.
SAY	<ol style="list-style-type: none"> <li>1. Ask learners: What are some unkind names people use to tease people about the way they look?</li> <li>2. Listen to learners' responses. This will help you understand what learners already know.</li> <li>3. Explain that we shouldn't ever tease people about the way they look. It is unkind!</li> <li>4. Explain that for the next two weeks, we will learn words to talk about our appearance and also about bullying.</li> </ol>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that the learners will see these words during their <b>independent reading</b>:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 5: MONDAY: DAILY ACTIVITIES (10 MINUTES)		
GREETING	Greet the learners in English.	
SONG/RHYME	<b>Lyrics</b>	<b>Actions</b>
	Everyone stand up tall and proud	<i>Stand up tall</i>
	We're gonna stop bullying now!	<i>Put your hand up like a stop sign</i>
	Everyone march in place and sing	<i>March in place</i>
	Let's work together to stop bullying!	<i>Hold hands with the people next to you</i>
THEME VOCABULARY	mirror, reflection, appearance, look	
<b>QUESTION OF THE DAY</b>		
Question	Do you like to see your reflection in the mirror?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners like to see their reflection in the mirror?</b>	
Answer	___ learners like to see their reflection in the mirror.	
<b>Question</b>	<b>How many learners do not like to see their reflection in the mirror?</b>	
Answer	___ learners do not like to see their reflection in the mirror.	
<b>Question</b>	<b>Do more learners like to see their reflection in the mirror or not?</b>	
Answer	More learners ___ to see their reflection in the mirror.	
<b>Question</b>	<b>Do fewer learners like to see their reflection in the mirror or not?</b>	
Answer	Fewer learners ___ to see their reflection in the mirror.	
<b>Question</b>	<b>Do you like to see your reflection in the mirror?</b>	
Answer	Yes, I like to see my reflection in the mirror.	
Answer	No, I do not like to see my reflection in the mirror.	
READING	Practice reading the sight words for the week.	

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

SOUND	<b>/ou/</b>												
FLASHCARDS	<b>out, shout, pout, snout, mouse, house, (note the silent 'e') cloud, loud</b>												
ACTIVITY	<p><b>INTRODUCE THE SOUNDS AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard /ou/ for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that when we see the letters o and u together in a word, we must not say the sounds separately. We must say one sound: /ou/</li> <li>4. Say each word loudly and clearly as you show the flashcard: out, shout, pout, snout, mouse, house, (note the silent 'e'), cloud, loud</li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> <li>7. Help learners to see the patterns in the words /out/, /ouse/ and /oud/</li> </ol> <table border="1" data-bbox="568 1111 1024 1386"> <tr> <td><b>out</b></td> <td><b>mouse</b></td> <td><b>cloud</b></td> </tr> <tr> <td><b>shout</b></td> <td><b>house</b></td> <td><b>loud</b></td> </tr> <tr> <td><b>pout</b></td> <td></td> <td></td> </tr> <tr> <td><b>snout</b></td> <td></td> <td></td> </tr> </table>	<b>out</b>	<b>mouse</b>	<b>cloud</b>	<b>shout</b>	<b>house</b>	<b>loud</b>	<b>pout</b>			<b>snout</b>		
<b>out</b>	<b>mouse</b>	<b>cloud</b>											
<b>shout</b>	<b>house</b>	<b>loud</b>											
<b>pout</b>													
<b>snout</b>													

**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 (10 MINUTES)

TITLE	<i>Zweli speaks up</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

1. Show learners the cover picture for the story: *Zweli speaks up (on page 11)*.
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 the same questions.
10. When you get to the **last** picture of the story, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once. Code switch where necessary.

## WEEK 5: TUESDAY: WRITING (15 minutes)

WRITING FRAME

This is \_\_\_\_\_. He/she is a bully.

This is \_\_\_\_\_.

**Modelling:**

1. Explain that today, we will write a fictional story. That means we will make up **pretend** (not real) characters and write a story about them.
2. Read the writing frame to the learners.
3. Use **modelling** to show the learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: First, I will need to make up a name for my bully. I think I will name her Esther. Who will Esther bully? She will bully another girl named Precious. Esther and Precious are both Grade 2 learners.
5. Use **modelling** to draw pictures of your characters.
6. Use **modelling** to add the labels “Esther” and “Precious” next to your characters.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the writing frame: **This is Esther. She is a bully. This is Precious.**
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words.
11. **Erase your sentences from the board. Explain that these were just an example; the learners must write their own ideas.**

**Oral instructions:**

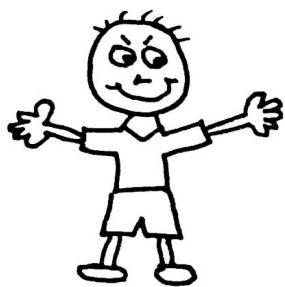
1. Ask learners: What will you name your bully? What will you name your other character?
2. Explain that learners can choose any name – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you the names of their characters.
6. Explain that learners will now use the writing frame to draw and write their own ideas.

**Writing**

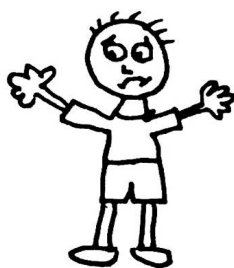
1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners to complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. Encourage learners.



Tuesday



Simon



Njabulo

This is Simon. He is a bully.  
This is Njabulo.

**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	<b>Lyrics</b>	<b>Actions</b>
	Everyone stand up tall and proud	<i>Stand up tall</i>
	We're gonna stop bullying now!	<i>Put your hand up like a stop sign</i>
	Everyone march in place and sing	<i>March in place</i>
	Let's work together to stop bullying!	<i>Hold hands with the people next to you</i>
THEME VOCABULARY	beautiful, pretty, ugly, call (to call someone names, not to call on the telephone)	
<b>QUESTION OF THE DAY</b>		
Question	How would you feel if someone called you 'ugly'?	
Graph	3 COLUMN GRAPH	
Options	angry / sad / upset	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would feel angry if someone called them ugly?</b>	
Answer	__ learners would feel angry if someone called them ugly.	
<b>Question</b>	<b>How many learners would feel sad if someone called them ugly?</b>	
Answer	__ learners would feel sad if someone called them ugly.	
<b>Question</b>	<b>How many learners would feel upset if someone called them ugly?</b>	
Answer	__ learners would feel upset if someone called them ugly.	
<b>Question</b>	<b>How would most learners feel if someone called them ugly?</b>	
Answer	Most learners would feel __ if someone called them ugly.	
<b>Question</b>	<b>How would fewest learners feel if someone called them ugly?</b>	
Answer	Fewest learners would feel __ if someone called them ugly.	
<b>Question</b>	<b>How would you feel if someone called you ugly?</b>	
Answer	I would feel angry if someone called me ugly.	

Answer	I would feel sad if someone called me ugly.
Answer	I would feel upset if someone called me ugly.
READING	Practice reading the sight words for the week.

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

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

	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">out</td> <td style="padding: 2px 10px;">shout</td> <td style="padding: 2px 10px;">pout</td> <td style="padding: 2px 10px;">snout</td> <td style="padding: 2px 10px;">mouse</td> <td style="padding: 2px 10px;">house</td> <td style="padding: 2px 10px;">cloud</td> <td style="padding: 2px 10px;">loud</td> </tr> </table>	out	shout	pout	snout	mouse	house	cloud	loud
out	shout	pout	snout	mouse	house	cloud	loud		
<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 <b>homework</b>.</p>									

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	<i>Zweli speaks up</i>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make inferences</b>
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.</p>
Story	Think Aloud (First Read)
<p>‘How was school today?’ Zweli’s mother asked him as she stirred the pap. ‘It was...fine,’ said Zweli. He sat down at the table.</p> <p>Zweli thought about break. He thought about Lungi. He thought about how the other children teased Lungi.</p> <p>‘You don’t look fine,’ said Zweli’s mother as she carried the pap from the stove.</p>	<p>Look at Zweli’s face in the picture – I can <b>infer</b> that Zweli doesn’t really feel fine!</p>
<p>‘Well, the other kids were mean to Lungi,’ Zweli replied. ‘Why were they mean to her?’ asked his mother. ‘They said she must have found her shoes in the rubbish,’ said Zweli. ‘They said she looked like a dirty rubbish girl, just because her toes were poking through. But remember last year – my shoes were broken, just like Lungi’s.’ Zweli said.</p>	<p>I can <b>infer</b> from the picture that Zweli and his mother are having a serious conversation.</p>

<p>'I wonder what you could do to help?' His mother asked.</p> <p>Zweli thought about this. 'Maybe next time, I could tell the other kids to stop being mean,' he suggested.</p> <p>'That sounds like a good idea,' said his mother. 'I think that is what you would want someone to do for you.'</p>	<p>I <b>wonder</b> if Zweli will decide to stand up for Lungi?</p>
<p>The next day, the bell rang for break. Zweli felt nervous. Zweli felt anxious. 'What will happen when I tell the other kids to stop being mean?' he wondered.</p> <p>'Maybe they will tell say my jersey came from the rubbish dump,' he thought, as he looked down at the big hole in his sleeve.</p> <p>'Or maybe Sibusiso or Lucky will get angry and hit me,' he thought.</p>	<p>I <b>wonder</b> what will happen to Zweli if he stands up for Lungi?</p>
<p>When he got outside, Lungi was sitting alone. She was sitting on the ground, trying to cover up her shoes.</p> <p>Sibusiso and Lucky walked over to Lungi. Some other children gathered around. 'Let's see your dirty rubbish shoes today,' Lucky teased.</p> <p>'Do you live in the rubbish?' Sibusiso laughed. Some of the other children pointed and laughed.</p>	<p>I can <b>infer</b> that Lungi is trying to cover up her shoes to hide them from the bullies.</p>
<p>Zweli stood in front of Lungi. 'Stop that!' he said. 'Stop being mean.' His heart was beating fast. His face felt hot.</p> <p>Lucky and Sibusiso looked surprised. They walked away. The other children followed.</p>	<p>I can <b>infer</b> that Zweli felt scared when he was standing up for Lungi. He must be worrying about what the bullies will do!</p>
<p>'Zweli come here!' shouted Mr Maboya. He was standing outside his classroom.</p> <p>'Oh no!' thought Zweli, 'Now Mr Maboya is going to think I was being mean. I tried to help and now I am in trouble.'</p>	<p>Oh no! I <b>wonder</b> if Zweli is in trouble?</p>

<p>'I saw the way you stood up for Lungi, Mr Maboya said. 'I'm very proud of you.' Mr Maboya gave Zweli a smiley sticker. 'Next time, you can also come and tell me,' said Mr Maboya. 'I am here to help too.'</p> <p>Zweli couldn't wait to tell his mom all about his day.</p>	<p>I <b>wonder</b> why Mr Maboya gave Zweli a sticker? Oh! I can <b>infer</b> that he gave Zweli a sticker to show how proud he was of Zweli. It is not easy to stand up against bullies like Zweli did!</p>
Follow-up questions	Responses
Who was getting bullied at school?	Lungi was getting bullied.
Who was bullying her?	Lucky and Sibusiso. There were also some other children there.
Who gave Zweli a sticker?	Mr Maboya
Why question	Possible response
Why did Mr Maboya give Zweli a sticker?	<ul style="list-style-type: none"> <li>• Because Zweli told the other children not to be mean to Lungi.</li> <li>• Because Zweli did the right thing.</li> <li>• Because Mr Maboya was proud of Zweli.</li> </ul>

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

WRITING FRAME

The bully said, '\_\_\_.'  
 He/she feels \_\_\_.

**Modelling:**

1. Explain that today, we will continue writing our own story about a character who gets teased or bullied. Today we will write about what the bully says, and how the other character feels.
2. Read the new writing frame to the learners.
3. Use **modelling** to show the learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I think that the bully will say that Precious is ugly because her jersey is too big. I think this would make Precious feel bad about herself. It would make her wish that she had a new jersey.
5. Use **modelling** to **add details** to your picture, like: Precious looking sad or Precious wearing a jersey that is too big for her.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: **The bully said**, 'You look ugly!' **She feels** so bad now.
8. Point out the inverted commas. Explain that we put the inverted commas around the words someone says.
9. **Say words slowly like a tortoise and write the sounds you know**.
10. **Use resources**, like sight words.
11. **Erase your sentences from the board. Explain that these were just an example; the learners must write their own ideas.**

**Oral instructions:**

1. Remind learners that on Tuesday, we made up our characters. Instruct learners to think about their characters from Tuesday.
2. Explain that today, we will write about something the bully says to the other character in our story.
3. Ask learners: What will the bully say to your other character?
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their idea with a partner.
6. Call on 2-3 learners to tell you about what their bully will say. They must say: *The bully said, '\_\_\_.'*
7. Call on 2-3 learners to tell you about how the other character feels. They must say: *The other character feels \_\_\_.*
8. Explain that learners will now use the writing frame to draw write their own ideas in their books!



**Writing:**

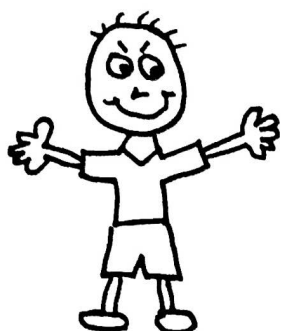
1. Hand out learner books.
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one short story**.
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their writing**.
5. Help learners complete the writing frame.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

**Turn and talk:**

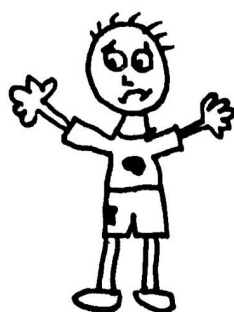
1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

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

Tuesday



Simon



Njabulo

This is Simon. He is a bully.

This is Njabulo.

Thursday

The bully said, "You have old clothes!" He feels sad.

**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	<b>Lyrics</b>	<b>Actions</b>
	Let's all stand up tall and proud	<i>Stand up tall</i>
	We're gonna stop bullying now!	<i>Put your hand up like a stop sign</i>
	Let's all march in place and sing	<i>March in place</i>
	Let's work together to stop bullying!	<i>Hold hands with the people next to you</i>
THEME VOCABULARY	dirty, clean, rubbish, hole	
<b>QUESTION OF THE DAY</b>		
Question	How would you feel if someone called you dirty (like in the story)?	
Graph	3 COLUMN GRAPH	
Options	angry / sad / upset	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would feel angry if someone called them dirty?</b>	
Answer	___ learners would feel angry if someone called them dirty.	
<b>Question</b>	<b>How many learners would feel sad if someone called them dirty?</b>	
Answer	___ learners would feel sad if someone called them dirty.	
<b>Question</b>	<b>How many learners would feel upset if someone called them dirty?</b>	
Answer	___ learners would feel upset if someone called them dirty.	
<b>Question</b>	<b>How would most learners feel if someone called them dirty?</b>	
Answer	Most learners would feel ___ if someone called them dirty.	
<b>Question</b>	<b>How would fewest learners feel if someone called them dirty?</b>	
Answer	Fewest learners would feel ___ if someone called them dirty.	
<b>Question</b>	<b>How would you feel if someone called you dirty?</b>	
Answer	I would feel angry if someone called me dirty.	

Answer	I would feel sad if someone called me dirty.
Answer	I would feel upset if someone called me dirty.
READING	Practice reading the sight words for the week.

WEEK 5: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<b>/ou/</b>
WORDS	<b>out, shout, pout, snout, mouse, house, (note the silent 'e') cloud, loud</b>
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/cl/ – oud (cloud)</li> <li>/l/ – oud (loud)</li> </ul> </li> <li>Say two words: pout, shout <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /sh/ sound? (shout)</li> </ul> </li> <li>Say two words: mouse, house <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /h/ sound? (house)</li> </ul> </li> <li>Say two words: snout, shout <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /sn/ sound? (snout)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: mouse</li> <li>Ask learners: What is the beginning sound? /m/</li> <li>Ask learners: If I take away the /m/ and add /h/ what word does that make?</li> <li>Help learners to hear that the word is: h – ou – se = house</li> <li>Write: mouse</li> <li>Read the word: m – ou – se = mouse</li> <li>Erase: 'm'</li> <li>Write: 'h'</li> <li>Read the new word: h – ou – se = house</li> <li>Ask learners: What other words can you think of that end with '-ouse'</li> <li>Let learners brainstorm words. (louse, douse, spouse etc.)</li> </ol>

**INFORMAL ASSESSMENT**

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

out	shout	pout	snout	cloud	loud	mouse	house
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6. Use the results to informally assess learners' progress. Identify learners who need extra support.

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

SOUND

WORDS

ACTIVITY

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

### GROUP GUIDED READING (SMALL GROUP)

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

### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

## WEEK 5: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

**GRADE 2 - TERM 4**

**WEEK**

**6**

**THEME:**  
**BULLYING AND APPEARANCE**

'No one heals himself by wounding another.'

- Unknown

## WEEK 6: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: make a poster that says 'I say NO to bullying!' and ask each learner to sign it.
5. Do some research on the internet to prepare for the theme. For example: do some research on cyberbullying and make learners aware of this in a simple way.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 2: Let's read, page 50
Activity 2	DBE Workbook 2: Let's do, page 51
Activity 3	DBE Workbook 2: Let's write, page 52
Activity 4	Draw and write about how you think Lungi felt when Zweli stood up for her.



TERM 4: WEEK 6		
OVERVIEW		
THEME	Bullying and appearance	
THEME VOCABULARY	mirror, reflection, appearance, look, beautiful, pretty, ugly, call, dirty, clean, rubbish, hole, speak up, proud, tease, stop, small, big, size, fit, skinny, thin, fat, body	
SIGHT WORDS	idea, sounds, tell, what, happen	
PHONICS	/-nd/ - pound, sound, ground, found hand, band, stand, grand	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	Zweli felt... He decided to...	I think Zweli... If I were Zweli, I...

TERM 4: WEEK 6	
INTRODUCE THE THEME	
PICTURE	Page 27 of the Big Book - <i>Zweli speaks up</i>
SHOW	Show learners the picture of Zweli standing up for his friend Lungi, and telling the bullies to stop.
SAY	<ol style="list-style-type: none"> <li>1. Remind learners that we are learning about the ways people can get teased and bullied for their appearance (the way they look).</li> <li>2. Ask learners: What does Lungi get teased or bullied for?</li> <li>3. Listen to learners' responses. Review some of the vocabulary from Week 3.</li> <li>4. Explain that this week, we will continue to think about bullying and appearance.</li> </ol>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words during their <b>independent reading</b>:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 6: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG	<b>Lyrics</b>	<b>Actions</b>
	We can't have kids who say mean things	<i>Shake your finger from side to side</i>
	Or push and shove	<i>Pretend to push and shove</i>
	Or pinch and tease	<i>Pretend to pinch and tease</i>
	Let's be kind	<i>Shake hands with a partner</i>
	Say no to bullies	<i>Shake your head from side to side</i>
	Let's be kind	<i>Hug a partner</i>
	SAY NO TO BULLIES!	<i>Say this loud and stamp your foot</i>
THEME VOCABULARY	No place for bullies here, NO!	
<b>QUESTION OF THE DAY</b>		
Question	Who do you think feels prouder of Zweli for speaking up?	
Graph	2 COLUMN GRAPH	
Options	Zweli's mom / Mr Maboya	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Zweli's mom feels prouder?</b>	
Answer	__ learners think Zweli's mom feels prouder.	
<b>Question</b>	<b>How many learners think Mr Maboya feels prouder?</b>	
Answer	__ learners think Mr Maboya feels prouder.	
<b>Question</b>	<b>Who do more learners think feels prouder?</b>	
Answer	More learners think __ feels prouder.	
<b>Question</b>	<b>Who do fewer learners think feels prouder?</b>	
Answer	Fewer learners think __ feels prouder.	
<b>Question</b>	<b>Who do you think feels prouder of Zweli for speaking up?</b>	
Answer	I think Zweli's mom feels prouder.	

Answer	I think Mr Maboya feels prouder.
READING	Practice reading the sight words for the week.

WEEK 6: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	<b>/-nd/</b>								
FLASHCARDS	<b>pound, sound, ground, found hand, band, stand, grand</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/-nd/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that when we see the letters <b>n</b> and <b>d</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/nd/</b></li> <li>4. Say each word loudly and clearly as you show the flashcard: <b>pound, sound, ground, found, hand, band, stand, grand</b></li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> <li>7. Help learners to see the patterns in the words <b>/ound/</b> and <b>/and/</b></li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td><b>pound</b></td> <td><b>hand</b></td> </tr> <tr> <td><b>sound</b></td> <td><b>band</b></td> </tr> <tr> <td><b>ground</b></td> <td><b>stand</b></td> </tr> <tr> <td><b>found</b></td> <td><b>grand</b></td> </tr> </tbody> </table>	<b>pound</b>	<b>hand</b>	<b>sound</b>	<b>band</b>	<b>ground</b>	<b>stand</b>	<b>found</b>	<b>grand</b>
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ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
WORDS	
ACTIVITY	

WEEK 6: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 6: TUESDAY: SHARED READING (15 minutes)	
TITLE	<i>Zweli speaks up</i>
ACTIVITY	SECOND 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 (Second Read)
<p>‘How was school today?’ Zweli’s mother asked him as she stirred the pap. ‘It was...fine,’ said Zweli. He sat down at the table. Zweli thought about break. He thought about Lungi. He thought about how the other children teased Lungi. ‘You don’t look fine,’ said Zweli’s mother as she carried the pap from the stove.</p>	<p>I <b>infer</b> that Zweli is <b>upset</b> because he is thinking about Lungi getting teased.</p>
<p>‘Well, the other kids were mean to Lungi,’ Zweli replied. ‘Why were they mean to her?’ asked his mother. ‘They said she must have found her shoes in the rubbish,’ said Zweli. ‘They said she looked like a dirty rubbish girl, just because her toes were poking through. But remember last year – my shoes were broken, just like Lungi’s.’ Zweli said.</p>	<p>I can <b>infer</b> that Zweli feels worried when he thinks about when his shoes had holes, just like Lungi’s. He must be thinking that the bullies could easily tease him for the same thing as Lungi!</p>

<p>'I wonder what you could do to help?' His mother asked.</p> <p>Zweli thought about this. 'Maybe next time, I could tell the other kids to stop being mean,' he suggested.</p> <p>'That sounds like a good idea,' said his mother. 'I think that is what you would want someone to do for you.'</p>	<p>I can <b>infer</b> that Zweli cares about Lungi, because he wants to do something to make the teasing stop.</p>
<p>The next day, the bell rang for break. Zweli felt nervous. Zweli felt anxious. 'What will happen when I tell the other kids to stop being mean?' he wondered.</p> <p>'Maybe they will tell say my jersey came from the rubbish dump,' he thought, as he looked down at the big hole in his sleeve.</p> <p>'Or maybe Sibusiso or Lucky will get angry and hit me,' he thought.</p>	<p>I <b>infer</b> from the picture that Zweli is worrying about the hole in his jersey. I can <b>infer</b> that he is comparing the hole in his jersey to the hole in Lungi's shoes!</p>
<p>When he got outside, Lungi was sitting alone. She was sitting on the ground, trying to cover up her shoes.</p> <p>Sibusiso and Lucky walked over to Lungi. Some other children gathered around. 'Let's see your dirty rubbish shoes today,' Lucky teased.</p> <p>'Do you live in the rubbish?' Sibusiso laughed. Some of the other children pointed and laughed.</p>	<p>I <b>wonder</b> why Sibusiso and Lucky want to be mean to Lungi?</p>
<p>Zweli stood in front of Lungi. 'Stop that!' he said. 'Stop being mean.' His heart was beating fast. His face felt hot.</p> <p>Lucky and Sibusiso looked surprised. They walked away. The other children followed.</p>	<p>I <b>wonder</b> why Zweli told the other children to stop being mean even though he felt scared? I can <b>infer</b> that Zweli wanted to stand up for Lungi because if he were being teased, he would want someone to stand up for him too.</p>
<p>'Zweli come here!' shouted Mr Maboya. He was standing outside his classroom.</p> <p>'Oh no!' thought Zweli, 'Now Mr Maboya is going to think I was being mean. I tried to help and now I am in trouble.'</p>	<p>--</p>

<p>'I saw the way you stood up for Lungi, Mr Maboya said.</p> <p>'I'm very proud of you.' Mr Maboya gave Zweli a smiley sticker. 'Next time, you can also come and tell me,' said Mr Maboya. 'I am here to help too.'</p> <p>Zweli couldn't wait to tell his mom all about his day.</p>	<p>Zweli looks so proud in the picture. I <b>infer</b> that he must feel good that he did the right thing. He also must know that Mr Maboya and his mother will feel proud of him.</p>
<b>Follow-up questions</b>	<b>Responses</b>
Why did the other children tease Lungi?	Because she had holes in her shoes.
Have you ever stood up for a friend like Zweli? Has someone ever stood up for you?	Listen to individual learner responses.
Do you think Zweli did the right thing?	Listen to individual learner responses.
<b>Why question</b>	<b>Possible response</b>
Why did Zweli decide to speak up?	<ul style="list-style-type: none"> <li>• Because he didn't want the other children to be mean to Lungi.</li> <li>• Because Zweli knew that the other children could tease him too.</li> <li>• Because Zweli would want someone to stand up for him if he was getting teased.</li> </ul>

## WEEK 6: TUESDAY: WRITING (15 minutes)

WRITING FRAME

Zweli felt...

He decided to...

**Modelling:**

1. Explain that today, learners will think about the story we read: *Zweli speaks up*. They will write about what Zweli was thinking and feeling.
2. Read the writing frame to the learners.
3. Use **modelling** to show the learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: Zweli was so upset because his friend was getting teased. He was also worried that Lucky and Sibusiso might tease him, just like they were teasing Lungi. So, then he decided to stand up for his friend. He decided to tell those bullies to stop.
5. Use **modelling** to draw a picture of Zweli thinking about Lungi.
6. Use **modelling** to add the label “Zweli” next your picture and another label, like “Lungi”.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the writing frame: Zweli felt sad for Lungi. He decided to tell the bullies to stop.
9. **Say words slowly like a tortoise and write the sounds you know**.
10. **Use resources**, like sight words.
11. **Erase your sentences from the board. Explain that these were just an example; the learners must write their own ideas.**

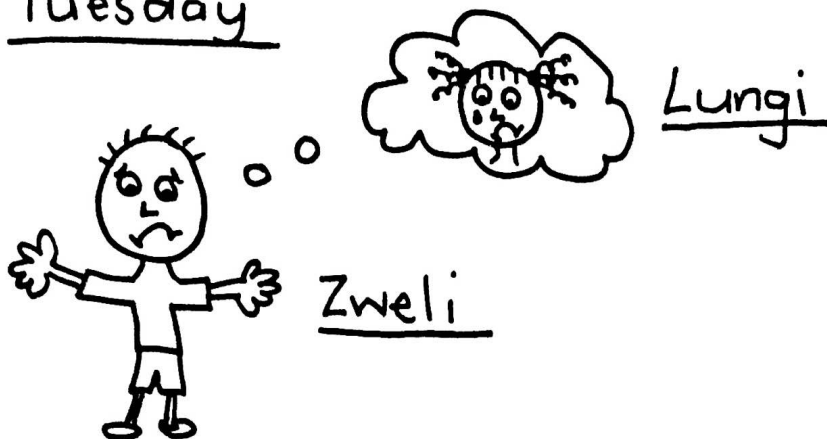
**Oral Instructions:**

1. Ask learners: How did Zweli feel? What did he decide to do?
2. Explain that learners must think about and **summarise** how Zweli felt in the story – they should **not** copy your words.
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 2-3 learners to share their summary of how Zweli felt. They must say:
6. *Zweli felt...*
7. *So he decided to...*
8. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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



Tuesday

Zweli felt upset for Lungi. He  
decided to help her.

**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	<b>Lyrics</b>	<b>Actions</b>
	We can't have kids who say mean things	<i>Shake your finger from side to side</i>
	Or push and shove	<i>Pretend to push and shove</i>
	Or pinch and tease	<i>Pretend to pinch and tease</i>
	Let's be kind	<i>Shake hands with a partner</i>
	Say no to bullies	<i>Shake your head from side to side</i>
	Let's be kind	<i>Hug a partner</i>
	SAY NO TO BULLIES!	<i>Say this loud and stamp your foot</i>
THEME VOCABULARY	small, big, size, fit	
<b>QUESTION OF THE DAY</b>		
Question	Have you ever worn clothes that didn't fit?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners have worn clothes that didn't fit?</b>	
Answer	__ learners have worn clothes that didn't fit.	
<b>Question</b>	<b>How many learners have never worn clothes that didn't fit?</b>	
Answer	__ learners have never worn clothes that didn't fit.	
<b>Question</b>	<b>Have more learners worn clothes that didn't fit or not?</b>	
Answer	More learners have / have never worn clothes that didn't fit..	
<b>Question</b>	<b>Have fewer learners worn clothes that didn't fit or not?</b>	
Answer	Fewer learners have / have never worn clothes that didn't fit.	
<b>Question</b>	<b>Have you ever worn clothes that didn't fit?</b>	
Answer	Yes, I have worn clothes that didn't fit.	
Answer	No, I have never worn clothes that didn't fit.	
<b>Question</b> (if the learner answers 'yes')	<b>Were the clothes too big or too small?</b>	
Answer	The clothes were too big.	
Answer	The clothes were too small.	
READING	Practice reading the sight words for the week.	

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

SOUND	/-nd/								
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>sound</b></li> <li>2. Segment the word into the individual sounds: /s/ - /ou/ - /nd/</li> <li>3. Say the beginning sound of the word: /s/</li> <li>4. Say the middle sound of the word: /ou/</li> <li>5. Say the end sound of the word: /nd/</li> <li>6. Write the word on the board: <b>sound</b></li> <li>7. Model pointing and blending the sounds to make a word: <b>/s/ - /ou/ - /nd/ = sound</b></li> <li>8. Remind learners that in English, when <b>n</b> and <b>d</b> are together in a word they must be read together as a long sound: /nd/</li> <li>9. Repeat this with the word <b>ground</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>stand</b></li> <li>2. Ask learners: What is the first sound in the word? /st/</li> <li>3. Ask learners: What are the middle sounds in the word? /a/</li> <li>4. Ask learners: What is the last sound in the word? /nd/</li> <li>5. Ask learners to segment the word into each individual sound: <b>/st/ - /a/ - /nd/</b></li> <li>6. Write the word: <b>stand</b></li> <li>7. Instruct learners to blend the sounds in the word with you: <b>/st/ - /a/ - /nd/ = stand</b></li> <li>8. Repeat this with the word <b>band</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>nd words</b>.</li> <li>3. Instruct learners to write the numbers 1-8.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="491 1765 1422 1832"> <tr> <td><b>pound</b></td> <td><b>sound</b></td> <td><b>ground</b></td> <td><b>found</b></td> <td><b>hand</b></td> <td><b>band</b></td> <td><b>stand</b></td> <td><b>grand</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>7. Instruct learners to Practice reading the phonic words for <b>homework</b>.</li> </ol>	<b>pound</b>	<b>sound</b>	<b>ground</b>	<b>found</b>	<b>hand</b>	<b>band</b>	<b>stand</b>	<b>grand</b>
<b>pound</b>	<b>sound</b>	<b>ground</b>	<b>found</b>	<b>hand</b>	<b>band</b>	<b>stand</b>	<b>grand</b>		

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

WEEK 6: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 6: THURSDAY: SHARED READING (15 minutes)		
TITLE	<i>Zweli speaks up</i>	
ACTIVITY	DRAMATISE / ACT OUT	
COMPREHENSION STRATEGY	<b>Summarise</b>	
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding.	
<p><b>Getting ready:</b> Choose learners to be Zweli, Zweli's mother, Lungi, Lucky, Sibusiso and Mr Maboya</p>		
TEXT	TEACHER DOES / SAYS	LEARNERS DO
<p>'How was school today?' Zweli's mother asked him as she stirred the pap. 'It was ... fine,' said Zweli. He sat down at the table. Zweli thought about break. He thought about Lungi. He thought about how the other children teased Lungi. 'You don't look fine,' said Zweli's mother as she carried the pap from the stove.</p>	<p><i>Ask learners: What is happening here?</i></p>	<p><i>Learners summarise what is happening on the page.</i> Zweli's mother: How was school today? Zweli: It was ... fine. (<i>Zweli looks upset.</i>) Zweli's mom: You don't look fine.</p>
<p>'Well, the other kids were mean to Lungi,' Zweli replied. 'Why were they mean to her?' asked his mother. 'They said she must have found her shoes in the rubbish,' said Zweli. 'They said she looked like a dirty rubbish girl, just because her toes were poking through. But remember last year – my shoes were broken, just like Lungi's.' Zweli said.</p>	<p><i>Ask learners: What is happening here?</i></p>	<p><i>Learners summarise what is happening on the page.</i> Zweli: The other kids were mean to Lungi. Zweli's mother: Why were they mean to her? Zweli: They said she must have found her shoes in the rubbish. They said she looked like a dirty rubbish girl, just because her toes were poking through! But remember last year – my shoes were broken, just like Lungi's. What if next time the kids bully me?</p>

<p>'I wonder what you could do to help?' his mother asked. Zweli thought about this. 'Maybe next time, I could tell the other kids to stop being mean,' he suggested. 'That sounds like a good idea,' said his mother. 'I think that is what you would want someone to do for you.'</p>	<p><i>Ask learners: What is happening here?</i></p>	<p><i>Learners summarise what is happening on the page.</i> Zweli's mother: I wonder what you could do to help? Zweli: Maybe next time, I could tell the other kids to stop being mean Zweli's mom: That sounds like a good idea. I think that is what you would want someone to do for you.</p>
<p>The next day, the bell rang for break. Zweli felt nervous. Zweli felt anxious. 'What will happen when I tell the other kids to stop being mean?' he wondered. 'Maybe they will say my jersey came from the rubbish dump,' he thought, as he looked down at the big hole in his sleeve. 'Or maybe Sibusiso or Lucky will get angry and hit me,' he thought.</p>	<p><i>Ask learners: What is happening here?</i> (Make sure that the learners know that this is what Zweli is <u>thinking</u>. That means this is what he is saying to himself inside his head.)</p>	<p><i>Learners summarise what is happening on the page.</i> Zweli: What will happen when I tell the other kids to stop being mean? Maybe they will say my jersey came from the rubbish dump! Or maybe Sibusiso or Lucky will get angry and hit me!</p>
<p>When he got outside, Lungi was sitting alone. She was sitting on the ground, trying to cover up her shoes.</p> <p>Sibusiso and Lucky walked over to Lungi. Some other children gathered around. 'Let's see your dirty rubbish shoes today,' Lucky teased. 'Do you live in the rubbish?' Sibusiso laughed. Some of the other children pointed and laughed.</p>	<p><i>Ask learners: What is happening here?</i> <i>Then ask: Who remembers what happens next?</i></p>	<p><i>Learners summarise what is happening on the page.</i> <i>Lungi is trying to cover up her shoes.</i> Lucky: Let's see your dirty rubbish shoes today. Sibusiso: Do you live in the rubbish?</p>

<p>Zweli stood in front of Lungi. 'Stop it!' he said. 'Stop being mean.' His heart was beating fast. His face felt hot. Lucky and Sibusiso looked surprised. They walked away. The other children followed.</p>	<p><i>Ask learners: What is happening here?</i></p>	<p><i>Learners summarise what is happening on the page.</i>  <i>Zweli stands in front of Lungi.</i>  Zweli: Stop it! Stop being mean.  Lucky and Sibusiso walk away.</p>
<p>'Zweli come here!' shouted Mr Maboya. He was standing outside his classroom. 'Oh no!' thought Zweli, 'Now Mr Maboya is going to think I was being mean. I tried to help and now I am in trouble.'</p>	<p><i>Ask learners: What is happening here?</i></p>	<p><i>Learners summarise what is happening on the page.</i>  Mr Maboya: Zweli come here!  Zweli: Oh no! I hope I don't get into trouble.</p>
<p>'I saw the way you stood up for Lungi,' Mr Maboya said. 'I'm very proud of you.' Mr Maboya gave Zweli a smiley sticker. 'Next time, you can also come and tell me,' said Mr Maboya. 'I am here to help too.'  Zweli couldn't wait to tell his mom all about his day.</p>		<p>Mr Maboya: 'I saw the way you stood up for Lungi, I'm very proud of you! Next time you can also come and tell me. I am here to help too.'  Zweli: I'm so excited to tell Mom about my day!</p>

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

WRITING FRAME

I think Zweli...  
If I were Zweli, I...

**Modelling:**

1. Explain that today, learners will write their **opinion** about Zweli's actions. Explain that when we write an opinion, we write about what we think.
2. Read the new writing frame to the learners.
3. Use **modelling** to show the learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I think Zweli is very brave for standing up to those bullies. I think Zweli is scared, but he still does the right thing. I think Zweli is a nice friend. If I were Zweli, I hope I would also stand up for my friend.
5. Use **modelling** to draw a new picture, like: yourself standing up for a friend.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: **I think Zweli** is brave. **If I were Zweli,** I would be brave too.
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources**, like sight words.
10. **Erase your sentences from the board. Explain that these were just an example; learners must write their own ideas.**

**Oral instructions:**

1. Explain that on Tuesday, we thought about what Zweli was thinking and feeling. Today we will write our opinions. We will write what we think about what Zweli did in the story.
2. Explain that learners should come up with their own opinion – they should **not** copy your opinion!
3. Ask learners: What do you think about Zweli standing up to those bullies? What would you do if you saw a friend being bullied, like Zweli?
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas with a partner.
6. Give learners 2-3 minutes to turn and talk.
7. Call on 2-3 learners to share their opinion. They must say:  
*I think Zweli...*  
*If I were Zweli, I...*
8. Explain that learners will now use the writing frame to draw and write their own ideas in their books!

**Writing:**

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



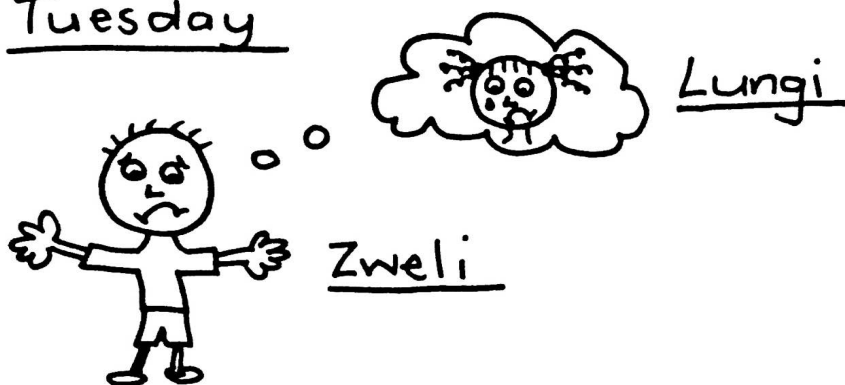
4. Ask learners to **read their writing**.
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources**.
7. **Encourage learners**.

**Turn and talk:**

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

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

Tuesday



Zweli felt upset for Lungi. He decided to help her.

Thursday



I think Zweli is a hero. If I were Zweli, I would be a hero too.

**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	<b>Lyrics</b>	<b>Actions</b>
	We can't have kids who say mean things	<i>Shake your finger from side to side</i>
	Or push and shove	<i>Pretend to push and shove</i>
	Or pinch and tease	<i>Pretend to pinch and tease</i>
	Let's be kind	<i>Shake hands with a partner</i>
	Say no to bullies	<i>Shake your head from side to side</i>
	Let's be kind	<i>Hug a partner</i>
	SAY NO TO BULLIES!	<i>Say this loud and stamp your foot</i>
THEME VOCABULARY	skinny, thin, fat, body	
QUESTION OF THE DAY		
Question	<i>Explain that sometimes, people can get teased or bullied for being thin or skinny. Sometimes people can also get teased for being fat. It is never nice to bully someone based on their body – we come in all shapes and sizes.</i> <b>Ask learners:</b> How would you feel if someone teased you about your body?	
Graph	3 COLUMN GRAPH	
Options	angry / sad / upset	
Follow-up questions		
<b>Question</b>	<b>How many learners would feel angry if someone teased them about their body?</b>	
Answer	__ learners would feel angry if someone teased them about their body.	
<b>Question</b>	<b>How many learners would feel sad if someone teased them about their body?</b>	
Answer	__ learners would feel sad if someone teased them about their body.	

<b>Question</b>	<b>How many learners would feel upset if someone teased them about their body?</b>
Answer	__ learners would feel upset if someone teased them about their body.
<b>Question</b>	<b>How would most learners feel if someone teased them about their body?</b>
Answer	Most learners would feel __ if someone teased them about their body.
<b>Question</b>	<b>How would fewest learners feel if someone teased them about their body?</b>
Answer	Fewest learners would feel __ if someone teased them about their body.
<b>Question</b>	<b>How would you feel if someone teased you about your body?</b>
Answer	I would feel angry if someone teased me about my body.
Answer	I would feel sad if someone teased me about my body.
Answer	I would feel upset if someone teased me about my body.
READING	Practice reading the sight words for the week.

WEEK 6: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<b>/-nd/</b>
WORDS	<b>pound, sound, ground, found hand, band, stand, grand</b>
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/p/ – ound (pound)</li> <li>/s/ – ound (sound)</li> </ul> </li> <li>Say two words: hand, band <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /b/ sound? (band)</li> </ul> </li> <li>Say two words: ground, found <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /gr/ sound? (ground)</li> </ul> </li> <li>Say two words: grand, stand <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /st/ sound? (stand)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: band</li> <li>Ask learners: What is the beginning sound? /b/</li> <li>Ask learners: If I take away the /b/ and add /gr/ what word does that make?</li> <li>Help learners to hear that the word is: gr – a – nd = grand</li> <li>Write: band</li> <li>Read the word: b – a – nd = band</li> <li>Erase: 'b'</li> <li>Write: 'gr'</li> <li>Read the new word: gr – a – nd = grand</li> <li>Ask learners: What other words can you think of that end with '-and'</li> <li>Let learners brainstorm words. ( land, sand, bland etc.)</li> </ol> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>nd words</b></li> <li>Instruct learners to write numbers from 1-8.</li> <li><i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>Say each of the following words. Instruct learners to write the words in their book.</li> </ol>

	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;">pound</td> <td style="padding: 2px;">sound</td> <td style="padding: 2px;">ground</td> <td style="padding: 2px;">found</td> <td style="padding: 2px;">hand</td> <td style="padding: 2px;">band</td> <td style="padding: 2px;">stand</td> <td style="padding: 2px;">grand</td> </tr> </table>	pound	sound	ground	found	hand	band	stand	grand
pound	sound	ground	found	hand	band	stand	grand		
<p>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</p>									

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

WEEK 6: FRIDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 5
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

**WEEK 6: FRIDAY: END OF WEEK LEARNING REVIEW**

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

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

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





**GRADE 2 - TERM 4**

**WEEK**  
**7**

**THEME:**  
**USING TECHNOLOGY FOR GOOD!**

'Be good. Do good.'

- Mark Andrew Poe

## 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: find some articles about Greta Thunberg.
5. Do some research on the internet to prepare for the theme. For example: find out more about climate change, so that you understand it in a way that you can explain to learners.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 2: Let's write, page 53
Activity 2	DBE Workbook 2: Let's write, page 55
Activity 3	DBE Workbook 2: Let's write, page 56
Activity 4	Draw a picture of yourself using a computer or smart phone.

TERM 4: WEEK 7	
OVERVIEW	
THEME	Using technology for good!
THEME VOCABULARY	social media, post, video, photograph, Earth, plastic, internet, save, speech, convince, expert, climate
SIGHT WORDS	easy, brain, differently, people, difficult
PHONICS	Revision of sounds and words taught in Term 4
WRITING FRAME	<b>Tuesday</b>
	<b>Thursday</b>
	I care about... I care about this because...
	I want other people to know... I could use social media to...

Term 4: WEEK 7	
INTRODUCE THE THEME	
PICTURE	The front cover of the Big Book <i>Greta Thunberg: A climate change hero!</i>
SHOW	Show learners the front cover of the story.
SAY	<ol style="list-style-type: none"> <li>1. Ask learners: What are some ways we use technology?</li> <li>2. Listen to learners' responses. This will help you understand what learners already know.</li> <li>3. Explain that there are lots of ways we use technology. Some very smart and creative people use technology to do good things, like helping others or speaking up about issues they care about!</li> <li>4. Explain that in this theme, we will learn about some ways people use technology to do good things for their communities and the world.</li> </ol>
TEACH	easy, brain, differently, people, difficult

WEEK 7: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Our world belongs to us	<i>Spread your arms out wide</i>
	Take good care of it we must!	<i>Hug yourself tightly</i>
	There's something each of us can do	<i>Point to everyone around you</i>
	To keep it great for me and you!	<i>Point to yourself, point to your partner</i>
THEME VOCABULARY	social media, post, video, photograph	
<b>QUESTION OF THE DAY</b>		
Question	<b>What would you prefer to post on social media?</b>	
Graph	2 COLUMN GRAPH	
Options	a video / a photograph	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would prefer to post a video?</b>	
Answer	__ learners would prefer to post a video.	
<b>Question</b>	<b>How many learners would prefer to post a photograph?</b>	
Answer	__ learners would prefer to post a photograph.	
<b>Question</b>	<b>What would more learners prefer to post on social media?</b>	
Answer	More learners would prefer to post __.	
<b>Question</b>	<b>What would fewer learners prefer to post on social media?</b>	
Answer	Fewer learners would prefer to post __.	
<b>Question</b>	<b>What would you prefer to post on social media?</b>	
Answer	I would prefer to post a video.	
Answer	I would prefer to post a photograph.	
READING	Practice reading the sight words for the week.	

WEEK 7: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
OBJECTIVE	Revise all sounds taught in Term 4
SOUNDS	<b>/th-/ /-th/ /-or-/ /st-/ /ou/ /-nd/</b>
ACTIVITY	<p><b>REVIEW PAST SOUNDS</b></p> <ol style="list-style-type: none"> <li>Put these past flashcards in a pile: <b>/th-/ /-th/ /-or-/ /st-/ /ou/ /-nd/</b></li> <li>Also make a pile of the vowel sounds and some single consonants: <b>/a/ /e/ /i/ /o/ /u/ /p/ /t/ /m/ /s/ /n/ /d/ /r/</b></li> <li>Hold up a flashcard in random order.</li> <li>Call on an individual learner to say the sound.</li> <li>Instruct the class to repeat the correct sound.</li> <li>Do this until you have gone through all of the past sounds.</li> <li>Call on individual learners to read the sounds – do this thoroughly.</li> </ol>

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

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

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

WRITING FRAME

I care about...

I care about this because...

**Modelling:**

1. Explain that today, learners will write about an issue they care about, like climate change, saving the earth, bullying, healthy eating, etc.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I care a lot about education. I care about making sure all children have a safe place to learn!
5. Use **modelling** to draw a quick picture of your idea, like: You teaching.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame: I care about education. I care about this because I think all children should have a safe classroom.
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, care
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

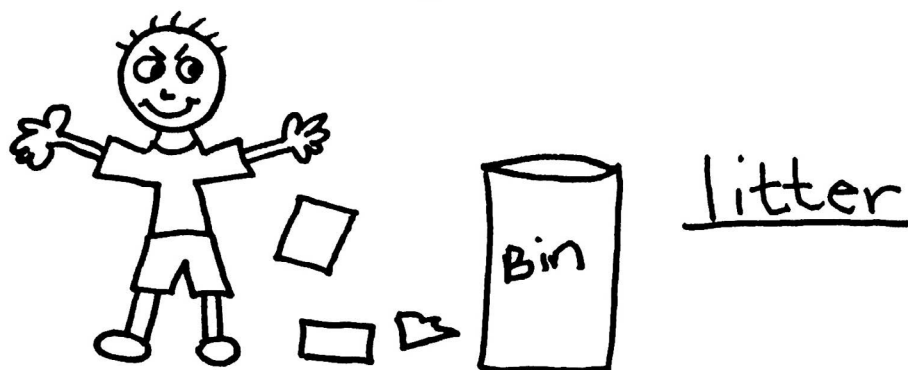
**Oral Instructions:**

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

**Writing:**

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





I care about litter. I care about this because I want a clean world.

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 7: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Our world belongs to us	<i>Spread your arms out wide</i>
	Take good care of it we must!	<i>Hug yourself tightly</i>
	There's something each of us can do	<i>Point to everyone around you</i>
	To keep it great for me and you!	<i>Point to yourself, point to your partner</i>
THEME VOCABULARY	Earth, plastic, internet, save	
<b>QUESTION OF THE DAY</b>		
Question	What could you do to help save the earth?	
Graph	3 COLUMN GRAPH	
Options	post on social media / eat less meat / not use plastic	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners could post on social media to help save the earth?</b>	
Answer	__ learners could post on social media to help save the earth.	
<b>Question</b>	<b>How many learners could eat less meat to help save the earth?</b>	
Answer	__ learners could eat less meat to help save the earth.	
<b>Question</b>	<b>How many learners could not use plastic to help save the earth?</b>	
Answer	__ learners could not use plastic to help save the earth.	
<b>Question</b>	<b>What could most learners do to help save the earth?</b>	
Answer	Most learners could __ to help save the earth.	
<b>Question</b>	<b>What could fewest learners do to help save the earth?</b>	
Answer	Fewest learners could __ to help save the earth.	
<b>Question</b>	<b>What could you do to help save the earth?</b>	
Answer	I could post on social media to help save the earth..	
Answer	I could eat less meat to help save the earth..	

Answer	I could not use plastic to help save the earth..
READING	Practice reading the sight words for the week.

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

OBJECTIVE	Conduct a formal or informal assessment of Term 4 phonics by asking learners to write words.
ACTIVITY	<ol style="list-style-type: none"> <li>1. Hand out learners' exercise books</li> <li>2. Instruct learners to write 1-10 in the margin.</li> <li>3. Explain that you will say a word that learners have already learnt.</li> <li>4. Learners must write down the word that they hear. If they cannot write the word they must draw a short line.</li> <li>5. Say each of the following words. Give time for learners to write.             <ol style="list-style-type: none"> <li>1. thank</li> <li>2. horn</li> <li>3. stop</li> <li>4. stuck</li> <li>5. stool</li> <li>6. mouse</li> <li>7. house</li> <li>8. sound</li> <li>9. cloth</li> <li>10. with</li> </ol> </li> </ol>

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

WEEK 7: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 7: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Greta Thunberg: A climate change hero!</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
Story	Think aloud: Read 1
	Today we will read a story about Greta Thunberg, a young girl who has worked to fight climate change. Climate change is happening in our world right now. Our world is heating up because of pollution! This story will teach us more about it!
Greta Thunberg is a girl who grew up in a country called Sweden. Greta's childhood was not easy. She has a disorder called Asperger's Syndrome. This means that her brain works differently from other people. It makes it difficult for her to talk to and make connections with other people.	<b>Who</b> will this story be about? Oh, we will read a story about Greta Thunberg.
But, Greta's Asperger's Syndrome also allows her to focus on and understand issues in a very deep way. Greta decided to use her Asperger's as a gift to fight for a cause that she believed in. Greta put all her energy into trying to save the environment by fighting something called 'climate change'.	<b>What</b> issue does Greta care about? Oh, I learn that she cares about saving the environment and fighting climate change!
Greta first learnt about climate change when her teacher showed a video of plastic in the oceans and starving polar bears. As little Greta watched, she cried. The pictures of the polluted oceans were stuck in Greta's head. She couldn't think about anything else. She decided she had to take action to help save planet Earth.	<b>When</b> did Greta first learn about climate change? Oh, I read that she first learnt about climate change when she watched a video at school.

<p>Greta’s teacher explained that the air pollution from most cars, aeroplanes, power stations and factories is causing our world to heat up. Her teacher told the class that the gas made by cows also makes the world heat up. This is called climate change, and it is destroying planet Earth.</p>	<p><b>Who</b> taught Greta about climate change? Oh, it was her teacher who first taught her about climate change!</p>
<p>Other children quickly forgot about the video from class, but not Greta. She read all the information that she could find about climate change. She searched the Internet for articles and studies. She watched videos on YouTube. She became an expert on climate change.</p>	<p><b>What</b> did Greta become an expert on? Oh! She became an expert on climate change. She did her own research and learned all that she could!</p>
<p>Greta started working for change in her own home. She convinced her parents to change the way they live. She convinced her mother to stop using aeroplanes. She convinced her father to stop eating meat. She convinced the whole family not to use any plastic. This made Greta realise that she could make a bigger change in the world, by convincing more people.</p>	<p><b>Where</b> did Greta start working for change? Oh! I learn that she started by making change at home!</p>
<p>Greta decided to protest outside the Swedish Parliament. She painted a sign on a piece of wood. She wrote down some facts on a flyer to hand out. Then, she rode her bike to the Parliament building. On the first day, Greta sat all alone. People walking by stared at her.</p>	<p><b>Where</b> did Greta protest? I learn that she protested outside of the Swedish Parliament.</p>
<p>But on the second day, people started joining her. After that, there were people there all the time. For months and months, Greta led protests against climate change in her own country.</p>	<p>--</p>
<p>Greta got lots of positive attention in Sweden. But, she decided that she needed to do more! Greta agreed to give a speech in front of thousands of people at a huge climate rally. Her parents worried that her Asperger’s would make it impossible for her to speak in front of so many people.</p>	<p><b>What</b> helped Greta overcome her fears? Oh! Her determination helped her overcome her fears.</p>

But, Greta’s determination helped her overcome her fears. Thousands of people cheered Greta on and recorded her speech on video.	
Then Greta decided to use social media and the Internet to help get her message out to children around the world. She posted photographs of her protests on Instagram.  She posted videos of her speeches onto Facebook. She wrote messages on Twitter. Greta used the Internet to connect thousands of children all around the world who care about climate change.	<b>What</b> did Greta post on Instagram? Oh! She posted pictures of her protests for other people to see!
Greta once said, ‘I have always been that girl in the back who doesn’t say anything. I thought I couldn’t make a difference because I was too small.’ Within just a year, Greta inspired thousands of children from all around the world to protest and speak out about climate change!	--
<b>Follow-up questions</b>	<b>Possible responses</b>
What was the issue that Greta cared about?	<ul style="list-style-type: none"> <li>• She cared about climate change.</li> <li>• She cared about saving the planet.</li> </ul>
What is one thing Greta used the internet for?	<ul style="list-style-type: none"> <li>• To become an expert on climate change.</li> <li>• To post photographs to Instagram.</li> <li>• To post videos to Facebook.</li> <li>• To write on Twitter.</li> <li>• To connect children from all over the world.</li> </ul>
<b>Deeper thinking question</b>	<b>Possible responses</b>
How did Greta get her message about climate change out?	<ul style="list-style-type: none"> <li>• She convinced her parents to change their habits.</li> <li>• She protested outside of Parliament.</li> <li>• She made a sign about climate change.</li> <li>• She made flyers to give to people.</li> <li>• She gave a speech at a big rally.</li> <li>• She posted photographs.</li> <li>• She posted videos.</li> <li>• She used social media.</li> </ul>

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

WRITING FRAME

I want other people to know...

I could use social media to...

**Modelling:**

1. Explain that today, learners will add sentences to their writing from Tuesday. Today we will think about what we would tell other people about the issue we care about. We could think of a photograph, a video or something we could write about this issue.
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 people to know that reading is important. I could post a video of myself teaching reading and talking about what makes reading so important! Maybe this could help other teachers!
5. Use **modelling** to add to your drawing, like: Someone taking a video of you while you teach.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: **I want other people to know** that teaching reading is important! **I could use social media to** post a video for other teachers.
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources**, like sight words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about something we care about. Today we will think about what we could teach other people about this issue.
2. Instruct learners to think about what they wrote on Tuesday. They must continue writing about the same topic today!
3. Ask learners: What do you want other people to know about this? How could you use social media to help teach other people?
4. Explain that learners should come up with their own ideas – they should **not** copy your idea!
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 3-5 learners to tell you their reasons. They must say: *I want to teach others that...*
8. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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



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

**Turn and Talk:**

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

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



I care about litter. I care about This because I want a clean world.

Thursday

I want other people to know that litter is bad.

I could use social media to tell people about litter.

**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	<b>Lyrics</b>	<b>Actions</b>
	Our world belongs to us	<i>Spread your arms out wide</i>
	To take good care of it we must!	<i>Hug yourself tightly</i>
	There's something each of us can do	<i>Point to everyone around you</i>
	To keep it great for me and you	<i>Point to yourself, point to your partner</i>
THEME VOCABULARY	speech, convince, expert, climate	
<b>QUESTION OF THE DAY</b>		
Question	What would you like to become an expert on?	
Graph	3 COLUMN GRAPH	
Options	climate change / history / healthy eating	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would like to become an expert on climate change?</b>	
Answer	__ learners would like to become an expert on climate change.	
<b>Question</b>	<b>How many learners would like to become an expert on history?</b>	
Answer	__ learners would like to become an expert on history.	
<b>Question</b>	<b>How many learners would like to become an expert on healthy eating?</b>	
Answer	__ learners would like to become an expert on health eating.	
<b>Question</b>	<b>What would most learners like to become an expert on?</b>	
Answer	Most learners would like to become an expert on __.	
<b>Question</b>	<b>What would fewest learners like to become an expert on?</b>	
Answer	Fewest learners would like to become an expert on __.	
<b>Question</b>	<b>What would you like to become an expert on?</b>	
Answer	I would like to become an expert on climate change.	

Answer	I would like to become an expert on history.
Answer	I would like to become an expert on healthy eating.
READING	Practice reading the sight words for the week.

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

OBJECTIVE	Conduct a formal or informal assessment of Term 4 phonics by asking learners to build words.												
ACTIVITY	<p><b>WORD FIND</b></p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>th-</b></td> <td><b>ou</b></td> <td><b>r</b></td> <td><b>-ing</b></td> </tr> <tr> <td><b>st-</b></td> <td><b>s</b></td> <td><b>t</b></td> <td><b>-nk</b></td> </tr> <tr> <td><b>sh-</b></td> <td><b>a</b></td> <td><b>o</b></td> <td><b>-nd</b></td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>1. Review all of the sounds and blends on the chalkboard.</li> <li>2. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.</li> <li>3. Tell learners they can make word using any of the sounds.</li> <li>4. Show learners how to make a few words, like: <b>/th/ - /a/ - /t/ or /sh/ - /o/ - /t/</b></li> </ol> <p><b>LEARNERS DO</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to open their exercise books and write the heading: <b>revision words.</b></li> <li>2. Instruct learners to begin writing.</li> <li>3. Give learners 3 minutes to find and build as many words as they can. Allow learners to correct their own work. Show learners how to build these words (and others): <b>stout, out, our, thing, sing, ring, rand, and, stand, standing, singing, ringing, start, starting, star, shot, short, shout, shouts, thank, stank, thanking, etc.</b></li> </ol>	<b>th-</b>	<b>ou</b>	<b>r</b>	<b>-ing</b>	<b>st-</b>	<b>s</b>	<b>t</b>	<b>-nk</b>	<b>sh-</b>	<b>a</b>	<b>o</b>	<b>-nd</b>
<b>th-</b>	<b>ou</b>	<b>r</b>	<b>-ing</b>										
<b>st-</b>	<b>s</b>	<b>t</b>	<b>-nk</b>										
<b>sh-</b>	<b>a</b>	<b>o</b>	<b>-nd</b>										

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

WEEK 7: FRIDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
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 2 - TERM 4

## WEEK 8

**THEME:**  
**USING TECHNOLOGY FOR GOOD!**

'Climate change is no longer some far off problem. It's happening here.  
It's happening now.'

- Barack Obama

## 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: make a poster about things that contribute to global warming.
5. Do some research on the internet to prepare for the theme. For example: find out more about communicating with the public using the Internet – look at the different social media platforms that Greta Thunberg used.
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 61
Activity 2	DBE Workbook 2: Let's read, page 62
Activity 3	DBE Workbook 2: Let's do, page 63
Activity 4	Draw and write about a social media platform that you like.



TERM 4: WEEK 8		
OVERVIEW		
THEME	Using technology for good!	
THEME VOCABULARY	social media, post, video, photograph, Earth, plastic, internet, save, speech, convince, expert, climate, heat up, destroy, destroying, article, speech, flyer, protest, rally, Facebook, Instagram, Twitter, Sweden	
SIGHT WORDS	energy, save, about, gift, fight	
PHONICS	/sw-/ - swing, swish, sweep, sweet, swoop, swop, swim, swell	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	Dear Greta,  Thank you for... I think you are amazing because...	You have taught me that... In the future, I want to...  Thanks again, ...

TERM 4: WEEK 8	
INTRODUCE THE THEME	
PICTURE	Page 37 of the Big Book – <i>Greta Thunberg: a climate change hero!</i>
SHOW	Show learners the picture of Greta using the internet.
SAY	<ol style="list-style-type: none"> <li>1. Remind learners that we are learning about technology and the ways we can use it to teach and learn!</li> <li>2. Ask learners: Why does Greta Thunberg use the internet and social media?</li> <li>3. Listen to learners' responses. Review some of the vocabulary from Week 3.</li> <li>4. Remind learners that she uses social media to connect to children around the world, and to spread her message against climate change!</li> <li>5. Explain that this week, we will continue to think about how we can use technology for good!</li> </ol>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words during their <b>independent reading</b>:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 8: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG/RHYME	<b>Lyrics</b>	<b>Actions</b>
	You can help save the world	<i>Spread your arms out wide</i>
	In the little things you do	<i>Put your fingers together</i>
	It doesn't have to be a lot	<i>Wave your index finger</i>
	Just give it all you've got!	<i>Put your fist in the air</i>
THEME VOCABULARY	heat up, destroy, destroying, article	
<b>QUESTION OF THE DAY</b>		
Question	What do you think is a good way to learn about climate change?	
Graph	2 COLUMN GRAPH	
Options	watch a video / read an article	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think a good way to learn about climate change is to watch a video?</b>	
Answer	__ learners think a good way to learn about climate change is to watch a video.	
<b>Question</b>	<b>How many learners think a good way to learn about climate change is to read an article?</b>	
Answer	__ learners think a good way to learn about climate change is to read an article.	
<b>Question</b>	<b>What do more learners think is a good way to learn about climate change?</b>	
Answer	More learners think a good way to learn about climate change is to __.	
<b>Question</b>	<b>What do fewer learners think is a good way to learn about climate change?</b>	
Answer	Fewer learners think a good way to learn about climate change is to __.	
<b>Question</b>	<b>What do you think is a good way to learn about climate change?</b>	

Answer	I think a good way to learn about climate change is to watch a video.
Answer	I think a good way to learn about climate change it to read an article.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/sw-/</b>								
FLASHCARDS	<b>swing, swish, sweep, sweet, swoop, swop, swim, swell</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/sw/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that when we see the letters <b>s</b> and <b>w</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/sw/</b></li> <li>4. Say each word loudly and clearly as you show the flashcard: <b>swing, swish, sweep, sweet, swoop swop, swim, swell</b></li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>swing</b></td> <td><b>swoop</b></td> </tr> <tr> <td><b>swish</b></td> <td><b>swop</b></td> </tr> <tr> <td><b>sweep</b></td> <td><b>swim</b></td> </tr> <tr> <td><b>sweet</b></td> <td><b>swell</b></td> </tr> </table>	<b>swing</b>	<b>swoop</b>	<b>swish</b>	<b>swop</b>	<b>sweep</b>	<b>swim</b>	<b>sweet</b>	<b>swell</b>
<b>swing</b>	<b>swoop</b>								
<b>swish</b>	<b>swop</b>								
<b>sweep</b>	<b>swim</b>								
<b>sweet</b>	<b>swell</b>								

**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><i>Greta Thunberg: a climate change hero!</i></u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
Story	Think Aloud (Second Read)
	Remind learners that we are learning about Greta Thunberg, a young girl who is working to save our planet! Explain that today, we will think about why Greta used social media to help her fight against climate change!
Greta Thunberg is a girl who grew up in a country called Sweden. Greta's childhood was not easy. She has a disorder called Asperger's Syndrome. This means that her brain works differently from other people. It makes it difficult for her to talk to and make connections with other people.	<b>Why</b> wasn't Greta's childhood easy? Oh, I learn that she has a disorder called Asperger's syndrome. This makes it difficult for her to make friends!
But, Greta's Asperger's Syndrome also allows her to focus on and understand issues in a very deep way. Greta decided to use her Asperger's as a gift to fight for a cause that she believed in. Greta put all her energy into trying to save the environment by fighting something called 'climate change'.	--
Greta first learnt about climate change when her teacher showed a video of plastic in the oceans and starving polar bears. As little Greta watched, she cried. The pictures of the polluted oceans were stuck in Greta's head. She couldn't think about anything else. She decided she had to take action to help save planet Earth.	<b>Why</b> did Greta cry? Oh, I learn that the video about climate change made her cry, because the things she saw were so sad!

<p>Greta’s teacher explained that the air pollution from most cars, aeroplanes, power stations and factories is causing our world to heat up. Her teacher told the class that the gas made by cows also makes the world heat up. This is called climate change, and it is destroying planet Earth.</p>	<p>--</p>
<p>Other children quickly forgot about the video from class, but not Greta. She read all the information that she could find about climate change. She searched the internet for articles and studies. She watched videos on YouTube. She became an expert on climate change.</p>	<p><b>How</b> did Greta become an expert on climate change? Oh, I learn that she read a lot and also watched videos to learn all that she could!</p>
<p>Greta started working for change in her own home. She convinced her parents to change the way they live. She convinced her mother to stop using aeroplanes. She convinced her father to stop eating meat. She convinced the whole family not to use any plastic. This made Greta realise that she could make a bigger change in the world, by convincing more people.</p>	<p><b>Why</b> did Greta convince her father to stop eating meat? Oh! It is because she learnt that the gas from cows is a cause of climate change!</p>
<p>Greta decided to protest outside the Swedish Parliament. She painted a sign on a piece of wood. She wrote down some facts on a flyer to hand out. Then, she rode her bike to the Parliament building. On the first day, Greta sat all alone. People walking by stared at her.</p>	<p><b>Why</b> did Greta decide to protest outside of Parliament? Oh! I learn that she wanted to convince more people to fight against climate change!</p>
<p>But on the second day, people started joining her. After that, there were people there all the time. For months and months, Greta led protests against climate change in her own country.</p>	<p>--</p>
<p>Greta got lots of positive attention in Sweden. But, she decided that she needed to do more! Greta agreed to give a speech in front of thousands of people at a huge climate rally. Her parents worried that her Asperger’s would make it impossible for her to speak in front of so many people. But, Greta’s determination helped her overcome her fears.</p>	<p><b>Why</b> did Greta decide to give a speech? Oh! She wanted to convince even more people to fight against climate change!</p>

Thousands of people cheered Greta on and recorded her speech on video.	
Then Greta decided to use social media and the Internet to help get her message out to children around the world. She posted photographs of her protests on Instagram.	<b>Why</b> did Greta decide to use social media? Oh! She used social media to spread her message to people all around the world!
She posted videos of her speeches onto Facebook. She wrote messages on Twitter. Greta used the Internet to connect thousands of children all around the world who care about climate change.	
Greta once said, 'I have always been that girl in the back who doesn't say anything. I thought I couldn't make a difference because I was too small.' Within just a year, Greta inspired thousands of children from all around the world to protest and speak out about climate change!	I learn in this story that Greta worked to get her message to more and more people, so that we can all work together to fight climate change.
<b>Follow-up questions</b>	<b>Responses</b>
What is one cause of climate change?	<ul style="list-style-type: none"> <li>• Air pollution from most cars, aeroplanes, power stations and factories</li> <li>• Gas made by cows also makes the world heat up.</li> <li>• Pollution</li> </ul>
What do you think makes Greta and impressive person?	I think Greta is an impressive person because...
<b>Why question</b>	<b>Possible responses</b>
Why did Greta decide to use social media?	<ul style="list-style-type: none"> <li>• She wanted to convince more and more people to fight against climate change.</li> <li>• She could use social media to reach children all around the world.</li> <li>• Because she realised people all around the world must work together to save the planet!</li> <li>• Because she wanted other children to realise they could also protest and speak out!</li> </ul>

## WEEK 8: TUESDAY: WRITING (15 minutes)

## WRITING FRAME

Dear Greta,  
 Thank you for...  
 I think you are amazing because...

**Modelling:**

1. Explain that this week, learners will think about something they admire about Greta Thunberg. They will write a card thanking Greta for her hard work!
2. Explain that learners will draft the **inside** of a thank you card. This is where the **message** of a card goes! Explain that today, we will write the first part of our thank you message.
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: I love Greta because she overcame her fears. I am thankful that she is fighting so hard to take care of our planet!
6. Explain which words you will write. **Draw a line for each word.**
7. 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 Greta,

Thank you for saving our planet. I think you are amazing because you have overcome your fears!

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

**Oral Instructions:**

1. Ask learners: What do you think is amazing about Greta Thunberg?
2. Explain that learners must think of their own ideas – they must **not** copy your writing!
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 their ideas. They must say: *I think Greta is amazing because she...\_*
6. 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

Dear Greta,

Thank you for working so hard  
to save our planet. I think  
you are amazing because you  
got so many people to listen  
to you!

**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	<b>Lyrics</b>	<b>Actions</b>
	You can help save the world	<i>Spread your arms out wide</i>
	In the little things you do	<i>Put your fingers together</i>
	It doesn't have to be a lot	<i>Wave your index finger</i>
	Just give it all you've got!	<i>Put your fist in the air</i>
THEME VOCABULARY	speech, flyer, protest, rally	
QUESTION OF THE DAY		
Question	What do you think is the best way to protest?	
Graph	3 COLUMN GRAPH	
Options	write a speech / plan a rally / give out a flyer	
Follow-up questions		
<b>Question</b>	<b>How many learners think the best way to protest is to write a speech?</b>	
Answer	___ learners think the best way to protest is to write a speech.	
<b>Question</b>	<b>How many learners think the best way to protest is to plan a rally?</b>	
Answer	___ learners think the best way to protest is to plan a rally.	
<b>Question</b>	<b>How many learners think the best way to protest is to give out a flyer?</b>	
Answer	___ learners think the best way to protest is to give out a flyer.	
<b>Question</b>	<b>What do most learners think is the best way to protest?</b>	
Answer	Most learners think the best way to protest is to ___.	
<b>Question</b>	<b>What do fewest learners think is the best way to protest?</b>	
Answer	Fewest learners think the best way to protest is to ___.	
<b>Question</b>	<b>What do you think is the best way to protest?</b>	
Answer	I think the best way to protest is to write a speech.	
Answer	I think the best way to protest is to plan a rally.	
Answer	I think the best way to protest is to give out a flyer.	

READING	Practice reading the sight words for the week.

WEEK 8: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	<b>/sw/</b>								
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>sweep</b></li> <li>Segment the word into the individual sounds: <b>/sw/ - /ee/ - /p/</b></li> <li>Say the beginning sound of the word: <b>/sw/</b></li> <li>Say the middle sound of the word: <b>/ee/</b></li> <li>Say the end sound of the word: <b>/p/</b></li> <li>Write the word on the board: <b>sweep</b></li> <li>Model pointing and blending the sounds to make a word: <b>/sw/ - /ee/ - /p/ = sweep</b></li> <li>Remind learners that in English, when <b>s</b> and <b>w</b> are together in a word they must be read together as one sound: <b>/sw/</b></li> <li>Repeat this with the word <b>swim</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>swell</b></li> <li>Ask learners: What is the first sound in the word? <b>/sw/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/e/</b></li> <li>Ask learners: What is the last sound in the word? <b>/ll/</b></li> <li>Ask learners to segment the word into each individual sound: <b>/sw/ - /e/ - /ll/</b></li> <li>Write the word: <b>swell</b></li> <li>Instruct learners to blend the sounds in the word with you: <b>/sw/ - /e/ - /ll/ = swell</b></li> <li>Repeat this with the word <b>swop</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>sw words.</b></li> <li>Instruct learners to write the numbers 1-8.</li> <li><i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>swing</td> <td>swish</td> <td>sweep</td> <td>sweet</td> <td>swoop</td> <td>swop</td> <td>swim</td> <td>swell</td> </tr> </table>	swing	swish	sweep	sweet	swoop	swop	swim	swell
swing	swish	sweep	sweet	swoop	swop	swim	swell		

	<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 <b>homework</b>.</p>
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ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
WORDS	
ACTIVITY	

WEEK 8: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 6: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Greta Thunberg: a climate change hero!</u>
ACTIVITY	Post-read
COMPREHENSION STRATEGY	Recount
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
POST-READING ACTIVITY	
<ol style="list-style-type: none"> <li>1. Explain that learners will <b>recount</b> two details about Greta Thunberg from the story <i>Greta Thunberg: a climate change hero!</i></li> <li>2. Use <b>modelling</b> to show learners how to give a recount of details you remember from the story, like: Greta was different from other children because she had Asperger's. Greta is from Sweden.</li> <li>3. Instruct learners to <b>think</b> about the story.</li> <li>4. Instruct learners to <b>think</b> about two details they can remember about Greta Thunberg.</li> <li>5. Give learners 1-2 minutes to <b>think</b>. Show the learners the pictures from the Big Book if necessary.</li> <li>6. Instruct learners to <b>turn and talk</b> and share their recount with a partner.</li> <li>7. Ask 3-4 learners to share their <b>recount</b> with the class.</li> <li>8. Help the learners with their <b>recounts</b>.</li> <li>9. Explain and correct common problems to learners.</li> </ol>	

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

## WRITING FRAME

You have taught me that...  
 In the future, I want to...  
  
 Thanks again,  
 ...

**Modelling:**

1. Explain that today, learners will add sentences to the thank you cards that we began on Monday to Greta Thunberg.
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: Greta has taught me that anyone can make a difference if they really care about something. In the future, I want to write important speeches, like Greta.
5. Explain which words you will write. **Draw a line for each word.**
6. Use **modelling** to complete the writing frame, like:

You have taught me that anyone can make a difference! In the future, I want to write a speech, like you.

Thanks again,

Mr Maboya

7. **Say words slowly like a tortoise and write the sounds you know.**
8. **Use resources**, like sight 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 is something you learned from Greta's story? What is something Greta inspires you to want to do?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 3-5 learners to share one thing they will add to their thank you message. They must say:  
*I learned that...*  
*In the future, I want to...*
6. Explain that learners will now use the writing frame to write their own ideas in their books!

**Writing:**

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

**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.

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

Tuesday

Dear Greta,

Thank you for working so hard  
to save our planet. I think  
you are amazing because you  
got so many people to listen  
to you!

Thursday

You have taught me that I  
can also do things to help  
the planet. In the future,  
I want to be like you.

Thanks again,  
Lebo

**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	<b>Lyrics</b>	<b>Actions</b>
	You can help save the world	<i>Spread your arms out wide</i>
	In the little things you do	<i>Put your fingers together</i>
	It doesn't have to be a lot	<i>Wave your index finger</i>
	Just give it all you've got!	<i>Put your fist in the air</i>
THEME VOCABULARY	Facebook, Instagram, Twitter, Sweden	
<b>QUESTION OF THE DAY</b>		
Question	Which kind of social media do you want to use?	
Graph	3 COLUMN GRAPH	
Options	Facebook / Instagram / Twitter	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners want to use Facebook?</b>	
Answer	___ learners want to use Facebook.	
<b>Question</b>	<b>How many learners want to use Instagram?</b>	
Answer	___ learners want to use Instagram.	
<b>Question</b>	<b>How many learners want to use Twitter?</b>	
Answer	___ learners want to use Twitter.	
<b>Question</b>	<b>Which kind of social media do most learners want to use?</b>	
Answer	Most learners want to use ___.	
<b>Question</b>	<b>Which kind of social media do fewest learners want to use?</b>	
Answer	Fewest learners want to use ___.	
<b>Question</b>	<b>Which kind of social media do you want to use?</b>	
Answer	I want to use Facebook.	
Answer	I want to use Instagram.	
Answer	I want to use Twitter.	
READING	Practice reading the sight words for the week.	

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

SOUND	/sw-/
WORDS	swing, swish, sweep, sweet, swoop, swop, swim, swell
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>1. Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>• /sw/ – ell (swell)</li> <li>• /b/ – ell (bell)</li> </ul> </li> <li>2. Say two words: sweep, sheep <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /sw/ sound? (sweep)</li> </ul> </li> <li>3. Say two words: swop, hop <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /h/ sound? (hop)</li> </ul> </li> <li>4. Say two words: swish, wish <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /w/ sound? (wish)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>1. Say the word: ring</li> <li>2. Ask learners: What is the beginning sound? /r/</li> <li>3. Ask learners: If I take away the /r/ and add /sw/ what word does that make?</li> <li>4. Help learners to hear that the word is: sw – i – ng = mud</li> <li>5. Write: ring</li> <li>6. Read the word: r – i – ng = ring</li> <li>7. Erase: 'r'</li> <li>8. Write: 'sw'</li> <li>9. Read the new word: sw – i – ng = swing</li> <li>10. Ask learners: What other words can you think of that end with '-ing'</li> <li>11. Let learners brainstorm words. (wing, sling, sing etc.)</li> </ol> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>sw words</b></li> <li>3. Instruct learners to write numbers from 1-8.</li> <li>4. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol>

	<b>swing</b>	<b>swish</b>	<b>sweep</b>	<b>sweet</b>	<b>swoop</b>	<b>swop</b>	<b>swim</b>	<b>swell</b>
6. Use the results to informally assess learners' progress. Identify learners who need extra support.								

<b>ALTERNATE PROGRAMME: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)</b>	
SOUND	
WORDS	
ACTIVITY	

<b>WEEK 8: FRIDAY: GROUP GUIDED READING &amp; INDEPENDENT READING (15 minutes)</b>	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
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.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
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.*