

**Grade 1**

**TERM 1**

**ENGLISH**

**HOME**

**LANGUAGE**

**Lesson**

**Plan**

## DISCLAIMER/EDITING PROCESS

Dear Colleagues,

Welcome to the NECT Home Language Programme!

Please note that the NECT Home Language Term 1 materials were developed within an extremely short period of time. For this reason, we acknowledge that further edits and changes are likely.

We would also like you to take ownership of these materials, and to work with our team to constantly revise and improve the versioning. If you find any errors, please follow this procedure to report them:

- 1 Send an email to the relevant email address:  
[xitsonga@homelanguage.co.za](mailto:xitsonga@homelanguage.co.za)  
[tshivenda@homelanguage.co.za](mailto:tshivenda@homelanguage.co.za)  
[sepedi@homelanguage.co.za](mailto:sepedi@homelanguage.co.za)  
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[english@homelanguage.co.za](mailto:english@homelanguage.co.za)
- 2 In the subject line, write the document reference. For example: GRADE 3 TERM 1 LESSON PLAN PAGES 45–47
- 3 In the body of the email, list the changes that must be made. Or, alternately, make changes to the hard copy then scan or photograph the page, and attach it to the email.
- 4 If you have a bigger language issue that you would like to bring to our attention, please reference this in the subject line. For example: EVIDENCE OF REGIONAL DIALECT
- 5 Then, in the body of the email, please describe the issue.
- 6 Please send all emails with your name, position and cell phone number, so that we can contact you if a discussion is necessary.
- 7 **Thank you for adding your expertise to this programme! We want to ensure that the best, most correct version of every language is presented in all documents.**

# Contents

|                                      |           |
|--------------------------------------|-----------|
| Management Notes                     | v         |
| Core Methodologies                   | xi        |
| <b>Week 1 Orientation</b>            | <b>1</b>  |
| Monday                               | 2         |
| Tuesday                              | 7         |
| Wednesday                            | 10        |
| Thursday                             | 15        |
| Friday                               | 19        |
| <b>Week 2 Orientation</b>            | <b>23</b> |
| Monday                               | 24        |
| Tuesday                              | 29        |
| Wednesday                            | 33        |
| Thursday                             | 40        |
| Friday                               | 43        |
| <b>Week 3 Theme: We go to school</b> | <b>45</b> |
| Monday                               | 47        |
| Tuesday                              | 51        |
| Wednesday                            | 54        |
| Thursday                             | 58        |
| Friday                               | 60        |
| <b>Week 4 Theme: We go to school</b> | <b>63</b> |
| Monday                               | 65        |
| Tuesday                              | 69        |
| Wednesday                            | 73        |
| Thursday                             | 78        |
| Friday                               | 82        |
| <b>Week 5 Theme: My family</b>       | <b>87</b> |
| Monday                               | 89        |
| Tuesday                              | 93        |
| Wednesday                            | 97        |
| Thursday                             | 102       |
| Friday                               | 105       |

|  |            |
|--|------------|
| <b>Week 6 Theme: My family</b>         | <b>109</b> |
| Monday                                 | 111        |
| Tuesday                                | 115        |
| Wednesday                              | 120        |
| Thursday                               | 125        |
| Friday                                 | 129        |
| <b>Week 7 Theme: We play outside</b>   | <b>133</b> |
| Monday                                 | 135        |
| Tuesday                                | 139        |
| Wednesday                              | 142        |
| Thursday                               | 147        |
| Friday                                 | 150        |
| <b>Week 8 Theme: We play outside</b>   | <b>155</b> |
| Monday                                 | 157        |
| Tuesday                                | 161        |
| Wednesday                              | 166        |
| Thursday                               | 171        |
| Friday                                 | 175        |
| <b>Week 9 Theme: We have feelings</b>  | <b>179</b> |
| Monday                                 | 181        |
| Tuesday                                | 185        |
| Wednesday                              | 189        |
| Thursday                               | 194        |
| Friday                                 | 197        |
| <b>Week 10 Theme: We have feelings</b> | <b>201</b> |
| Monday                                 | 203        |
| Tuesday                                | 207        |
| Wednesday                              | 211        |
| Thursday                               | 215        |
| Friday                                 | 219        |



# Management Notes

## Learning Outcomes

This term, your learners should achieve the following outcomes:

### LISTENING & SPEAKING

- 1 Learners should be able to say or sing 4 new rhymes or songs
- 2 Learners should be able to participate in a class discussion to share prior knowledge
- 3 Learners should be able to discuss the shared reading story, using a discussion frame as a guide
- 4 Learners should be able to make up their own stories for the creative storytelling activity
- 5 Learners should be able to talk about their writing
- 6 Learners should understand and be able to use some of the following vocabulary

|            |            |                  |                   |                 |                   |
|------------|------------|------------------|-------------------|-----------------|-------------------|
| happy      | calm       | anxious          | chase             | follow          | surprised         |
| direction  | left       | right            | stationery        | remind          | connection        |
| holidays   | activity   | usually          | backpack          | heavy           | light             |
| family     | relative   | relationship     | distracted        | arrival         | backyard          |
| helpful    | visit      | visitor          | umbilical<br>cord | born            | tradition         |
| practise   | wrap       | tight            | strong            | weak            | neck              |
| shade      | sunshine   | sweat            | season            | Spring          | Summer            |
| Autumn     | Winter     | tempera-<br>ture | drenched          | bucket          | pour              |
| spade      | sandcastle | wave             | nature            | playground      | curious           |
| frustrated | forgetful  | mistake          | trip              | embar-<br>rased | accident          |
| clumsy     | worried    | grumpy           | polite            | rude            | disappoint-<br>ed |
| kind       | mean       | tears            | scared            | confused        | angry             |

### PHONEMIC AWARENESS & PHONICS

- 1 Learners should be able to identify phonemes aurally
- 2 Learners should be able to recognise the following phonemes with automaticity
- 3 Learners should be able to blend and segment the following phonemes

|   |    |   |   |   |   |
|---|----|---|---|---|---|
| a | s  | t | p | i | n |
| m | d  | o | g | c | k |
| e | ck |   |   |   |   |

Learners should be able to break the following words into syllables

|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| N/A |  |  |  |  |  |
|     |  |  |  |  |  |

### READING

Learners should be able to decode the following words

|     |      |      |      |     |     |
|-----|------|------|------|-----|-----|
| sat | pat  | sap  | tap  | sit | pit |
| tip | nap  | pin  | tin  | map | mat |
| man | dam  | dad  | sad  | pot | mop |
| dot | got  | pig  | dig  | cat | cap |
| can | kid  | kit  | kin  | net | men |
| ten | kick | sick | sock |     |     |

Learners should be able to read the following words by sight

|      |       |         |        |      |      |
|------|-------|---------|--------|------|------|
| we   | go    | to      | school | I    | like |
| read | my    | family  | is     | here | love |
| you  | play  | outside | want   | swim | they |
| feel | happy | angry   |        |      |      |

### COMPREHENSION

- 1 Learners should be able to make predictions about the text by reading the pictures
- 2 Learners should be able to recall details about the text
- 3 Learners should be able to recount the text
- 4 Learners should be able to sequence events from the text
- 5 Learners should start to understand what it means to visualise, make connections, make inferences and wonder about the text
- 6 Learners should be able to reflect on the text using a discussion frame
- 7 Learners should be able to construct a summary of the text

**WRITING**

- 1 Learners should be able to draw a picture that conveys meaning
- 2 Learners should be able to add one to two labels to their drawing

**Materials and Resources Provided**

Please note that all resources provided belong to the school. Resources will only be issued once, so they must be properly accessioned and looked after.

In Term 1 teachers are provided with the following resources:

**1 Coloured Display Boards x 4**

Use these boards to frame your work for the week. Every week, display your: phonic sound and words; high frequency words; theme vocabulary words; illustrations; and writing frame.

**2 Handwriting Chart/s**

Display these charts at the front of the classroom, so that they are clearly visible to learners. Grade 1 and 2 teachers will be given Print Handwriting Charts. Grade 2 and 3 teachers will be given Print and Cursive Handwriting Charts.

**3 Term 1 Lesson Plan**

Use this lesson plan to see what to teach on a daily basis. The core methodologies tell you how to teach each lesson. For the first two weeks of Term 1, you will follow an orientation programme.

**4 Term 1 Tracker**

Use this document to complete your ATP and Term Planner. Tick off and date each lesson and assessment activity as it is done. Reflect on your teaching.

**5 Term 1 Big Book**

Use the big book stories during Shared Reading lessons. There are eight stories for the term – one story for every week.

**6 Term 1 Resource Pack**

The resource pack includes the following items:

- **Flashcard Words** are provided for theme vocabulary; high frequency words; phonic sounds and words. Cut them up and store them in an orderly fashion. Use these flashcard words with the display boards.
- **Theme Vocabulary Illustrations** are provided where appropriate. Cut them up and store them in an orderly fashion. Use these flashcard words with the display boards.
- **Creative Storytelling Sheets** are provided for each theme. These are a series of 3 or 4 pictures that tell a story. There are 10 copies of each sheet – one per small group. Please make more copies if required.
- **Assessment Record Sheets** are provided to record learner results and comments for the term.

**7 Term 1 Reading Worksheets x 8**

Eight Reading Worksheets are provided for the term – one for every week from Week 3 to Week 10. Use these worksheets with the whole class during group guided reading. There are 20 copies of each Reading Worksheet. Please make more copies if required.



**Weekly Routine: 7 hours**

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- 1 The structured learning programme follows the same routine every week.
- 2 This makes it easy for teachers and learners to follow.
- 3 Learners can prepare for the next activity once they know the routine.
- 4 The routine is based on the CAPS minimum time for Home Language: 7 hours per week.
- 5 This routine is designed to work as part of a bilingual programme together with the PSRIP EFAL structured learning programme.
- 6 Please display this routine in your classroom and try to learn it off by heart!

| Monday               |    | Tuesday              |    | Wednesday            |    | Thursday             |    | Friday               |    |
|----------------------|----|----------------------|----|----------------------|----|----------------------|----|----------------------|----|
| Oral Activities      | 15 |                      |    | Oral Activities      | 15 |                      |    | Oral Activities      | 15 |
|                      |    | Phonics              | 15 | Phonics              | 15 | Phonics              | 15 | Phonics              | 15 |
| Handwriting          | 15 | Handwriting          | 15 | Handwriting          | 15 |                      |    |                      |    |
| Shared Reading       | 15 | Shared Reading       | 15 |                      |    | Shared Reading       | 15 | Shared Reading       | 15 |
| Writing              | 30 |                      |    | Writing              | 30 |                      |    |                      |    |
| Group Guided Reading | 30 | Group Guided Reading | 30 | Group Guided Reading | 30 | Group Guided Reading | 30 | Group Guided Reading | 30 |
| <b>1.45</b>          |    | <b>1.15</b>          |    | <b>1.45</b>          |    | <b>1.00</b>          |    | <b>1.15</b>          |    |



## Weekly Preparation

It is important to remember that the Home Language programme has reduced the need for teachers to PLAN, but that PREPARATION is still required! One afternoon per week, get together with your colleagues (all Foundation Phase teachers), and do your preparation together.

### When doing your preparation, remember to:

- 1 Read through the lesson plan for the week.
- 2 Make sure that you know and understand the methodologies that must be used. If not, go to the section titled 'Core Methodologies' and revise accordingly.
- 3 Next, check which flashcards and illustrations are needed for theme vocabulary, high frequency words, phonics and the writing frame. Get these flashcards and illustrations ready as follows:
  - a Cut the flashcards or illustrations out
  - b Try to stick them onto cardboard or paper
  - c If possible, laminate or cover in plastic
  - d Store the flashcards for a lesson together in an envelope, or with a rubber band around them
- 4 Collect any other resources that you may need, including pictures or real objects.
- 5 Check that your Big Book is in order.
- 6 Read through any activities in the DBE Workbook that you will complete.
- 7 Practise doing the writing lessons.
- 8 Make sure that your Tracker is up-to-date from the previous week and reflect on your progress.



## Themes and Reading Schedule

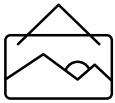
| WEEK NUMBER | THEME            | SHARED READING TEXT     | READING WORKSHEET |
|-------------|------------------|-------------------------|-------------------|
| 1           | ORIENTATION      |                         |                   |
| 2           |                  |                         |                   |
| 3           | We go to school  | Ben goes to school      | 3                 |
| 4           | We go to school  | Olwethu's first day     | 4                 |
| 5           | My family        | Bongi waits             | 5                 |
| 6           | My family        | Tseko's new baby        | 6                 |
| 7           | We play outside  | A very hot day          | 7                 |
| 8           | We play outside  | Spring Day splashes     | 8                 |
| 9           | We have feelings | Dan has a bad week      | 9                 |
| 10          | We have feelings | My name is Buhlebendalo | 10                |



## Term 1 Programme of Assessment

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The Programme of Assessment is designed in accordance with the Abridged Section 4 of CAPS. This can be found at the back of the Tracker for every term.



## Classroom Displays

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### DISPLAY BOARDS

- 1 As part of this programme, you will be given four large different-coloured display boards.
- 2 Each coloured board will be used to display a different set of words for the week.
- 3 Use these boards as follows:
  - a **Green board** –display the theme vocabulary words and illustrations for the week.
  - b **Blue board** –display the high frequency words for the week.
  - c **Yellow board** –display the phonic sound and words for the week.
  - d **Pink board** –display the writing frame for the week.
- 4 The words on these boards must be updated every week.
- 5 Please do not leave up all the theme vocabulary and illustrations for the year. These displays should be related to the theme you are doing. If the whole classroom is full of the words and illustrations it becomes overwhelming, and learners will stop noticing them.
- 6 Once you have taken down a set of words and illustrations, file them carefully.
- 7 Look after these words so that you can use them again the following year.

### THEME TABLE

- 1 Try to create a theme table in your classroom.
- 2 Use this space to display pictures and real objects that relate to the theme.
- 3 Label these items, so that learners can learn this vocabulary.

# Core Methodologies



## Classroom Management

Some fundamental classroom management strategies are included as ‘core methodologies’. These are strategies that are used all the time in this programme, so it is important to master them.

**Objective:** *To improve time-on-task, learner behaviour and collaboration between learners. To reduce disruptions to learning. To introduce an element of play to learning.*

### SEATING AND SMALL GROUPS

- 1 It is very important to give time and careful attention to how you seat learners in the classroom.
- 2 When doing this, consider these important points:
  - a **Seat learners in mixed abilities** – you do not want struggling learners to sit together, and strong learners to sit together. Mix learners up so that the whole classroom is a mixed-ability space.
  - b **Seat learners strategically to avoid conflict or excessive noise.** Do not seat learners who bother each other together. Do not seat learners who cannot stop talking together. Avoid problems by separating these learners.
- 3 In the learning programme, there are a few activities that require learners to work in small groups.
- 4 These should be groups of 3–4 learners, seated close together. Do this so that when you tell learners to work in their ‘small groups’ they can form these groups quickly and efficiently, without moving too much.
- 5 If learners are seated in rows, an easy way to form small groups is to have two learners in the front row turn around and face the two learners just behind them in the second row. They can make a group of four quickly and efficiently.
- 6 Do not leave this up to learners. Decide how to form small groups in your classroom, and train learners to get into these groups quickly and quietly.
- 7 If you see that the dynamics of a group are not working, make changes to the group – do not force learners to work together.

### MANAGING GROUP DISCUSSIONS

- 1 In the learning programme, there are a few activities that require learners to hold group discussions.
- 2 Train learners to do this as follows:
  - a First, learners must get into their small groups
  - b Next, learners must take note of the discussion questions or frame

- c** Then, every learner must have a turn to answer each question, so:
  - Learner 1 must answer Question 1
  - Learner 2 must answer Question 1
  - Learner 3 must answer Question 1
  - Learner 4 must answer Question 1
  - Learner 1 must answer Question 2
  - Learner 2 must answer Question 2
  - Learner 3 must answer Question 2
  - Learner 4 must answer Question 2
  - And so on
- 3** It can be a good idea to use a ‘talking stick/stone/item’ to control this.
  - a** Give each group an item like a colourful stick or stone.
  - b** The person who holds the item speaks and everyone else in the group listens.
  - c** Once the first learner has spoken, he or she must pass the item to the next learner, and so on.
- 4** If the group has to report back, then once everyone has answered, the group can vote for the best answers to each question.

### **READING TRANSITION ACTIVITIES**

- 1** During all Group Guided Reading lessons, teachers must work with two groups.
- 2** Between the two groups, it is important to take an ‘active break’ before settling learners to work on the next Reading Worksheet activity.
- 3** Do this as follows:
  - a** When you are finished working with them, send Group 1 back to their tables.
  - b** Call the class to attention.
  - c** Do a Reading Transition Activity with the whole class.
  - d** Settle the learners back down with the Reading Worksheet.
  - e** Explain the next activity on the Reading Worksheet.
  - f** Remind learners that they must first finish the activity they are working on before moving to the next activity – they must work at their own pace.
  - g** Call Group 2 to come and work with you.
- 4** In Term 1, we recommend that you use these 4 Reading Transition Activities with learners:

#### **Activity 1: Teacher Says**

- 1** Tell learners to stand up.
- 2** Explain that you are going to do different movements, like: touch your head; fly a kite; wiggle your nose; jump three times; etc.
- 3** If you first say ‘teacher says’, then learners must do the action.
- 4** If you do not say ‘teacher says’, then learners must stand still.



- 5 If a learner does the action when you did not say 'teacher says', then that learner is out and must sit down.
- 6 The winner is the last learner standing.

### Activity 2: Dance Party

- 1 Tell learners to stand up.
- 2 Explain that you are going to play some music on your phone.
- 3 When learners hear the music, they must dance.
- 4 As soon as you switch the music off, learners must freeze.
- 5 Put the music on and off a few times, so that learners can dance and freeze a few times!

### Activity 3: Wiggle, Wiggle, Freeze

- 1 Tell learners to stand up.
- 2 Say: wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, freeze!
- 3 Learners must say this with you and they must wiggle their bodies as they say 'wiggle'.
- 4 When they get to 'freeze' they must stand dead still and be silent!
- 5 Repeat this a few times.

### Activity 4: My Chair and Me

- 1 Tell learners to stand up next to their chairs. There must be some space around them.
- 2 Give learners instructions to follow – they must do this quickly and quietly.
- 3 These instructions are all related to the chair and they practise the use of prepositions.
- 4 Give instructions like:
  - stand behind your chair
  - pick up your chair
  - climb on your chair
  - step over your chair
  - etc.



## Oral Activities

At the start of the Home Language lessons on Mondays, Wednesdays and Fridays you will do oral activities. These are the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak.

## Teach Theme Vocabulary

**Objective:** *To extend learners' cognitive, conceptual and academic vocabulary, in order to improve reading comprehension and general knowledge. To better equip learners with the language required to function effectively in the Intermediate Phase.*

- 1 Teach 3 new theme vocabulary words to learners.
- 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. Give 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 display board, together with the theme word illustration.
- 6 Not every learner will recall the new theme vocabulary immediately. Do not worry about this, and do not make learners repeat the word many times!
- 7 Learners will encounter the new vocabulary multiple times during the theme, and will be given the opportunity to build their vocabulary authentically.

## Song or Rhyme

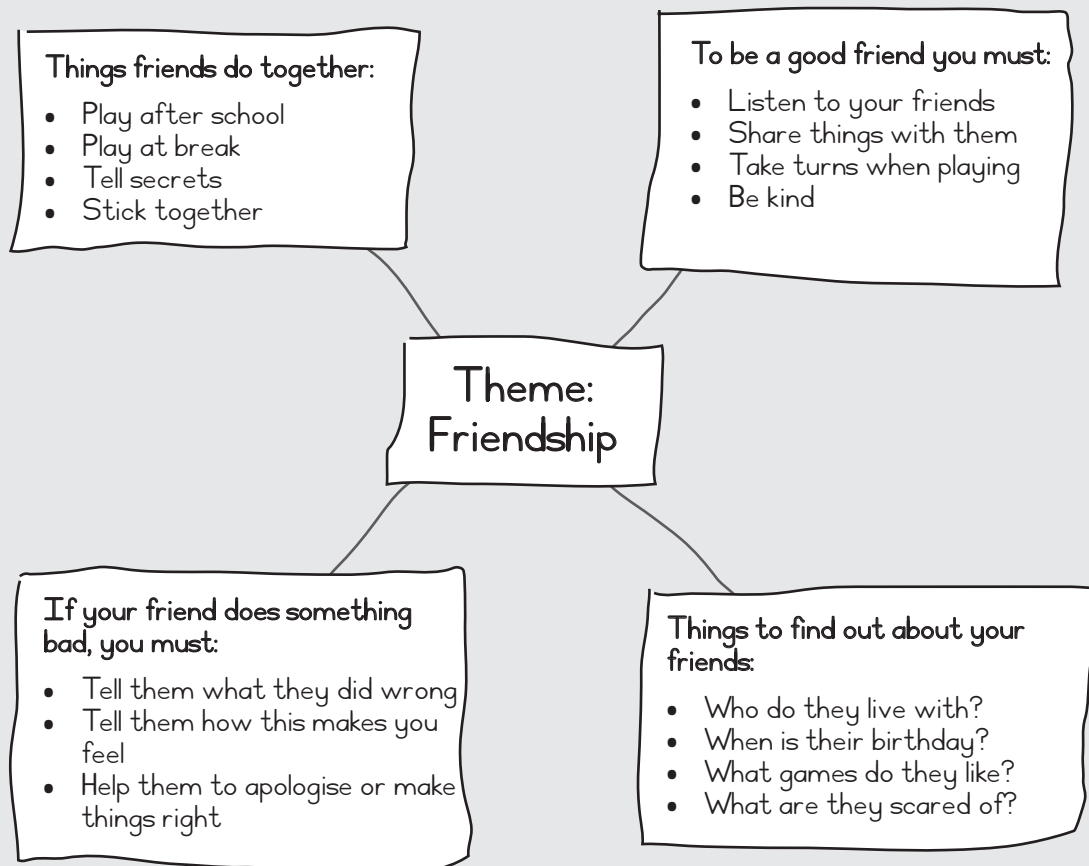
**Objective:** *To consolidate learners' knowledge of new vocabulary. To learn through play.*

- 1 The specific song or rhyme 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 rhymes, and they will sing them automatically.
- 3 However, when they are first introduced, you need to teach learners the words, actions and tune (if there is one).
- 4 Teach the song or rhyme to the learners, line-by-line as follows:
  - a Sing or say the whole song or rhyme for the class. Explain the meaning of it to learners 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 Always include appropriate actions with the song or rhyme.
- 6 Let learners request to sing their favourite songs at the end of the day – this is a fun way of reinforcing the new language that they have learnt.

## Introduce the Theme: Accessing Prior Knowledge

**Objective:** To establish and acknowledge learners' prior knowledge of a topic, and to build on what is already known about that topic. To model the graphic organisation of knowledge by using the strategy of mind-mapping.

- 1 In this activity, the teacher starts by making a quick mind-map on the chalkboard.
- 2 The teacher draws a circle with the name of the theme in the middle of the board.
- 3 Next, the teacher asks learners: *What do you already know about this theme?*
- 4 The teacher writes down learners' ideas around the mind map. The teacher should try to group similar ideas together, for example, if the theme is 'Friendship' you may have a mind map that looks like this:



- 5 In the second week of the cycle, the teacher will use the mind map to help learners revise and reflect on what they learned in the first week of the cycle.
- 6 The teacher will ask learners: What new and interesting things have we learned about this theme so far?

## **Creative Storytelling Week 1**

**Objective:** *To give learners the opportunity to use new language authentically, and to apply their knowledge of a topic and creativity to create a meaningful story. To build learners' sequencing skills. To give learners the opportunity to work collaboratively and co-operatively in a small group.*

- 1 This activity gives learners the opportunity to use their imagination and creativity, their new theme vocabulary and their sequencing skills to make up a new story.
- 2 Tell learners to get into their small groups.
- 3 Hand each group a copy of the creative storytelling sheet for the theme. You will find this in the Resource Pack.
- 4 These sheets have a series of 3–4 pictures that can be used to build a story related to the theme.
- 5 Tell learners to think of a story that fits with the pictures.
- 6 Give learners a minute or two to think about their ideas.
- 7 Next every learner in the group must take a turn to share their version of the story.
- 8 Walk around and listen to different learners as they tell their stories.
- 9 Collect the sheets and store them carefully for the next week.
- 10 Encourage learners to tell their story to someone at home.

## **Creative Storytelling Week 2**

**Objective:** *To give learners the opportunity to use new language authentically, and to apply their knowledge of a topic and creativity to create a meaningful story. To build learners' sequencing skills. To give learners the opportunity to work collaboratively and co-operatively in a small group.*

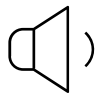
- 1 Tell learners to get into their small groups.
- 2 Hand each group a copy of the creative storytelling sheet for the theme.
- 3 Remind learners that last week, they made up their own stories around the pictures.
- 4 This week, learners must work as a group to decide on a group story.
- 5 Remind learners that their story should be creative, but also must fit with the pictures!
- 6 Call the class to attention.
- 7 Ask 1–2 different groups to share their group stories.
- 8 Thank learners for sharing their stories.

## **Discussion of Shared Reading Text**

**Objective:** *To teach learners critical thinking and summary skills and to give them the opportunity to practise and develop these skills. To build learners' confidence by providing authentic opportunities to formulate and express opinions, evaluations, connections and*

*inferences. To give learners the opportunity to work collaboratively and co-operatively in a small group.*

- 1 The Discussion of the Shared Reading Text takes place on Fridays.
- 2 Start by writing the discussion frame on the chalkboard.
- 3 Next, read and explain the discussion frame to learners.
- 4 Learners should understand that there is no judgement of answers to open-ended questions – differing answers and opinions are welcomed.
- 5 At the end of the lesson, call the class to attention.
- 6 In the last few minutes, ask different learners or a specific group to share their answers.
- 7 Thank learners for their answers and contributions.
- 8 If answers are incorrect, or need to be expanded on, correct learners or ask prompting questions.



## Phonemic Awareness & Phonics/Handwriting

### Grade 1& 2 (until phonics programme is complete)

Phonemic Awareness & Phonics and Handwriting work together in this programme.

### Consolidation: Mondays

***Objective:** To informally assess learners' phonemic awareness and recall of taught phonics and handwriting. To remediate or consolidate phonic and handwriting knowledge through self-correction. To use assessment observations for formative purposes.*

- 1 On Mondays during Handwriting, learners practise their print by revising sounds and words learnt in previous weeks.
- 2 Tell learners to open their exercise books. As soon as learners are able to, they should write the date.
- 3 Next tell learners to fold the page in half, and number from 1–5 in the margin, and from 6–10 in the middle of the page. (*the number of sounds and words will differ from lesson to lesson*)
- 4 Tell learners to write down the sound or word as you say it – they must write next to the correct number. If they cannot write the sound or word, they must write a dash –
- 5 Remind learners that this is a quick activity to see if they remember how to write the sounds and words that they have already learnt.
- 6 Tell learners that they are checking their phonics and handwriting.
  - They need to see if they know how to write a sound or word correctly.
  - They also need to see if they know how to form the letters properly.
- 7 Call out the sounds and words in the lesson plan.
- 8 Next, instruct learners to take a coloured pencil and correct their own work.

- 9 Correctly write the sounds and words on the chalkboard, saying the sound and describing the writing process as you do this.
- 10 Tell learners that if they struggled to remember a sound or to write a letter, they must work on this during the week.
- 11 Collect learners books at the end of the day, and make a note of who needs additional help.

### **Learning New Sound and Words: Tuesdays and Wednesdays**

***Objective:** To explicitly and systematically develop learners' phonemic awareness. To explicitly and systematically teach home language phonemes to learners, and to practice the identification and use of the taught phoneme in words.*

#### **Introduce the New Sound**

- 1 Say the sound and hold up the flashcard, for example: /p/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound for /p/ is the same in home language and English / different in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that use the sound /p/?
- 6 Brainstorm words with learners, like: **path, power, pap, pencil**
- 7 Ask learners: Can you think of words that end with /p/?
- 8 Brainstorm words with learners, like: **map, clap, cap**

#### **Introduce the New Words**

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

### **Writing New Letter(s) and Words: Tuesdays and Wednesdays**

***Objective:** To explicitly and systematically develop learners' ability to correctly and fluently write graphemes that correspond to the taught phonemes.*

- 1 Teach learners to correctly form the printed letter(s) for the sound taught.
- 2 Model writing the sound on the chalkboard – describe the letter formation process as you write.
- 3 Tell left-handed learners to put their heads on the desk.
- 4 Then, stand with your back to learners, and raise your right hand.
- 5 Tell right-handed learners to follow you as you write the letter(s) in the air.

- 6 Next, repeat this process with left-handed learners.
- 7 Then tell learners to work with a partner and to write the sound on each other's backs with their fingers.
- 8 After this tell learners to write the sound on their desks with their fingers.
- 9 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 10 Learners must then write the sound/words/sentences into their books.
- 11 Learners must underline the newly learnt sound in any words/sentences written.

### Segmenting and Blending: Thursdays

***Objective:** To explicitly and systematically develop learners' phonemic awareness, and ability to blend and segment taught phonemes, in order to read and write independently. To increase recognition of phonemes with automaticity.*

#### **I do...**

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **pat**
- 3 Segment the word into the individual sounds: /p/ - /a/ - /t/
- 4 Say the beginning sound of the word: /p/
- 5 Say the middle sound of the word: /a/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the board: **pat**
- 8 Model pointing and blending the sounds to make a word: /p/ - /a/ - /t/ = **pat**
- 9 Repeat this with a word from the Wednesday lesson.

#### **We do...**

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **tap**
- 3 Ask learners: What is the first sound in the word? /t/
- 4 Ask learners: What is the middle sound in the word? /a/
- 5 Ask learners: What is the last sound in the word? /p/
- 6 Ask learners to segment the word into each individual sound: /t/ - /a/ - /p/
- 7 Write the word: **tap**
- 8 Instruct learners to blend the sounds in the word with you: /t/ - /a/ - /p/ = **tap**
- 9 Repeat this with a word from the Wednesday lesson.

## Word Find: Fridays

*Objective: To provide an opportunity for learners to consolidate their knowledge of taught phonemes. To give learners the opportunity to practise the skill of blending to build words. To increase recognition of phonemes with automaticity.*

Write the table on the chalkboard that includes previously learnt sounds as well as the sounds taught on Tuesday and Wednesday.

|            |          |          |
|------------|----------|----------|
| <b>bl-</b> | <b>i</b> | <b>p</b> |
| <b>oo</b>  | <b>d</b> | <b>a</b> |
| <b>nk</b>  | <b>e</b> | <b>m</b> |

### Model

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

### Learners do

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





## Phonemic Awareness & Phonics/Handwriting

### Grade 2&3 (once the phonics programme is complete)

Phonemic Awareness & Phonics and Handwriting work together in this programme.

### GRADE 2 TERMS 3-4

#### HANDWRITING

#### Changing Words: Mondays

**Objective:** To remediate or consolidate phonic and handwriting knowledge through self-correction. To develop reading skills by helping learners to focus in on and identify changes to words or sentences, that change the meaning of the words or sentences.

**Note:** At first, learners will have to do this activity in PRINT. As soon as learners know enough cursive, please instruct them to complete the activity in CURSIVE.

- 1 On Mondays during Handwriting, learners practise their cursive writing by revising sounds and words learnt in previous weeks.
- 2 Tell learners to open their exercise books and write the date.
- 3 Next tell learners to number from 1–5 in the margin, skipping a line between each number.
- 4 Write the sentence provided in the lesson plan on the chalkboard next to number 1, like:  
1 I want a book.
- 5 Instruct learners to copy the sentence into their books.
- 6 Next, instruct learners to write different subject morphemes (In Eng or Afriks – pronouns) next to the numbers, like:
  - He
  - She
  - They
  - We
- 7 Instruct learners to rewrite the sentence, using each of these pronouns.
- 8 Remind learners that this is a quick activity to see if they remember how to write the sounds and words that they have already learnt.
- 9 Tell learners that they are checking their phonics and handwriting.
- 10 At the end of the lesson, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 11 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 12 Underline any patterns, like:
  - He wants a book.

- She wants a book.
  - They want a book.
  - We want a book.
- 13** Instruct learners to take a coloured pencil and correct their own work.
- 14** Tell learners that if they struggled to remember a sound or to write a letter in cursive, they must work on this during the week.
- 15** Collect learners' books at the end of the day, and make a note of who needs additional help. Some learners may be struggling with phonics, while others may be struggling with writing cursive!

## GRADE 3 TERMS 1-2

### HANDWRITING

#### Singular to Plural Words: Mondays

***Objective:** To remediate or consolidate phonic and handwriting knowledge through self-correction. To develop reading skills by helping learners to see and anticipate the patterns of change in a word depending on the noun prefix.*

***Note:** At first, learners will have to do this activity in PRINT. As soon as learners know enough cursive, please instruct them to complete the activity in CURSIVE.*

- 1** On Mondays during Handwriting, learners practise their cursive writing by revising words learnt in previous weeks.
- 2** Tell learners to open their exercise books and write the date and heading **Singular to Plural Words.**
- 3** Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 4** Remind learners that this is a quick activity to see if they remember how to write the sounds and words that they we have already learnt.
- 5** Tell learners that they are checking their phonics and handwriting.
- 6** Call out the singular words in the lesson plan. Learners must write these words next to the numbers, as follows.  
**Singular to Plural Words**
  - 1** cat
  - 2** pot
  - 3** car
  - 4** goose
  - 5** child
- 7** Next, instruct learners to rewrite the words as plurals.
- 8** In the last five minutes of the lesson, correctly write the words on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 9** Then, ask learners to point out any patterns they can see, like: where the words change.

**10** Underline these patterns, like:

**Singular to Plural Words**

- 1 cat  
cats
- 2 pot  
pots
- 3 car  
cars
- 4 goose  
geese
- 5 child  
children

**11** Tell learners to think about these patterns when they are reading or writing.

**12** Instruct learners to take a coloured pencil and correct their own work.

**13** Tell learners that if they struggled to remember a sound or to write a letter in cursive, they must work on this during the week.

**14** Collect learners' books at the end of the day, and make a note of who needs additional help. Some learners may be struggling with phonics, while others may be struggling with writing cursive!

## GRADE 3 TERMS 3-4

### HANDWRITING

#### **Singular to Plural Sentences: Mondays**

**Objective:** To remediate or consolidate phonic and handwriting knowledge through self-correction. To develop reading skills by helping learners to see and anticipate the patterns of change in a sentence depending on the noun prefix.

**Note:** At first, learners will have to do this activity in PRINT. As soon as learners know enough cursive, please instruct them to complete the activity in CURSIVE.

- 1 On Mondays during Handwriting, learners practise their cursive writing by revising words learnt in previous weeks.
- 2 Tell learners to open their exercise books and write the date and heading **Singular to Plural Sentences.**
- 3 Next tell learners to write numbers 1-5 in the margin, skipping lines between numbers.
- 4 Remind learners that this is a quick activity to see if they remember how to write the words that they we have already learnt.
- 5 Tell learners that they are checking their phonics and handwriting.
- 6 Call out the singular sentences in the lesson plan. Learners must write these sentences next to the numbers, as follows.

**Singular to Plural Sentences**

- 1 The cat drinks the milk.
- 2 The pot is on the stove.
- 3 The car drives.
- 4 The goose eats.
- 5 The child plays.
- 7 Next, instruct learners to rewrite the sentences as plurals.
- 8 In the last five minutes of the lesson, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 9 Then, ask learners to point out any patterns they can see, like: where words change.
- 10 Underline these patterns, like:

**Singular to Plural Sentences**

- 1 The cat drinks the milk.  
The cats drink milk.
- 2 The pot is on the stove.  
The pots are on the stove.
- 3 The car drives.  
The cars drive.
- 4 The goose eats.  
The geese eat.
- 5 The child plays.  
The children play.
- 11 Tell learners to think about these patterns when they are reading or writing.
- 12 Instruct learners to take a coloured pencil and correct their own work.
- 13 Tell learners that if they struggled to remember a sound or to write a letter in cursive, they must work on this during the week.
- 14 Collect learners' books at the end of the day, and make a note of who needs additional help. Some learners may be struggling with phonic sounds, while others may be struggling with writing cursive!

**PHONICS**

**Revision of Sounds Through Segmenting and Blending: Tuesdays and Wednesdays**

*Objective: To explicitly and systematically develop learners' phonemic awareness, and ability to blend and segment taught phonemes, in order to read and write independently. To increase recognition of phonemes with automaticity.*

**I do...**

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **fight**

- 3 Segment the word into sounds: /f/-/igh/-/t/
- 4 Say the first sound of the word: /f/
- 5 Say the middle sound of the word: /igh/
- 6 Say the last sound of the word: /t/
- 7 Write the word on the chalkboard: **fight**
- 8 Model pointing to and blending the sounds to make a word: /f/-/igh/-/t/ = **fight**
- 9 Repeat this with a word from the Wednesday lesson.

**We do...**

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **fright**
- 3 Ask learners: What is the first sound in the word? /fr/
- 4 Ask learners: What is the middle sound in the word? /igh/
- 5 Ask learners: What is the last sound in the word? /t/
- 6 Write the word on the chalkboard: **fright**
- 7 Instruct learners to blend the sounds in the word with you: /fr/-/igh/-/t/ = **fright**
- 8 Repeat this with a word from the Wednesday lesson.

**You do...**

- 1 Tell learners to take out their exercise books and write the date and heading: **igh words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call the five words out from the lesson plan.
- 4 Learners must write these words next to the correct number. They should use their segmenting and blending skills to help them spell these words.
- 5 Learners must underline the targeted sound in each word.
- 6 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 7 Tell learners to correct their work with a coloured pencil.
- 8 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

**Other than the You do part above, this is the same as Gr 1–2 Thursdays**

**HANDWRITING****Writing New Letter(s) and Words: Tuesdays and Wednesdays**

*Objective: To explicitly and systematically develop learners' ability to correctly and fluently write graphemes that correspond to the taught phonemes.*

- 1 Teach learners to correctly form the cursive letter(s) for the sound taught.

- 2 Teach the lower case and upper case for each letter.
- 3 Model writing the sound on the chalkboard – describe the letter formation process as you write.
- 4 Tell left-handed learners to put their heads on the desk.
- 5 Then, stand with your back to learners, and raise your right hand.
- 6 Tell right-handed learners to follow you as you write the letter(s) in the air.
- 7 Next, repeat this process with left-handed learners.
- 8 Then tell learners to work with a partner and to write the sound on each other's backs with their fingers.
- 9 After this tell learners to write the sound on their desks with their fingers.
- 10 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 11 Learners must then write the sound/words/sentences into their books.
- 12 When modelling words, emphasise the way that cursive letters link or join to one another.
- 13 Learners must underline the sound in any words/sentences written.

**Other than point 12 above, this is the same as Grade 1–2**

## PHONICS

### Letter Swap: Thursdays

***Objective:** To remediate or consolidate phonic knowledge. To develop reading skills by helping learners to focus in on and identify a single change to a word that changes the meaning of the word.*

#### **I do...**

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write the two words provided in the lesson plan on the chalkboard, like: **sight, light**
- 3 Explain that today we will try to figure out what sound is different in the two words.
- 4 Model finding the difference for learners, like: **sight, light**
- 5 Explain the difference, like: the /s/ and /l/ sound is different, but everything else in the word is the same!

#### **We do...**

##### **Part 1**

- 1 Write the two words provided in the lesson plan on the chalkboard, like: **bright, flight**
- 2 Ask learners: what is the difference between these two words?
- 3 Call on a learner to come and underline the difference between the two words, like: **bright, flight**

- 4 Explain the difference between the two words.

### Part 2

- 1 Next, write the word provided in the lesson plan on the chalkboard, like: **fight**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **light, night, fit, fat**

### You do...

- 1 Write the word provided in the lesson plan on the chalkboard, like: **fright**
- 2 Ask learners: **What is one sound you could replace in this word to make it into a different word?**
- 3 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 4 At the end of the of the lesson, call learners back together.
- 5 Call on learners to come up to the chalkboard and write one of their words.
- 6 Go through the words, and explain which sound has been swapped.  
**bright, flight, frat, right**

## PHONICS

### Word Find: Fridays

**Objective:** To provide an opportunity for learners to consolidate their knowledge of taught phonemes. To allow learners to practise the skill of blending to build words. To increase recognition of phonemes with automaticity.

Write the table on the chalkboard. It includes previously learnt sounds as well as the sounds taught on Tuesday and Wednesday. It also includes some prefixes.

|             |          |           |            |
|-------------|----------|-----------|------------|
| <b>igh-</b> | <b>i</b> | <b>p</b>  | <b>-s</b>  |
| <b>d</b>    | <b>t</b> | <b>a</b>  | <b>-un</b> |
| <b>l</b>    | <b>e</b> | <b>ck</b> | <b>o</b>   |

### Model

- 1 Remind learners of the sounds of the week: **/igh/** and **/ck/**
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: **/l/ - /igh/ - /t/ = light**

- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/igh/** or **/ck/**.
- 6 Show learners how to make another word, like: **/t/ – /a/ – /p/ = tap**
- 7 Remind learners they can make words using the target sounds, like **light**, or words without the target sound, like **tap**.

### **Learners Do**

- 1 Tell learners to open their exercise books and write the heading: **igh, ck**.
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others):  
**tight, light, pack, pick, lack, lick, unpack, unpick, packs, picks, do, undo, lights, lacks, licks**

**Other than the highlighted point above, this is the same as Gr 1–2 Fridays**





## Shared Reading with Comprehension Strategies

A new Shared Reading story is read every week.

Shared Reading is done as follows:

- Monday: Pre-Read
- Tuesday: First Read
- Thursday: Second Read
- Friday: Post-Read

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

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

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

- 1 *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.*
- 2 *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.*
- 3 *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 by watching her, the learners are acquiring new language skills.*
- 4 *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:*
  - *Predict*
  - *Visualise*
  - *Search the text*
  - *Summarise*
  - *Think about the text (wonder)*
  - *Make connections*
  - *Make inferences*
  - *Make evaluations*

## COMPREHENSION STRATEGIES

The table below provides information on each strategy.

| <b>Strategy 1: Predict</b>                        |  |
|---|--|
| 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.  |
| Objective   | <i>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.</i>   |
| Steps<br><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> <li>5 Show how the pictures link to each other to build a story.</li> </ol>   |
| Examples<br><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<br><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<br><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.  |
| Objectives  | <i>Visualisation helps to give meaning to the words on the page by turning them into a scene from a movie in the learners' minds. Visualisation also helps learners to see how the events in the text are connected to each other. This helps them to build understanding think about the story as a whole, rather than just page by page.</i>   |
| 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 learners' 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> </ol>  |
| <b>Strategy 3: Search the text</b>               |   |
| Explanation                                      | Search the text questions are the most basic type of comprehension questions. These questions ask learners to think about or look at the words on the page, and to recall information.  |
| Objective  | <i>These questions are a basic check for understanding of the words on the page. This strategy shows learners how to identify and search for a key word that will help them to answer these questions.</i>  |
| 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: Help learners to find the answer by identifying a useful key word, and then searching the text for that key word. This will usually lead them to the answer.</li> </ol>   |
| Examples   | <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>   |
| <b>Strategy 4: Summarise</b>                     |   |
| Explanation                                      | When learners summarise, they think about what happened in the story. They can also think about other things, like: what they liked about the story; and what they learnt from the story.   |
| Objective  | <i>Summarising shows that the learner has understood and thought about the story. Asking learners to summarise a story is the best way to check their understanding.</i>  |
| 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. We can also think about what we liked about the story, and what we learnt from the story.</li> <li>3 Give learners a minute to think about the story.</li> <li>4 Instruct learners to turn and talk and share their summary with a friend.</li> <li>5 Finally, you may ask learners to write down their summaries, using a frame to assist them.</li> </ol> |
| Examples   | <p>Story: Joe wins the race</p> <p><u>Learners could summarise the story as follows:</u></p> <p><b>This story is about</b> a boy called Joe who wants to beat the fastest boy in the school, Sizwe in a running race. Joe practices all the time, and finally beats Sizwe.</p> <p><b>I liked</b> the part where Joe broke the tape at the end of the race – it was so exciting.</p> <p><b>I learnt</b> that if you try hard and never give up you can be successful.</p>  |
| <b>Strategy 5: Think about the text (Wonder)</b> |   |
| 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.   |

## Core Methodologies

|           |   |
|-----------|---|
| Objective | <p><i>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 good readers have about a text.</i></p> <p><i>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.</i></p> |
| 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 First Read and Second Read blocks in the lesson plans.)</li> <li>3 Say: I see / I notice...</li> <li>4 Say: I wonder...?</li> <li>5 Learners do <b>not</b> need to answer the question.</li> </ol>  |
| Example   | <p><b>I see</b> that Sizwe laughed at Joe when he entered the race. <b>I wonder</b> if this will upset Joe?</p>   |

### Strategy 6: Make connections

|             |   |
|-------------|---|
| Explanation | <p>When learners <i>make connections</i>, they compare the story to their own lives (text to self), or to another text (text to text), or to something else in the world (text to world).</p>   |
| Objective   | <p><i>Making connections helps learners understand the text more deeply by connecting it to other things that they already know, or have experienced. To show learners that they can make different kinds of connections: text to another text; text to self, their own lives; and text to the world – other information that they already know about the world.</i></p>  |
| 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 already know, together with what you have read to make a good guess about something in the story. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something in the story.</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> |
| Objective   | <p><i>Learners need to work out parts of a story by making inferences – they need to learn to 'read between the lines'. To do this, they must use what is written, together with what they already know to try and work out what is not explicitly written down.</i></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 Ask learners: What can we infer about Joe from the way he kept on practising?</li> <li>5 Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>6 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.  |
| Objective                           | <i>Learners must be taught that they must always evaluate what they read, and must be able to support or justify their evaluations.</i>  |
| 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.

- 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.
- 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, labelled First Read and Second Read.
- 5 Once you have read the page to learners, pause and show that you are thinking by saying what is in the block. 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 the First and Second Read blocks.

- 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 At the same time, during the Second Read, you will model how to think about the story.
- 3 At the end of each page you will see two coloured blocks, labelled First Read and Second Read.
- 4 Once you have read the page to learners, pause and show that you are thinking by saying what is in the block for the Second Read. 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.
- 5 On the last page of the story, there are a few questions in the First and Second Read blocks.
- 6 Ask different learners to answer the questions.
- 7 Finally, ask learners to formulate a question about the text.
  - a Ask learners to independently think of a question that they can ask about the text.
  - b If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
  - c Tell learners to turn and talk, and share their questions with each other.
  - d Then, ask a few learners to share their questions with the class.
  - e Give other learners the opportunity to answer these questions.

### **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 the post-read, you will do one of four activities:**

- 1 Illustrate the text
- 2 Act out the story
- 3 Oral or written recount from the story
- 4 Written comprehension

**ILLUSTRATE THE TEXT**

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Tell learners that they are going to visualise something from the text. Remind learners that when they visualise something, they think about what it looks like, smells like, feels like, and sounds like. They also visualise how they feel about this character, event or item from the text.
- 3 Ask learners to close their eyes and relax. Read the text to them once more.
- 4 Then, ask learners to open their eyes, and draw what they have visualised from the text. Learners can add labels to explain smell, taste, etc.
- 5 Then, learners must use the sentence starter/s to write a sentence or two about what they have visualised.
- 6 Finally, allow learners to turn and talk, and to share their visualisations with a partner.

**ACT OUT THE STORY**

- 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.

**ORAL OR WRITTEN RECOUNT FROM THE STORY**

- 1 Settle the learners so that you have their attention.
- 2 Follow the steps in the lesson plan to recount part of 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.
- 7 If the lesson is a written recount, learners will then draw / write their recount in their exercise books.



**WRITTEN COMPREHENSION**

- 1 Before the lesson, write the title of the text as a heading on the chalkboard.
- 2 Next, write the comprehension questions on the chalkboard, together with the sentence starters for the answers. (Where applicable.)
- 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 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.

**Group Guided Reading**

**Objective:** *To listen to each learner read aloud as an individual, and to explicitly build technical reading skills and comprehension skills with each learner. To allow the rest of the class the opportunity to practice reading phonic words, high frequency words and short, decodable sentences, before completing short written comprehension activities independently.*

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 Home Language Group Guided Reading as follows:
  - a Settle the class with their reading worksheets
  - b Explain the first 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
  - e Instruct the class to do a transition activity, like: Teacher says; Dance party; Wiggle, wiggle, freeze; or My chair and me
    - *Note: 30 minutes is a long time for young learners to stay seated and work quietly and independently. For this reason, it is important to do a transition activity to allow learners the opportunity to take a break and do something fun and physical.*
  - f Resettle the class with their worksheets
  - g Explain the next worksheet activity that must be completed
  - h Call another group to read for you
- 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 10 activities. There are 10 group guided reading sessions per week. However, every group has a chance to work with the teacher once per week. This means that learners will complete the Worksheet activities during 9 sessions.
- 2 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.
- 3 A master list of all phonic and high frequency words taught is kept. New stories are structured using the phonic and high frequency words of the week, and by including phonic and high frequency 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 10 slots per week to listen to reading. This means that you may form up to 10 groups. If you form fewer than 10 groups, you may use the extra time slots to work with struggling readers.
- 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 or 3 groups at level 3
  - 2 or 3 groups at level 4
  - 1 or 2 groups at level 5

| I think this learner reads at:<br>Level 1  | I think this learner reads at:<br>Level 2  | I think this learner reads at:<br>Level 3   | I think this learner reads at:<br>Level 4  | I think this learner reads at:<br>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 learner 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.
  - a Make sure they 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.
- 2 During group guided reading, it is important to remember to:
  - a **Point out the high frequency words.** Remind learners that there are some words that appear so often, that 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.

#### **ALTERNATE TO GROUP GUIDED READING**

Remember that the point of Group Guided Reading is to listen to each learner read individually, in order to help them build technical reading skills. If you do not have enough space in your classroom for this, or if you struggle to control the class's behaviour whilst you listen to a group read, there is an alternative.

During the time for Group Guided Reading, settle all learners at their desks with the reading worksheets. Then, do the following:

- 1 Explain the first worksheet activity that they must do.
- 2 Then, call individual learners one at a time to your table to read aloud to you.
- 3 Listen to each learner read from a level appropriate text.
- 4 Build the learner's technical reading skills.
- 5 After 15 minutes, instruct the class to do a transition activity.
- 6 Then, resettle learners in their seats with their worksheets.
- 7 Explain the next activity that they must do.
- 8 Continue to call individual learners to your table to read aloud to you.

If you decide to use this alternate method of listening to reading, you must ensure that you listen to every learner read at least once per week.



## **Process Writing**

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**Objective:** To teach learners a process to put their original thoughts into writing with some support. To show learners that working through a process allows them the opportunity to change, refine and improve their thoughts, rather than having to 'get it right the first time'.

Process writing consists of planning, drafting, editing, publishing and presenting. These four parts of the writing process are introduced over the three grades, as learners become more proficient.

### **PLAN THE WRITING**

- 1 In this programme, planning focusses on teaching learners how to plan using:
  - a A list
  - b A mind map
- 2 Before learners create their own plan, you must model this for them, so that they know exactly what to do. The lesson plan guides you to do this.
- 3 Explain to learners that you always THINK about what you are going to write. You must explain your thoughts out loud, so that learners can hear them.
- 4 Use the planning template to create your own writing plan.
- 5 Next, give learners a few minutes to think about what they are going to write.
- 6 Allow learners to turn and talk, and share their ideas with a partner.
- 7 Finally guide and support learners as they then use the planning template to complete their own plans.

### **DRAFT THE WRITING**

- 1 Before the lesson begins, rewrite your planning frame from the MONDAY lesson on the board. Write the writing frame template on the board.
- 2 Next, briefly explain and model how learners will use their plans to create a draft.
- 3 Show learners the writing frame template that helps them to do this.
- 4 As learners complete their draft, walk around the classroom and offer support.

### **EDIT THE WRITING**

- 1 Write the editing checklist from the lesson plan on the chalkboard.
- 2 Read through and explain the criteria to learners.
- 3 You may want to show learners how to correct a common mistake.
- 4 Allow learners time to edit and correct their own writing, using the checklist.

### **PUBLISH AND PRESENT THE WRITING**

- 1 Instruct learners to neatly rewrite their final version.
- 2 Give learners the opportunity to swop books and read each other's writing.
- 3 Give different learners the opportunity to share their writing by reading it to the whole class.
- 4 Ask some learners to rewrite their piece onto blank paper and then illustrate it, and sign it. Display this writing on a classroom wall.
- 5 Collect learners' books. You are only required to formally mark 2 pieces of writing per term using the rubrics provided. However, please read and comment on the learners' final writing pieces for every cycle.
- 6 Again, confidence is an important part of developing writing skills.



## Writing Strategies

**Objective:** To equip learners with a number of strategies that act as scaffolds to assist them to turn their thoughts into original writing.

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

### STRATEGY 1: TEACHER MODELS WRITING FIRST

- a The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).
- b By watching the teacher, the learners have a clear idea of the task.

### STRATEGY 2: WRITERS THINK BEFORE THEY WRITE

- a Writing is the act of putting thoughts onto paper.
- b This means that writers must think first and decide what to write about before writing.
- c It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about.
- d Always build in time for learners to think about what they want to write.

### STRATEGY 3: WRITERS DRAW A LINE FOR EACH WORD

- a Learners think about the sentence they want to write, and say it aloud.
- b They count how many words there are in the sentence, and draw a line to represent each word.
- c Lines must be drawn from left to right and from the top of the page to the bottom.
- d Lines must be the approximate length of the words.
- e Spaces must be left between words.
- f At the end of the sentence, the learner puts a full stop.
- g With lines in place, the learner fills in words that are known, or must try to write down the starting sounds of a word before asking for help.
- h This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.

**STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS**

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

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

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

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

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

**STRATEGY 7: WRITERS READ WHAT THEY WRITE**

- a** Learners read their sentences aloud to themselves or to a peer. Reading one's writing to a classmate makes the writing process more meaningful.
- b** As they do this, they check that they have not left out any words.
- c** They also check that the word order is correct.
- d** Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.

**STRATEGY 8: WRITERS TURN AND TALK**

- a** At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
- b** This can be used to share ideas about what to write about, to read their writing to each other, to tell each other about their pictures, or to check that they understand what to do.
- c** Teach learners to face each other and talk quietly when they turn and talk.

**STRATEGY 9: HOLD MINI-CONFERENCES**

- a** This is a useful strategy to use as learners are writing.
- b** Walk around the room, and stop where you see a learner struggling.
- c** Hold a mini-conference with that learner.
- d** Engage with the learner's work, listen to the learner, and help the learner as needed.
- e** Remember to try and give all learners some individual attention, and to praise their efforts and improvements.





The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, thematic background.

**Grade 1**

**TERM 1**

**Week**

**1**

**Orientation**

# Monday



## Oral Activities

15 minutes

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### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE (FIRST WEEK OF THE THEME)

- 1 Tell learners that this year, we will study different themes.
- 2 Explain that a theme is a big idea that will guide our learning together.
- 3 Draw a circle with the word **school** in the middle of the chalkboard.
- 4 Ask learners: *What do you know about school?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
  - a What do you think we will do in school?
  - b How do you feel about being in school?
  - c What do you feel most excited about?

### THEME VOCABULARY

- 1 **Explain that this year, we will learn lots of new words to help us express our thought and ideas better!**
- 2 Teach using PATS.
- 3 Display words and illustrations on the Theme Vocabulary Board.
  - a Same
    - Hold up 1–5 fingers.
    - Explain that learners must hold up the **SAME** number of fingers.
    - Repeat 4–5 times.



## Handwriting

15 minutes

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- 1 Explain that we will have an orderly system for handing out exercise books.
- 2 Choose a system that works for your classroom and learners, like: **Using book monitors.**
- 3 Explain that throughout the year, everyone will get a chance to be a book monitor. This week, we will practice what the book monitor must do so that everyone knows and is ready.
- 4 Show learners where the exercise books will be kept and how they are separated (groups, rows, etc.)
- 5 Show learners how to pick up a pile of exercise books for their group, row, etc.
- 6 Show them how to hand out the books gently, carefully, and quickly (they should not throw the books!)

- 7 Call on a few learners (the number will depend on what makes sense for the setup of your classroom) to come be the book monitors of the day.
- 8 Instruct the book monitors to practice handing out the books.
- 9 Instruct them to sit down quietly.
- 10 Once each learner has their book, explain that the book monitors will also be responsible for collecting books.
- 11 Show learners how they must collect the books for their row, group, etc.
- 12 Show learners where they must put the books.
- 13 Call on the book monitors of the day to practice collecting the books.



## Shared Reading:

15 minutes

### Pre-Read

- 1 Explain that this year, we will have shared reading.
- 2 Explain that shared reading will happen on the carpet, in the front of the classroom (or elsewhere, if this will not work in your classroom)
- 3 Explain that we will need to get onto the carpet quickly and quietly.
- 4 Show learners how to move to the carpet. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Choose a system to move to the carpet that works for your classroom and learners, like:  
**Row by row.**
- 6 Tell learners which row they are in, so they know whether they are in Row 1, Row 2, Row 3, etc.
- 7 Explain that learners must **remember** their row.
- 8 Call learners row by row to move to the carpet.
- 9 Once all the learners are sitting on the carpet, explain that we will also need to move back to our seats quickly and quietly.
- 10 Show learners how to move back to their seats. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 11 Call learners row by row to move back to their seats.



## Writing:

30 minutes

### Plan and Draft

#### WRITING FRAME:

n/a

#### MODELLING

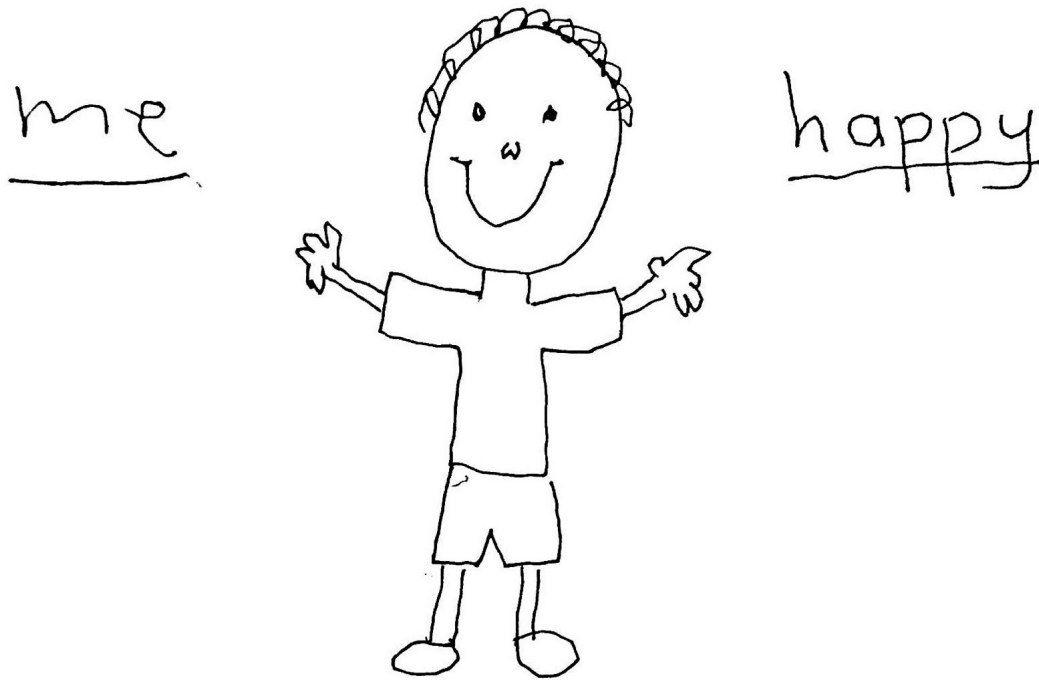
- 1 Explain that today, learners will draw about **how they feel today at school**.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners some ideas you have for your picture, like: I feel happy to be with so many new learners!
- 4 Use **modelling** to draw a picture of yourself looking happy in the classroom.
- 5 Erase your example from the board. Explain that this was just an example, but learners must write their own ideas.

#### ORAL INSTRUCTIONS

- 1 Ask learners: How do you feel at school today?
- 2 Instruct learners to **think before they write**.
- 3 Call on 2–3 learners to tell you how they feel.
- 4 They must say: I feel ...
- 5 Explain that learners will now draw and write about their own feelings!

#### WRITING

- 1 **Call on same book monitors to hand out exercise books.**
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to tell you about their writing.
- 4 Encourage learners.
- 5 **Call on same book monitors to collect exercise books.**



## Group Guided Reading

30 minutes

- 1 Explain that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Explain that the book monitors will also hand out the reading worksheets to the class.
- 3 Show learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Show learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Show them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the worksheets!)
- 6 Call on the same book monitors to come hand out the reading worksheets.
- 7 Instruct them to practice handing out the reading worksheets.
- 8 Instruct them to sit down quietly.
- 9 Instruct all learners to look at the worksheets.
- 10 Explain the icons on the reading worksheet to learners:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Explain that the book monitors will also be responsible for collecting the reading worksheets.
- 12 Show learners how they must collect the worksheets for their row, group, etc.
- 13 Show learners where they must put the worksheets.
- 14 Call on the book monitors of the day to practice collecting the reading worksheets.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

- 1 Explain that when we do phonics this year, it is important to listen very carefully.
- 2 Explain that today, we will play a game called **Teacher Says**. This is a game that requires us to listen very carefully! We will use this game often throughout the year!
- 3 Explain the rules to learners:
  - a Explain that you are going to do different movements, like touch your head; fly a kite; wiggle your nose; jump three times; etc.
  - b If you first say, 'teacher says', then learners must do the action.
  - c If you do not say 'teacher says', then learners must stand still.
  - d If a learner does the action when you did not say 'teacher says', then that learner is out and must sit down.
  - e The winner is the last learner standing.
- 4 Tell learners to stand up.
- 5 Play the game until there is just one learner standing!



## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

Ideally, learners' names must be written and attached to their desks before the first day of school. IF this is not possible, you will need to write learners names inside their books before this activity.

- 1 Remind learners that book monitors will be responsible for handing out exercise books and reading worksheets.
- 2 Remind learners where the exercise books will be kept and how they are separated (groups, rows, etc.)
- 3 Remind learners how to pick up a pile of exercise books for their group, row, etc.
- 4 Remind them how to hand out the books gently, carefully, and quickly (they should not throw the books!)
- 5 Call on a few learners to come be the book monitors of the day. They should be **different** from the learners you chose on Monday.
- 6 Instruct the book monitors to practice handing out the books.
- 7 Instruct them to sit down quietly.
- 8 Once each learner has their book, instruct all the learners to open to their first clean page.

- 9 Instruct learners to quickly copy their names into their exercise books. Explain that learners will only have three minutes to do this. (It is important to train learners to do this quickly!)
- 10 Explain that the book monitors will also be responsible for collecting books.
- 11 Remind learners how they must collect the books for their row, group, etc.
- 12 Remind learners where they must put the books.
- 13 Call on the book monitors of the day to practice collecting the books.



## Shared Reading:

15 minutes

### First Read

- 1 Remind learners that this year, we will have shared reading.
- 2 Remind learners that shared reading will happen on the **carpet**, in the front of the classroom
- 3 Explain that we will need to get onto the **carpet** quickly and quietly.
- 4 Show learners how to move to the **carpet**. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Choose a system to move to the carpet that works for your classroom and learners, like: **Row by row**.
- 6 Tell learners which row they are in, so they know whether they are in Row 1, Row 2, Row 3, etc.
- 7 Explain that learners must **remember** their **row**.
- 8 Call learners **row by row** to move to the carpet.
- 9 Once all the learners are sitting on the carpet, explain that for shared reading, there are rules about how we must sit on the carpet.
- 10 Ask learners: What are some of the things you think are important when we are all on the carpet together?
- 11 Brainstorm some ideas with learners, like not touching other people, not taking up too much space, listening to the speaker, etc.
- 12 Explain and show learners how to sit on the carpet for shared reading, like:
  - a We sit crossed legged or knees up, so that there is enough room for everyone.
  - b We keep our hands in our laps or on our own bodies.
  - c We listen quietly while the story is being read.
  - d We raise our hand to speak.
- 13 Instruct all the learners to practice how we sit for shared reading for a few seconds.
- 14 Remind learners that we also need to move back to our seats quickly and quietly.
- 15 Show learners how to move back to their seats. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 16 Call learners row by row to move back to their seats.





## Group Guided Reading

30 minutes

---

- 1 Remind learners that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Remind learners that the book monitors will also hand out the reading worksheets to the class.
- 3 Remind learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Remind learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Remind them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the worksheets!)
- 6 Call on the Tuesday book monitors to come hand out the reading worksheets.
- 7 Instruct them to practice handing out the reading worksheets.
- 8 Instruct them to sit down quietly.
- 9 Instruct all learners to look at the worksheets.
- 10 Remind learners of the icons on the reading worksheet:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Remind learners that the book monitors will also be responsible for collecting the reading worksheets.
- 12 Remind learners how they must collect the worksheets for their row, group, etc.
- 13 Remind learners where they must put the worksheets.
- 14 Call on the book monitors of the day to practice collecting the reading worksheets.
- 15 Then, give a quick oral quiz to learners to test their memory of the icons and to practice raising their hand to speak.
- 16 Ask learners questions like:
  - a What is the icon that tells us to do pair reading?
  - b What does the mouth icon mean?
  - c What must you do when you see a picture of a mouth?
  - d Etc.



# Wednesday



## Oral Activities

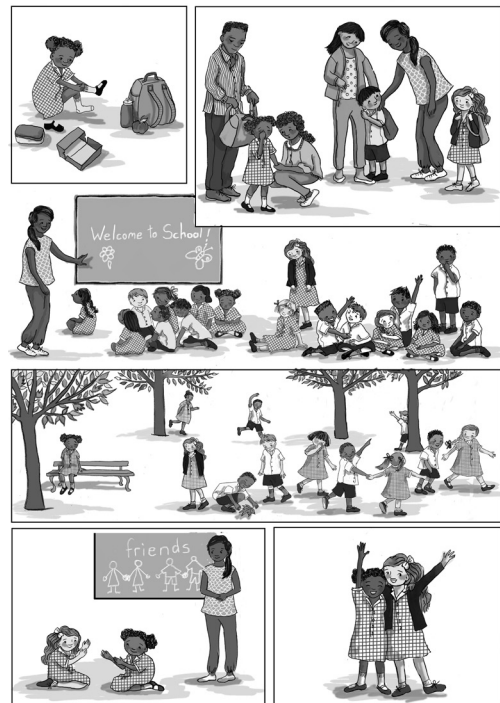
15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - a different
    - Hand out learner books.
    - Draw a SIMPLE shape on the board.
    - Explain that learners must draw a DIFFERENT shape in their own book.
    - Repeat 4–5 times.

### CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

- 1 Explain that this year, we will work in small groups for creative storytelling. We will need to move into small groups quickly!
- 2 Tell learners how they must make small groups. Show learners who will be in each group.
- 3 (For example: if learners are seated in rows, an easy way to form small groups is to have two learners in the front row turn around and face the two learners just behind them in the second row.)
- 4 Make sure all the learners understand who is in their group and how they must get into their group.
- 5 Play a game to help learners learn how to quickly and quietly form their small groups.
- 6 Explain that when you say the word 'go' learners will have 30 seconds to get into their small group.
- 7 Any learner who isn't in their group by the end of the 30 seconds is out, along with their entire group! They must then come stand at the front of the room.
- 8 Play this game until you have one group left. (If necessary, shorten the time to 20 seconds, 10 seconds).





## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

- 1 Remind learners that when we do phonics this year, it is important to listen very carefully.
- 2 Explain that today, we will play **Teacher Says**.
- 3 Remind learners of the rules:
  - a Explain that you are going to do different movements, like touch your head; fly a kite; wiggle your nose; jump three times; etc.
  - b If you first say, 'teacher says', then learners must do the action.
  - c If you do not say 'teacher says', then learners must stand still.
  - d If a learner does the action when you did not say 'teacher says', then that learner is out and must sit down.
  - e The winner is the last learner standing.
- 4 Tell learners to stand up.
- 5 Play the game until there is just one learner standing!



## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Remind learners that book monitors will be responsible for handing out exercise books and reading worksheets.
- 2 Remind learners where the exercise books will be kept and how they are separated (groups, rows, etc.)
- 3 Remind learners how to pick up a pile of exercise books for their group, row, etc.
- 4 Remind them how to hand out the books gently, carefully, and quickly (they should not throw the books!)
- 5 Call on a few learners to come be the book monitors of the day. They should be **different** from the learners you have chosen already.
- 6 Instruct the book monitors to practice handing out the books.
- 7 Instruct them to sit down quietly.
- 8 Once each learner has their book, instruct all the learners to open to their first clean page.
- 9 Instruct learners to quickly copy their name into their exercise books. Explain that learners will only have two minutes to do this. (It is important to train learners to do this quickly!) Explain that learners will need to become good at quickly writing their own names!
- 10 Instruct learners who have extra time to write their names again (or as many times as possible in the two minutes).
- 11 When the two minutes are finished, instruct learners to close their books.
- 12 Remind learners that the book monitors will also be responsible for collecting books.

**13** Remind learners how they must collect the books for their row, group, etc.

**14** Remind learners where they must put the books.

**15** Call on the book monitors of the day to practice collecting the books.

*Note: You can look at learners' name writing to do an informal assessment about which learners in your class know how to write their names, and how quickly they are able to do so.*



## Writing:

30 minutes

### Plan and Draft

#### WRITING FRAME:

n/a

### MODELLING

- 1** Explain that today, learners will draw a picture showing one thing they like about school so far.
- 2** Use **modelling** to show learners that you **think before you write**.
- 3** Tell learners some ideas you have for your picture, like: I like playing games in our class.
- 4** Use **modelling** to draw a picture of yourself leading a game in the classroom (like Teacher Says).
- 5** Erase your example from the board. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1** Ask learners: What do you like about school so far?
- 2** Instruct learners to **think before they write**.
- 3** Call on 2–3 learners to tell you something they like about school.
- 4** They must say: I like ...
- 5** Explain that learners will now draw and write their own ideas!

### WRITING

- 1** **Call on same book monitors to hand out exercise books.**
- 2** As learners are writing, walk around the room and complete **mini conferences**.
- 3** Ask learners to **tell you about their writing**.
- 4** **Encourage learners.**

### TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Remind learners that when we **turn and talk**, we turn to our partner and discuss!
- 3 Instruct learners to **turn and talk** with a partner about their drawings.

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





## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Remind learners that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Remind learners that the book monitors will also hand out the reading worksheets to the class.
- 3 Remind learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Remind learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Remind them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the worksheets!)
- 6 Call on the Wednesday book monitors to come hand out the reading worksheets.
- 7 Instruct them to practice handing out the reading worksheets.
- 8 Instruct them to sit down quietly.
- 9 Instruct all learners to look at the worksheets.
- 10 Remind learners of the icons on the reading worksheet:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Explain that today is Wednesday, so learners must look at the Wednesday activity.
- 12 Model how to do this activity for learners, using the icons.
- 13 Then, explain learners must do this **independently** (*skip the pair reading for today!*)
- 14 Explain that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 15 Give learners time to practice their independent reading. Walk around the room and make sure learners are engaging with the worksheet.
- 16 After 5 minutes, remind learners that the book monitors will also be responsible for collecting the reading worksheets.
- 17 Remind learners how they must collect the worksheets for their row, group, etc.
- 18 Remind learners where they must put the worksheets.
- 19 Call on the book monitors of the day to practice collecting the reading worksheets.
- 20 Then, give a quick oral quiz to learners to test their memory of the icons and to practice raising their hand to speak.
- 21 Ask learners questions like:
  - a What is the icon that tells us to do pair reading?
  - b What does the mouth icon mean?
  - c What must you do when you see a picture of a mouth?
  - d Etc.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

- 1 Remind learners that when we do phonics this year, it is important to listen very carefully.
- 2 Explain that today, we will play a new game called **Wiggle, wiggle, freeze**.
- 3 **Explain the rules to learners:**
  - a Explain that you will use two words: wiggle and freeze.
  - b When you say wiggle, learners must wiggle.
  - c When you say 'freeze' they must stand dead still and be silent!
  - d If learners do not 'freeze' they will be out!
- 4 Tell learners to stand up.
- 5 Say: wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, freeze!
- 6 Call on any learners who do not freeze to sit down!
- 7 Repeat a few times.



## Shared Reading:

15 minutes

### Second Read

- 1 Remind learners that this year, we will have shared reading.
- 2 Remind learners that shared reading will happen on the **carpet**, in the front of the classroom
- 3 Explain that we will need to get onto the **carpet** quickly and quietly.
- 4 Show learners how to move to the **carpet**. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Choose a system to move to the carpet that works for your classroom and learners, like: **Row by row**.
- 6 Tell learners which row they are in, so they know whether they are in Row 1, Row 2, Row 3, etc.
- 7 Explain that learners must **remember** their **row**.
- 8 Call learners **row by row** to move to the carpet.
- 9 Remind learners how to sit on the carpet for shared reading, like:
  - a We sit crossed legged or knees up, so that there is enough room for everyone.
  - b We keep our hands in our laps or on our own bodies.
  - c We listen quietly while the story is being read.
  - d We raise our hand to speak.
- 10 Explain that during Shared Reading, learners must listen to stories very carefully.
- 11 Show learners the picture of children inside the classroom.







- 12 Ask learners the following questions. Remind learners they must raise their hand if they want to answer:
  - a What do you see in the picture?
  - b Would you like your classroom to be like this?
  - c What would you like your classroom to be like?
- 13 Instruct all the learners to practice how we sit for shared reading for a few seconds.
- 14 Remind learners that we also need to move back to our seats quickly and quietly.
- 15 Show learners how to move back to their seats. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 16 Call learners row by row to move back to their seats.



## Group Guided Reading

30 minutes

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- 1 Remind learners that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Remind learners that the book monitors will also hand out the reading worksheets to the class.
- 3 Remind learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Remind learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Remind them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the worksheets!)
- 6 Call on new Thursday book monitors to come hand out the reading worksheets.
- 7 Instruct them to practice handing out the reading worksheets.
- 8 Instruct them to sit down quietly.
- 9 Instruct all learners to look at the worksheets.
- 10 Remind learners of the icons on the reading worksheet:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Explain that today is Wednesday, so learners must look at the Thursday activity.
- 12 Model how to do this activity for learners, using the icons.
- 13 Then, explain learners must do this **independently** (*skip the pair reading for today!*)
- 14 Explain that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 15 Give learners time to practice their independent reading. Walk around the room and make sure learners are engaging with the worksheet.



- 16** After 5 minutes, remind learners that the book monitors will also be responsible for collecting the reading worksheets.
- 17** Remind learners how they must collect the worksheets for their row, group, etc.
- 18** Remind learners where they must put the worksheets.
- 19** Call on the book monitors of the day to practice collecting the reading worksheets.
- 20** Then, give a quick oral quiz to learners to test their memory of the icons and to practice raising their hand to speak.
- 21** Ask learners questions like:
  - a** What is the icon that tells us to do pair reading?
  - b** What does the mouth icon mean?
  - c** What must you do when you see a picture of a mouth?
  - d** Etc.

# Friday



## Oral Activities

15 minutes

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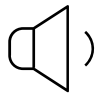
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - a Same
  - b Different
    - Collect some objects, like 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser.
    - Show learners two objects.
    - Explain that if the objects are the SAME, learners should give THUMBS UP.
    - If the objects are not the same, they must keep their hands on their desks.

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - a My favourite food is...
  - b My favourite activity is...
- 2 Explain that this year, we will work in small groups to discuss our shared reading texts. We will need to move into small groups quickly!
- 3 When we get into groups, we will use the sentence starters on the board to have a discussion.
- 4 Read the discussion frame to learners.
- 5 Explain that once we get into our groups, each learner in the group must have a turn to answer each question.
- 6 Introduce the 'talking stick/stone/item'.
- 7 Explain that the learners must pass around the talking stick. When they have the talking stick, it is their turn to talk. When someone else in their group has the stick, they must listen.
- 8 Call three learners up to the front of the room and model how to pass the stick and answer the questions:
  - a Learner 1 must answer Question 1
  - b Learner 2 must answer Question 1
  - c Learner 3 must answer Question 1
  - d Learner 4 must answer Question 1
  - e Learner 1 must answer Question 2
  - f Learner 2 must answer Question 2
  - g Learner 3 must answer Question 2
  - h Learner 4 must answer Question 2

- 9 Remind learners how they must make small groups. Remind learners who will be in each group. These should be the same as the groups from Wednesday!
- 10 Make sure all the learners remember who is in their group and how they must get into their group.
- 11 Explain that when you say the word 'go' learners will have 30 seconds to get into their small group.
- 12 Then, pass out a talking stick to each group. They must take turns answering the questions as you have modelled.



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

- 1 Explain that when we do phonics this year, it is important to listen very carefully.
- 2 Explain that today, we will play a game called **My chair and me**. This is a game that requires us to listen very carefully! We will use this game often throughout the year!
- 3 Explain the rules to learners:
  - a Explain that learners will stand up next to their chairs.
  - b You will give instructions.
  - c Learners must listen carefully for the preposition, so they do they right thing.
- 4 Tell learners to stand up.
- 5 Give some instructions like:
  - a stand behind your chair
  - b pick up your chair
  - c climb on your chair
  - d step over your chair



## Shared Reading:

15 minutes

### Post-Read

- 1 Explain that every week in shared reading, we will do a post-reading activity.
- 2 Explain that learners will talk about something they liked in the picture.
- 3 Use **modelling** to show learners how to give a 1–2 sentence summary of what they remember about the picture: **I remember seeing a teacher and children in a classroom. The teacher didn't look very happy.**
- 4 Show learners the picture again.
- 5 Instruct learners to think about **their summaries**.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Remind learners how we **turn and talk**:

- a Learners must turn to the person next to them.
  - b They must take turns telling their partner the answer to the question.
  - c When their partner is talking, they must listen carefully!
- 9 Instruct learners to **turn and talk** and share their **own** recount with a partner.



## Group Guided Reading

30 minutes

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- 1 Remind learners that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Remind learners that the book monitors will also hand out the reading worksheets to the class.
- 3 Remind learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Remind learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Remind them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the worksheets!)
- 6 Call on new Friday book monitors to come hand out the reading worksheets.
- 7 Instruct them to practice handing out the reading worksheets.
- 8 Instruct them to sit down quietly.
- 9 Instruct all learners to look at the worksheets.
- 10 Remind learners of the icons on the reading worksheet:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Explain that today is Wednesday, so learners must look at the Friday activity.
- 12 Model how to do this activity for learners, using the icons.
- 13 Then, explain learners must do this **independently** (*skip the pair reading for today!*)
- 14 Explain that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 15 Give learners time to practice their independent reading. Walk around the room and make sure learners are engaging with the worksheet.
- 16 After 5 minutes, remind learners that the book monitors will also be responsible for collecting the reading worksheets.
- 17 Remind learners how they must collect the worksheets for their row, group, etc.
- 18 Remind learners where they must put the worksheets.
- 19 Call on the book monitors of the day to practice collecting the reading worksheets.
- 20 Then, give a quick oral quiz to learners to test their memory of the icons and to practice raising their hand to speak.
- 21 Ask learners questions like:

- a** What is the icon that tells us to do pair reading?
- b** What does the mouth icon mean?
- c** What must you do when you see a picture of a mouth?
- d** Etc.



The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

**Grade 1**

**TERM 1**

**Week**

**2**

**Orientation**

# Monday



## Oral Activities

15 minutes

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### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE (SECOND WEEK OF THE THEME)

- 1 Remind learners that this year, we will study different themes.
- 2 Draw a circle with the word **school** in the middle of the chalkboard.
- 3 Ask learners: *What do you know about school that you didn't know last week?*
- 4 Write down learners' ideas around the mind map. Group similar ideas together.
- 5 If learners struggle to respond, ask the following prompting questions:
  - a What did you do last week at school?
  - b What is something new you learned last week?
  - c Who have you met at school?

### THEME VOCABULARY

- 1 **Explain that this year, we will learn lots of new words to help us express our thoughts and ideas better!**
- 2 Teach using PATS.
- 3 Display words and illustrations on the Theme Vocabulary Board.
  - a More
    - Instruct THREE learners to come stand on one side of you.
    - Instruct ONE learner to come stand on the other side of you.
    - Ask learners: which group of learners has MORE learners in it?
    - Repeat with different numbers of learners.



## Handwriting

15 minutes

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- 1 Explain that it is important to decide on our classroom rules.
- 2 Ask learners: What are the values that are important in our classroom?
- 3 Write learners' ideas on the board.
- 4 Then, make rules together with the learners.
- 5 Some guidelines for classroom rules:
  - a They should cover the values listed.
  - b They should be written in the positive (We do... rather than We don't...)
  - c Rules should be universal – they should be true all the time.
  - d There should be about 5–7 class rules.

*Note: After school, write the rules on a poster or big paper. Hang them up for all learners to see.*



**Shared Reading:**

15 minutes

**Pre-Read**

- 1 Remind learners that this year, we will have shared reading.
- 2 Remind learners that shared reading will happen on the carpet, in the front of the classroom (or elsewhere, if this will not work in your classroom)
- 3 Remind learners that we will need to get onto the carpet quickly and quietly.
- 4 Remind learners how to move to the carpet. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Call learners row by row to move to the carpet.
- 6 Once all the learners are sitting on the carpet, explain that you always need to be able to get the learners' attention.
- 7 Teach an **attention-getter**, like:  
1-2-3 EYES ON ME,  
1-2 EYES ON YOU!
- 8 Tell learners how the attention-getter works:
  - a When they hear "1-2-3 EYES ON ME" they must stop talking.
  - b They must say "1-2 EYES ON YOU."
  - c Then, must sit quietly in their seats with their eyes on the teacher.
- 9 Play a game with learners to help them learn the attention-getter:
  - a Instruct learners to talk to their neighbours.
  - b Say: "1-2-3 EYES ON ME"
  - c Learners must say: "1-2 EYES ON YOU."
  - d Then, must sit quietly in their seats with their eyes on the teacher.
  - e Call out any learners who do not follow the instruction!
- 10 Once you have practiced the attention-getter, remind learners that they will also need to move back to their seats quickly and quietly.
- 11 Remind learners how to move back to their seats. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 12 Call learners row by row to move back to their seats quickly.

**Writing:**

30 minutes

**Plan and Draft****WRITING FRAME:**

n/a

### MODELLING

- 1 Explain that today, learners will draw about **something they want to learn about this year**.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners some ideas you have for your picture, like: I want to learn more about different countries.
- 4 Use **modelling** to draw a picture of yourself looking at a map.
- 5 Erase your example from the board. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Ask learners: What do you want to learn more about this year?
- 2 Instruct learners to **think before they write**.
- 3 Remind how we **turn and talk**:
  - a Learners must turn to the person next to them.
  - b They must take turns telling their partner the answer to the question.
  - c When their partner is talking, they must listen carefully!
- 4 Instruct learners to **turn and talk** and discuss their ideas with a partner.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 2–3 learners to tell you one thing they would like to learn more about this year.
- 7 They must say: This year, I want to learn about ...
- 8 Explain that learners will now draw and write their own ideas!

### WRITING

- 1 Show learners the chart for class monitors. Explain who the book monitors will be for the week.
- 2 **Call on book monitors to hand out exercise books.**
- 3 As learners are writing, walk around the room and complete **mini conferences**.
- 4 Ask learners to tell you about their drawing.
- 5 Encourage learners.
- 6 **Call on book monitors to collect exercise books.**



$$1 + 1 = 2$$

$$1 + 2 = 3$$

$$1 + 3 = 4$$

maths



## Group Guided Reading

30 minutes

- 1 Show learners the chart for class monitors. Remind learners who the book monitors will be for the week.
- 2 Remind learners that the book monitors hand out exercise books and reading worksheets.
- 3 Explain that another monitor job is the quiet monitor.
- 4 Explain that the quiet monitors must remind other learners to keep quiet during independent reading.
- 5 Show learners what the quiet monitors must do.
- 6 Explain who the quiet monitors will be for the week.
- 7 Call on the book monitors to hand out the reading worksheets.
- 8 Instruct all learners to look at the worksheets.
- 9 Explain the icons on the reading worksheet to learners:
  - a Eyes: Look and say words
  - b Mouth: Sound out words

- c One learner reading: Individual reading
- d Two learners reading: Pair reading
- 10 Go through the instructions for the Monday week 3 activity one with learners.
- 11 Then, explain learners must do this **independently** (*skip the pair reading for today!*)
- 12 Remind learners that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 13 Remind learners that they will need to complete the activity quietly and independently.
- 14 Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using the rubric (below).
- 15 After 15 minutes, give learners a short break. Quickly play the game: Teacher says.
- 16 Go through the instructions for the Monday week 3 activity two with learners.
- 17 Remind learners that they will need to complete the activity quietly and independently.
- 18 Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using the rubric (below).
- 19 At the end of the 30 minutes, call on the book monitors of the day to practice collecting the reading worksheets.

| I think this learner reads at:<br>Level 1  | I think this learner reads at:<br>Level 2  | I think this learner reads at:<br>Level 3  | I think this learner reads at:<br>Level 4   | I think this learner reads at:<br>Level 5   |
|--|--|--|---|---|
| This learner knows no or very few words. This learner does not seem to recognise any letter sound relationships. | This learner knows a few sounds or seems to know that letters have related sounds (even if they get the sounds wrong). This learner doesn't seem to recognise any words. | This learner knows a few letter sounds. This learner tries to decode words, but might do so incorrectly. | This learner knows some letter sounds. This learner can decode some words. This learner knows some common words by sight. | This learner knows many letter sounds. This learner tries to decode words that they do not know. This learner knows many common words by sight. |

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

- 1 Explain that in our classroom this year, it is important to always follow our class rules that we made together.
- 2 Read through the final version of the rules with the learners.
- 3 Discuss the rules. Show learners how we follow each of the rules.
- 4 Ask learners to demonstrate how we follow the rules.
- 5 Discuss examples of breaking the rules and inappropriate behaviour in the classroom.
- 6 Discuss what the consequences will be in the classroom for breaking the classroom rules.



## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Remind learners that book monitors will be responsible for handing out exercise books and reading worksheets.
- 2 Remind learners where the exercise books will be kept and how they are separated (groups, rows, etc.)
- 3 Remind learners how to pick up a pile of exercise books for their group, row, etc.
- 4 Remind them how to hand out the books gently, carefully, and quickly (they should not throw the books!)
- 5 Instruct the book monitors to practice handing out the books.
- 6 Once each learner has their book, instruct all the learners to open to their first clean page.
- 7 Instruct learners to quickly copy the date from the board. Explain that learners will only have one minute to do this. (It is important to train learners to do this quickly!)
- 8 Instruct learners to copy their favourite class rule neatly and quickly underneath the date. Explain that they will have 5 minutes to do this.
- 9 Instruct learners who have extra time to copy a second rule into their books (or as many rules as possible in the 5 minutes).
- 10 When the time is finished, instruct learners to close their books.
- 11 Remind learners that the book monitors will also be responsible for collecting books.
- 12 Remind learners how they must collect the books for their row, group, etc.
- 13 Remind learners where they must put the books.
- 14 Call on the book monitors of the day to practice collecting the books.



## Shared Reading:

15 minutes

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### First Read

- 1 Remind learners that this year, we will have shared reading.
- 2 Remind learners that shared reading will happen on the **carpet**, in the front of the classroom
- 3 Explain that we will need to get onto the **carpet** quickly and quietly.
- 4 Remind learners how to move to the **carpet**. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Remind learners of the system to move to the carpet, like: **Row by row**.
- 6 Remind learners which row they are in, so they know whether they are in Row 1, Row 2, Row 3, etc.
- 7 Explain that learners must **remember** their **row**.
- 8 Call learners **row by row** to move to the carpet.
- 9 Remind learners how to sit on the carpet for shared reading, like:
  - a We sit crossed legged or knees up, so that there is enough room for everyone.
  - b We keep our hands in our laps or on our own bodies.
  - c We listen quietly while the story is being read.
  - d We raise our hand to speak.
- 10 Explain that during Shared Reading, learners must listen to stories very carefully.
- 11 Show learners the picture of activities with friends.
- 12 Ask learners the following questions. Remind learners they must raise their hand if they want to answer:
  - a What kinds of activities do you see?
  - b What is your favourite activity to play with your friend?
- 13 Use your **attention-getter** to get learners attention.
- 14 Remind learners that we also need to move back to our seats quickly and quietly.
- 15 Show learners how to move back to their seats. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 16 Call learners row by row to move back to their seats.



## Group Guided Reading

30 minutes

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- 1 Show learners the chart for class monitors. Remind learners who the book monitors will be for the week.
- 2 Remind learners that the book monitors hand out exercise books and reading worksheets.
- 3 Remind learners that the quiet monitors must remind other learners to keep quiet during independent reading.
- 4 Remind learners who the quiet monitors will be for the week.

- 5 Show learners the classroom bathroom pass.
- 6 Explain that during Group Guided Reading, learners must not interrupt you. If they need to use the bathroom, they must use the bathroom pass.
- 7 Explain how the learners use the bathroom pass, and the bathroom pass rules, like:
  - a Only one learner may go to the bathroom at a time.
  - b Learners must go quickly and quietly. The pass gives them 5 minutes outside the classroom.
  - c Learners must not use the pass more than once per week.
  - d If you notice learners misusing the bathroom pass, they will not be allowed to leave on their own during Group Guided Reading.
- 8 Call on the book monitors to hand out the reading worksheets.
- 9 Instruct all learners to look at the worksheets.
- 10 Explain the icons on the reading worksheet to learners:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Go through the instructions for the Tuesday week 3 activity one with learners.
- 12 Remind learners that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 13 Explain that today we will also do pair reading.
- 14 Explain that when we do **pair reading**, we must:
  - a Quietly read to the person next to us.
  - b We must take a turn to read quietly.
  - c We must take a turn to listen to our partner read. We must follow along while our partner reads, and try to help them if they don't know a word or a sound.
- 15 Remind learners that they will need to complete the activity, following all the icons on the worksheet.
- 16 Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using the rubric (below).
- 17 After 15 minutes, give learners a short break. Quickly play the game: Teacher says.
- 18 Go through the instructions for the Tuesday week 3 activity two with learners.
- 19 Remind learners that they will need to complete the activity quietly and independently.
- 20 Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using the rubric (below).
- 21 At the end of the 30 minutes, call on the book monitors of the day to practice collecting the reading worksheets.

| <b>I think this learner reads at:<br/>Level 1</b>   | <b>I think this learner reads at:<br/>Level 2</b>  | <b>I think this learner reads at:<br/>Level 3</b>   | <b>I think this learner reads at:<br/>Level 4</b>  | <b>I think this learner reads at:<br/>Level 5</b>  |
|---|--|---|--|--|
| <p>This learner knows no or very few words. This learner does not seem to recognise any letter sound relationships.</p> | <p>This learner knows a few sounds, or seems to know that letters have related sounds (even if they get the sounds wrong). This learner doesn't seem to recognise any words.</p> | <p>This learner knows a few letter sounds. This learner tries to decode words, but might do so incorrectly.</p> | <p>This learner knows some letter sounds. This learner can decode some words. This learner knows some common words by sight.</p> | <p>This learner knows many letter sounds. This learner tries to decode words that they do not know. This learner knows many common words by sight.</p> |



# Wednesday



## Oral Activities

15 minutes

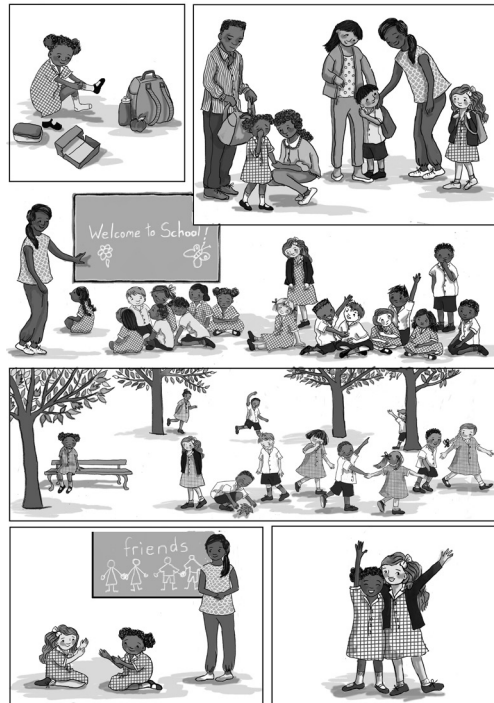
WEEK 2

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - a fewer
    - Instruct THREE learners to come stand on one side of you.
    - Instruct ONE learner to come stand on the other side of you.
    - Ask learners: which group of learners has FEWER learners in it?
    - Repeat with different numbers of learners.

### CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

- 1 Remind learners that this year, we will work in small groups for creative storytelling. We will need to move into small groups quickly!
- 2 Remind learners how they must make small groups.
- 3 Ask learners if they remember who was in their small group last week? Explain that their small group will stay the same – they will be with the same people!
- 4 Instruct
- 5 Play a game to help learners learn how to quickly and quietly form their small groups.
- 6 Explain that when you say the word ‘go’ learners will have 30 seconds to get into their small group.
- 7 Any learner who isn’t in their group by the end of the 30 seconds is out, along with their entire group! They must then come stand at the front of the room.
- 8 Play this game until you have one group left. (If necessary, shorten the time to 20 seconds, 10 seconds).





## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

- 1 Remind learners that in our classroom this year, it is important to always follow our class rules that we made together.
- 2 Read through each of the rules.
- 3 Discuss the rules. Show learners how we follow each of the rules.
- 4 Ask learners to demonstrate how we follow the rules.
- 5 Discuss examples of breaking the rules and inappropriate behaviour in the classroom.
- 6 Remind learners what the consequences will be in the classroom for breaking the classroom rules.



## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Remind learners that book monitors will be responsible for handing out exercise books and reading worksheets.
- 2 Remind learners where the exercise books will be kept and how they are separated (groups, rows, etc.)
- 3 Remind learners how to pick up a pile of exercise books for their group, row, etc.
- 4 Remind them how to hand out the books gently, carefully, and quickly (they should not throw the books!)
- 5 Instruct the book monitors to practice handing out the books.
- 6 Once each learner has their book, instruct all the learners to open to their first clean page.
- 7 Instruct learners to quickly copy the date from the board. Explain that learners will only have one minute to do this. (It is important to train learners to do this quickly!)
- 8 When the time is finished, instruct learners to close their books.
- 9 Remind learners that the book monitors will also be responsible for collecting books.
- 10 Remind learners how they must collect the books for their row, group, etc.
- 11 Remind learners where they must put the books.
- 12 Call on the book monitors of the day to practice collecting the books.



## Writing:

30 minutes

### Plan and Draft

#### WRITING FRAME:

n/a

WEEK 2

#### MODELLING

- 1 Explain that today, learners will think about one goal they have for their learning this year.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Explain some ideas you have for your picture, like: I want to improve my exercise routine. I want to walk and run more often.
- 4 Use **modelling** to add to your drawing, like: Yourself running.
- 5 Explain which words you will write. **Draw a line for each word.**
- 6 **Erase your example** from the board. Explain that this was just an example, but **learners must write their own ideas**.

#### ORAL INSTRUCTIONS

- 1 Ask learners: What is one goal you have for this year?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Explain how we **turn and talk**:
  - a Learners must turn to the person next to them.
  - b They must take turns telling their partner the answer to the question.
  - c When their partner is talking, they must listen carefully!
- 5 Instruct learners to **turn and talk** with a partner about a goal they have for this year.
- 6 **Walk around and help make sure every learner has a partner to talk to. Make sure learners are talking to their partner about the question you have asked.**
- 7 Call on 3–4 learners to tell you about their partner’s goal.
- 8 They must say: My partner’s goal is...
- 9 Explain that learners will now use the writing frame to draw and write their own ideas!

#### WRITING

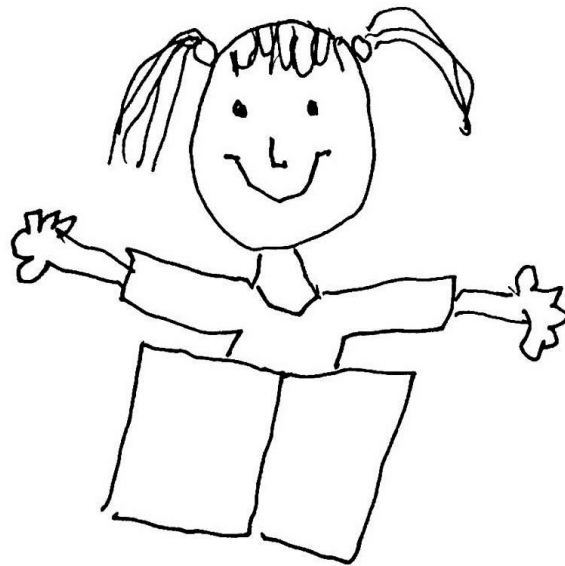
- 1 **Call on same book monitors to hand out exercise books.**
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to **read their writing**.

**4 Encourage learners.**

**TURN AND TALK**

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Remind learners that when we **turn and talk**, we turn to our partner and discuss!
- 3 Instruct learners to **turn and talk** with a partner about their drawings.

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



read



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Show learners the chart for class monitors. Remind learners who the book monitors will be for the week.
- 2 Remind learners that the book monitors hand out exercise books and reading worksheets.
- 3 Remind learners that the quiet monitors must remind other learners to keep quiet during independent reading.
- 4 Remind learners who the quiet monitors will be for the week.
- 5 Show learners the classroom bathroom pass.
- 6 Remind learners that during Group Guided Reading, they must not interrupt you. If they need to use the bathroom, they must use the bathroom pass.
- 7 Remind learners how the learners of bathroom pass rules, like:
  - a Only one learner may go to the bathroom at a time.
  - b Learners must go quickly and quietly. The pass gives them 5 minutes outside the classroom.
  - c Learners must not use the pass more than once per week.
  - d If you notice learners misusing the bathroom pass, they will not be allowed to leave on their own during Group Guided Reading.
- 8 Call on the book monitors to hand out the reading worksheets.
- 9 Instruct all learners to look at the worksheets.
- 10 Explain the icons on the reading worksheet to learners:
  - a Eyes: Look and say words
  - b Mouth: Sound out words
  - c One learner reading: Individual reading
  - d Two learners reading: Pair reading
- 11 Go through the instructions for the Wednesday week 3 activity one with learners.
- 12 Remind learners that when we do **independent reading**, we must:
  - a Look at our own paper.
  - b Try to silently read the words on the paper.
  - c If we do not know a word, we can either ask the person next to us or skip the word.
- 13 Explain that today we will also do pair reading.
- 14 Explain that when we do **pair reading**, we must:
  - a Quietly read to the person next to us.
  - b We must take a turn to read quietly.
  - c We must take a turn to listen to our partner read. We must follow along while our partner reads, and try to help them if they don't know a word or a sound.
- 15 Remind learners that they will need to complete the activity, following all the icons on the worksheet.

- 16** Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using the rubric (below).
- 17** After 15 minutes, give learners a short break. Quickly play the game: Teacher says.
- 18** Go through the instructions for the Wednesday week 3 activity two with learners.
- 19** Remind learners that they will need to complete the activity quietly and independently.
- 20** Give learners 15 minutes to practise the activity. During this time, call a few learners to your desk to complete the Group Guided Reading assessment using the rubric (below).
- 21** At the end of the 30 minutes, call on the book monitors of the day to practice collecting the reading worksheets.

| <b>I think this learner reads at:<br/>Level 1</b>  | <b>I think this learner reads at:<br/>Level 2</b>   | <b>I think this learner reads at:<br/>Level 3</b>  | <b>I think this learner reads at:<br/>Level 4</b>   | <b>I think this learner reads at:<br/>Level 5</b>   |
|--|---|--|---|---|
| This learner knows no or very few words. This learner does not seem to recognise any letter sound relationships. | This learner knows a few sounds, or seems to know that letters have related sounds (even if they get the sounds wrong). This learner doesn't seem to recognise any words. | This learner knows a few letter sounds. This learner tries to decode words, but might do so incorrectly. | This learner knows some letter sounds. This learner can decode some words. This learner knows some common words by sight. | This learner knows many letter sounds. This learner tries to decode words that they do not know. This learner knows many common words by sight. |

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

- 1 Remind learners that in our classroom this year, it is important to always follow our class rules that we made together.
- 2 Read through each of the rules.
- 3 Go through each rule. Ask learners: Why is this rule important?
- 4 Discuss why each of the rules is important for creating a safe and happy learning space.
- 5 Remind learners what the consequences will be in the classroom for breaking the classroom rules.

WEEK 2



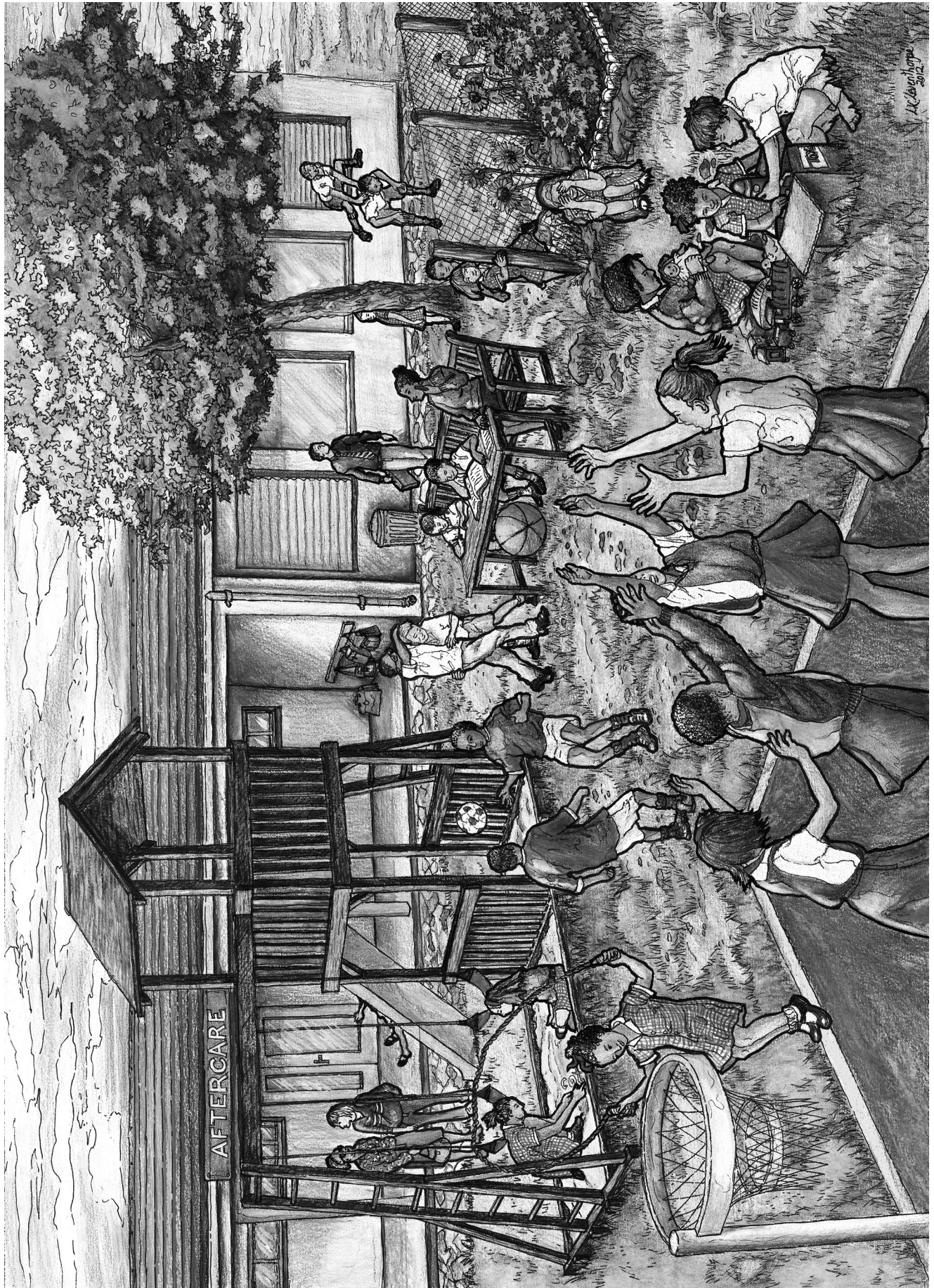
## Shared Reading:

15 minutes

### Second Read

- 1 Remind learners that this year, we will have shared reading.
- 2 Remind learners that shared reading will happen on the **carpet**, in the front of the classroom
- 3 Explain that we will need to get onto the **carpet** quickly and quietly.
- 4 Show learners how to move to the **carpet**. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 5 Choose a system to move to the carpet that works for your classroom and learners, like: **Row by row**.
- 6 Tell learners which row they are in, so they know whether they are in Row 1, Row 2, Row 3, etc.
- 7 Explain that learners must **remember** their **row**.
- 8 Call learners **row by row** to move to the carpet.
- 9 Remind learners how to sit on the carpet for shared reading, like:
  - a We sit crossed legged or knees up, so that there is enough room for everyone.
  - b We keep our hands in our laps or on our own bodies.
  - c We listen quietly while the story is being read.
  - d We raise our hand to speak.
- 10 Instruct all the learners to practice how we sit for shared reading for a few seconds.
- 11 Explain that during Shared Reading, learners must listen to stories very carefully.
- 12 Show learners the picture of activities with friends.
- 13 Ask learners the following questions. Remind learners they must raise their hand if they want to answer:
  - a Where are all the activities happening?
  - b How do you know this?







- 14 Remind learners that we also need to move back to our seats quickly and quietly.
- 15 Show learners how to move back to their seats. Explain that their hands should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
- 16 Call learners row by row to move back to their seats.



## Group Guided Reading

30 minutes

*Note: To prepare for this activity, you need to:*

- *Have already assessed all learners*
  - *Have grouped learners into same ability groups*
  - *Named the same ability groups. These names should **not** indicate ability. Some examples are: different animals, fruits, soccer teams, etc.*
  - *Made a group guided reading chart, so learners can easily see which group they are in*
- 1 Today, you will need to assign learners into their group guided reading groups.
  - 2 Show learners the group guided chart. Read out the names of each group. Read all the learners names who are in the group and ask them to stand up. Instruct learners to look at all the other learners who are standing: these are their group members!
  - 3 Play a game with the learners to help them to remember their groups.
  - 4 Call different groups to STAND UP and then SIT DOWN.
  - 5 Call different groups to WALK QUIETLY to the front of the room, and QUIETLY back to their seats.
  - 6 Instruct the learners to MEMORISE the names of the other learners in their group.
  - 7 Call on learners to try to name all the other learners in their group.
  - 8 Play these games until all learners know their group guided reading groups.

# Friday



## Oral Activities

15 minutes

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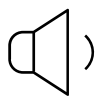
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - a More
  - b Fewer
    - Draw a line down the middle of the chalkboard.
    - Draw **four** circles on one side.
    - Draw **two** circles on the other side.
    - Ask learners which side has **more**.
    - Ask learners which side has **fewer**.
    - Repeat with different numbers of circles.

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - a I am good at...
  - b I really like to...
- 2 Explain that this year, we will work in small groups to discuss our shared reading texts. We will need to move into small groups quickly!
- 3 When we get into groups, we will use the sentence starters on the board to have a discussion.
- 4 Read the discussion frame to learners.
- 5 Explain that once we get into our groups, each learner in the group must have a turn to answer each question.
- 6 Introduce the 'talking stick/stone/item'.
- 7 Explain that the learners must pass around the talking stick. When they have the talking stick, it is their turn to talk. When someone else in their group has the stick they must listen.
- 8 Call three learners up to the front of the room and model how to pass the stick and answer the questions:
  - a Learner 1 must answer Question 1
  - b Learner 2 must answer Question 1
  - c Learner 3 must answer Question 1
  - d Learner 4 must answer Question 1
  - e Learner 1 must answer Question 2
  - f Learner 2 must answer Question 2
  - g Learner 3 must answer Question 2

- h Learner 4 must answer Question 2
- 9 Remind learners how they must make small groups. Remind learners who will be in each group. This should be the same as the groups from Wednesday!
- 10 Make sure all the learners remember who is in their group and how they must get into their group.
- 11 Explain that when you say the word 'go' learners will have 30 seconds to get into their small group.
- 12 Then, pass out a talking stick to each group. They must take turns answering the questions as you have modelled.



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

- 1 Remind learners that in our classroom this year, it is important to always follow our class rules that we made together.
- 2 Ask learners to read through each of the rules.
- 3 Go through each rule.
- 4 Ask learners: What questions do you have about the rules?
- 5 Discuss the rules. Make sure learners have an understanding about:
  - a What the rules are
  - b Why the rules are important
  - c What it looks like to follow a rule
  - d What it looks like to break a rule
  - e The consequences for breaking a rule



## Shared Reading:

15 minutes

### Post-Read

- 1 Explain that every week in shared reading, we will do a post-reading activity.
- 2 Explain that learners will talk about something they liked in the picture.
- 3 Use **modelling** to show learners how to give a 1–2 sentence summary of what they thought about: **I like to play netball with my friends because it's fun.**
- 4 Show learners the picture again.
- 5 Instruct learners to think about **their summaries**.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Remind learners how we **turn and talk**:
  - a Learners must turn to the person next to them.
  - b They must take turns telling their partner the answer to the question.

- c When their partner is talking, they must listen carefully!
- 9 Instruct learners to **turn and talk** and share their **own** recount with a partner.



## Group Guided Reading

30 minutes

- 1 Remind learners that we will have an orderly system for handing out **Reading Worksheets**.
- 2 Remind learners that the book monitors will also hand out the reading worksheets to the class.
- 3 Remind learners where the reading worksheets will be kept and how they are separated (groups, rows, etc.)
- 4 Remind learners how to pick up a pile of reading worksheets by group, row, etc.
- 5 Remind them how to hand out the worksheets out gently, carefully, and quickly (they should not throw the worksheets!)
- 6 Call the book monitors to come hand out the reading worksheets.
- 7 Then, explain you will practice what happens during group guided reading.
- 8 Explain that you will call up one small group. The group must come to the carpet and sit in a quiet circle.
- 9 All of the other learners must use their reading worksheets to do **independent reading**, just like we have practiced.
- 10 Call up your first group. When they are sitting in the circle, instruct each learner to go around and say their name, and one story they like.
- 11 As you speak with the small group, all the other learners should be working independently. It is important to correct any behaviour that is not independent reading during this time.
- 12 Instruct the first group to quietly walk back to their seats.
- 13 Repeat this with all groups.

The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various school subjects and activities, including books, pencils, globes, apples, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, educational atmosphere.

**Grade 1**

**TERM 1**

**Week**

**3**

**THEME:**

**We go to school**



## Classroom Preparation

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: a picture of a young child in school uniform; a backpack; stationery items; a lunchbox; pictures of different classrooms; etc.
- 5 Do some research on the internet to prepare for the theme. For example: research how to deal with children who feel very anxious about starting school.
- 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.



## Extension Activities

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

**Activity 1:** DBE Workbook 1: Page 2, Let's do

**Activity 2:** DBE Workbook 1: Page 4, Let's do

**Activity 3:** DBE Workbook 1: Page 5, Let's Write

**Activity 4:** Draw a picture of yourself on the first day of school



# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the first picture of the Big Book story: Ben goes to school
- 2 Tell learners that we are starting a new theme called: We go to school
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
  - a What do you bring to school?
  - b What happens at school?
  - c Who goes to school?

WEEK 3

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - happy
  - calm
  - anxious

| Rhyme or song   | Actions                      |
|---|------------------------------|
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it and you really want to show it, | <i>Hug yourself</i>          |
| If you're happy and you know it clap your hands!                | <i>Clap your hands twice</i> |



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds for learners to write:
  - The first sound of your name
  - The first sound of your surname
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

---



## Shared Reading:

15 minutes

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### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Ben goes to school
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

---

### Plan and Draft

**TOPIC:** Draw a picture showing how you feel at school today

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

#### MODELLING

- 1 Explain that today, learners will draw about how they feel at school today.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I feel so happy today!
- 4 Use **modelling** to draw a picture of yourself looking happy in the classroom.
- 5 Explain which words you will write. **Draw a line for each word**, like: me
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

**ORAL INSTRUCTIONS**

- 1 Brainstorm some feeling words with learners.
- 2 Write the words on the chalkboard, like: happy, anxious, calm
- 3 Ask learners: How do you feel at school today?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you how they feel.
- 6 They must say: I feel ...
- 7 Explain that learners will now draw and label their own picture!

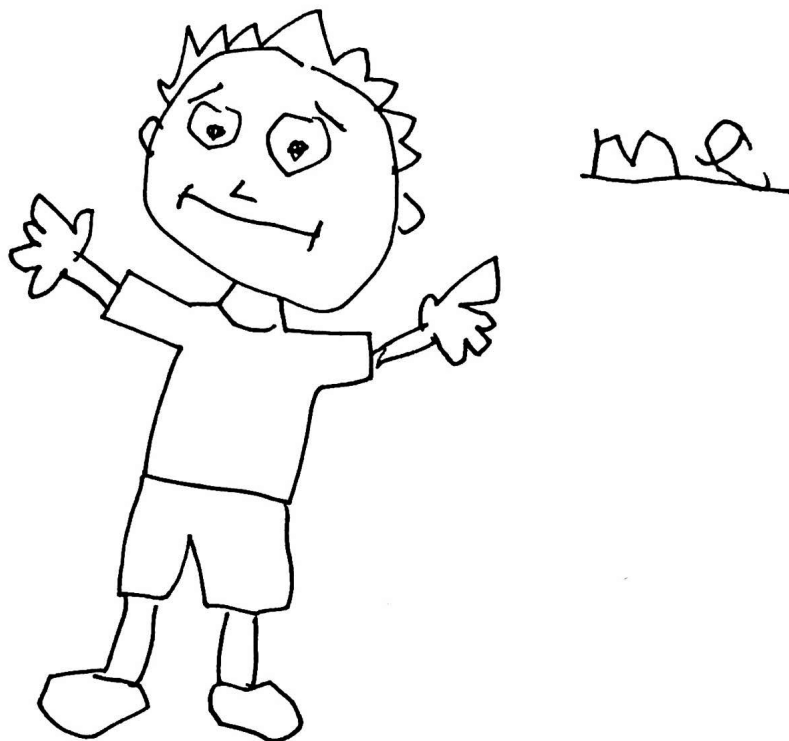
**WRITING**

- 1 Hand out learner books.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to tell you about their writing.
- 4 Help learners to add a label. (me)
- 5 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 learners' writing at **learner eye-level** around the room. This helps learners have conversations about the theme.*





## Group Guided Reading

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30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 3**.
- 2 Explain **Monday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Monday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /a/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /a/ is different in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /a/?
- 6 Brainstorm words with learners, like: **ant, apple, ankle**
- 7 Ask learners: Can you think of words that have the sound /a/ in the middle?
- 8 Brainstorm words with learners, like: **cat, hat, pat**

WEEK 3

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

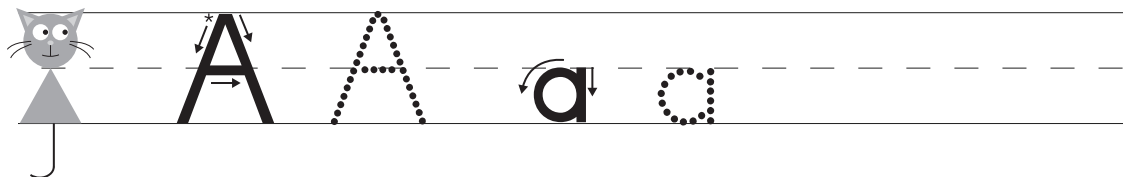


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Aa**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound into their books.



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



**Shared Reading:**

15 Minutes

**First Read**

**COMPREHENSION STRATEGIES: THINK ABOUT THE TEXT (WONDER) / SEARCH THE TEXT**

| Text  | First Read (Think Aloud)  |
|---|---|
| <p><u>Ben goes to school</u></p> <p>It is time to go back to school! The summer holidays are over. Jabu gets ready for school. He feels sad that he won't get to play ball with his dog Ben.</p> <p>He wonders what his dog will do home alone all day. Jabu takes his backpack and begins walking to school. He doesn't see that Ben is following him.</p> | <p><b>Who</b> is following Jabu to school? Oh! It is his dog Ben!</p>                                       |
| <p>When Jabu gets to school, he says, 'Hi!' to all of his friends. He hasn't seen them in so many weeks! He is so excited to see his friends that he doesn't even see Ben!</p>  | <p>I <b>wonder</b> if Jabu sees Ben? Oh! No, he doesn't see Ben. He is busy saying 'hi' to his friends.</p> |
| <p>Jabu goes into his new classroom. He meets his new teacher, Mrs Moleleki. His teacher is so nice. Jabu is happy to be back at school. Mrs Moleleki teaches the class a new song. The class is so busy learning the new song that no one sees Ben hiding under the rug.</p>   | <p>I <b>wonder</b> if Jabu sees Ben? No! He doesn't see Ben. He is busy learning a new song.</p>            |
| <p>At break Jabu kicks the ball with his friends. Jabu thinks about his dog, Ben. 'Ben would like this big ball,' Jabu thinks. Jabu feels sad that he can't play with Ben. Jabu misses Ben.</p> <p>But then, suddenly, Ben runs onto the field and chases the ball. 'Where did you come from?' asks Jabu. Jabu laughs. Jabu kicks the ball to Ben.</p>      | <p>I <b>wonder</b> if Jabu sees Ben? Oh! Yes, he finally sees Ben. Ben plays ball with his friends.</p>     |
| <p>Jabu is so happy to be back at school. He is happy to play with his dog and his friends. It is a good day!</p>   | <p><b>Who</b> does Jabu play with? He plays with his friends and Ben.</p>                                   |

| Follow up questions                 | Possible responses  |
|-------------------------------------|---|
| What is the name of Jabu's teacher? | Her name is Mrs Moleleki.   |
| When did Jabu see Ben?              | He sees Ben at break.   |
| Why question                        | Possible responses  |
| Why didn't Jabu see Ben?            | <ul style="list-style-type: none"> <li>• Because he is busy saying hi to his friends.</li> <li>• Because he is busy learning a new song.</li> </ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 3**.
- 2 Explain **Tuesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Tuesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



# Wednesday



## Oral Activities

15 minutes

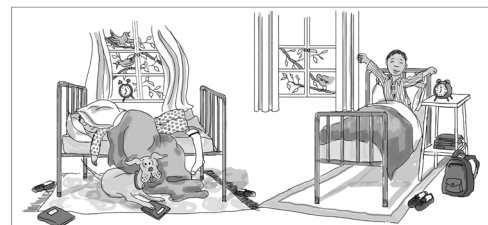
### THEME VOCABULARY

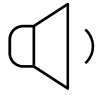
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - chase
  - follow
  - surprised

| Rhyme or song   | Actions                      |
|---|------------------------------|
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it and you really want to show it, | <i>Hug yourself</i>          |
| If you're happy and you know it clap your hands!                | <i>Clap your hands twice</i> |

### CREATIVE STORYTELLING

- 1 Divide learners into their **small groups**.
- 2 Hand each group a copy of the **creative storytelling pictures**.
- 3 Tell learners to **think of a story that fits with the pictures**.
- 4 Give learners a minute or two to **think** about their ideas.
- 5 Next **every learner in the group must take a turn to share their version** of the story.
- 6 Walk around and listen to groups as they share their stories.
- 7 Help groups to manage this process.





## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /s/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /s/ is the same in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /s/?
- 6 Brainstorm words with learners, like: **sun, sip, snake, song**
- 7 Ask learners: Can you think of words that end with /s/?
- 8 Brainstorm words with learners, like: **bus, dress, flowers**

WEEK 3

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

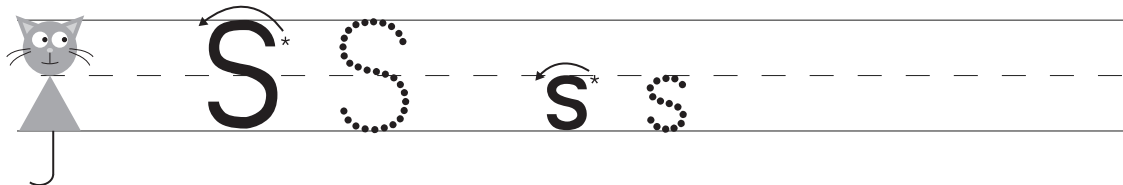


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Ss**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound into their books.



## ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

---



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Draw a picture showing a new friend you have made at school

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

### MODELLING

- 1 Explain that today, learners will draw about a new friend at school.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: My new friend at school is the new teacher, Ms Maboya!
- 4 Use **modelling** to draw a picture of yourself and Ms Maboya.
- 5 Explain which words you will write. **Draw a line for each word**, like: friend
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Brainstorm some words about friends with learners. Write the words on the chalkboard, like: friend, play, help
- 2 Ask learners: Who is your new friend at school?
- 3 Instruct learners to **think before they write**.
- 4 Call on 2–3 learners to tell you the name of their new friend.
- 5 They must say: My new friend is ...
- 6 Explain that learners will now draw and label their own picture!

### WRITING

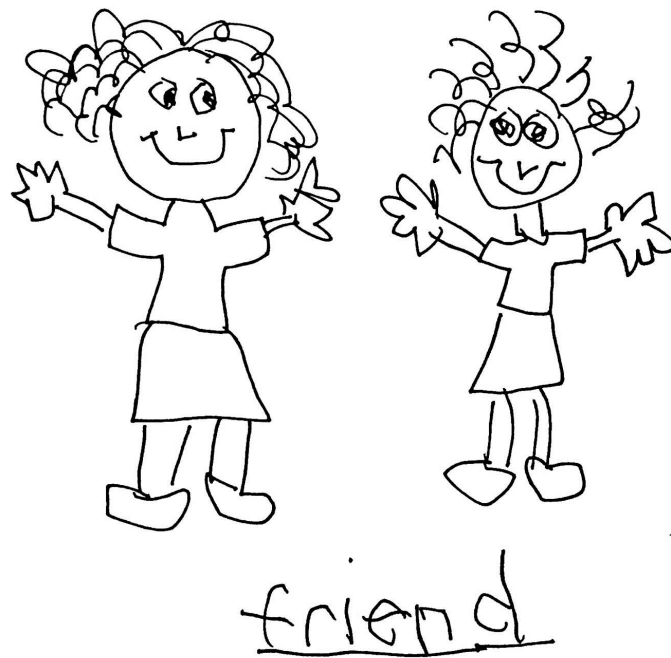
- 1 Hand out learner books.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to tell you about their writing.

- 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 away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.

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



### Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 3**.
- 2 Explain **Wednesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Wednesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Revise the sounds

#### REVISE THE SOUNDS

- 1 Say the sound and hold up the flashcards: /a/ /s/
- 2 Say the sounds and instruct learners to repeat each sound x 3.
- 3 Show learners the sounds on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /a/?
- 5 Ask learners: Can you think of words that begin with /s/?
- 6 Ask learners: Can you think of words that end with /a/?
- 7 Ask learners: Can you think of words that end with /s/?

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: THINK ABOUT THE TEXT (WONDER) / SEARCH THE TEXT

| Text  | Second Read (Think Aloud)   |
|---|---|
| <p><u>Ben goes to school</u></p> <p>It is time to go back to school! The summer holidays are over. Jabu gets ready for school. He feels sad that he won't get to play ball with his dog Ben.</p> <p>He wonders what his dog will do home alone all day. Jabu takes his backpack and begins walking to school. He doesn't see that Ben is following him.</p> | <p><b>Why</b> does Jabu feel sad? Oh! He feels sad that he won't get to play with his dog, Ben.</p>                   |
| <p>When Jabu gets to school, he says, 'Hi!' to all of his friends. He hasn't seen them in so many weeks! He is so excited to see his friends that he doesn't even see Ben!</p>  | <p><b>Why</b> does Ben feel excited? Oh! He is so excited to see his friends. He hasn't seen them in a long time!</p> |

| Text  | Second Read (Think Aloud)  |
|---|--|
| Jabu goes into his new classroom. He meets his new teacher, Mrs Moleleki. His teacher is so nice. Jabu is happy to be back at school. Mrs Moleleki teaches the class a new song. The class is so busy learning the new song that no one sees Ben hiding under the rug.  | <i>Why is Jabu happy? Oh! He is happy to be back at school.</i>  |
| At break Jabu kicks the ball with his friends. Jabu thinks about his dog, Ben. 'Ben would like this big ball,' Jabu thinks. Jabu feels sad that he can't play with Ben. Jabu misses Ben.<br><br>But then, suddenly, Ben runs onto the field and chases the ball. 'Where did you come from?' asks Jabu. Jabu laughs. Jabu kicks the ball to Ben. | <i>Why does Jabu feel sad? Oh! He feels sad that he can't play ball with his dog, Ben.</i>   |
| Jabu is so happy to be back at school. He is happy to play with his dog and his friends. It is a good day!  | <i>Why is Jabu happy? Oh! Because he is with his friends and with Ben!</i>   |
| Follow up questions   | Responses  |
| Who followed Jabu to school?  | Ben followed Jabu to school.   |
| How did Jabu feel when he got to school?  | <ul style="list-style-type: none"> <li>• He felt excited to see his friends.</li> <li>• He felt happy to be back at school.</li> <li>• He felt sad that he couldn't play with Ben.</li> </ul>  |
| Why question  | Possible response  |
| Why did Jabu miss Ben?  | <ul style="list-style-type: none"> <li>• Because he didn't know Ben was at school.</li> <li>• Because he didn't see Ben at school.</li> <li>• Because he missed playing ball with Ben.</li> <li>• Maybe because he knows Ben would like to play ball too.</li> </ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 3**.
- 2 Explain **Thursday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Thursday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Friday



## Oral Activities

15 minutes

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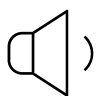
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - direction
  - left
  - right

| Rhyme or song   | Actions                      |
|---|------------------------------|
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it and you really want to show it, | <i>Hug yourself</i>          |
| If you're happy and you know it clap your hands!                | <i>Clap your hands twice</i> |

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
This story is about...  
I liked it when...  
I think...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



## Phonemic Awareness and Phonics:

15 minutes

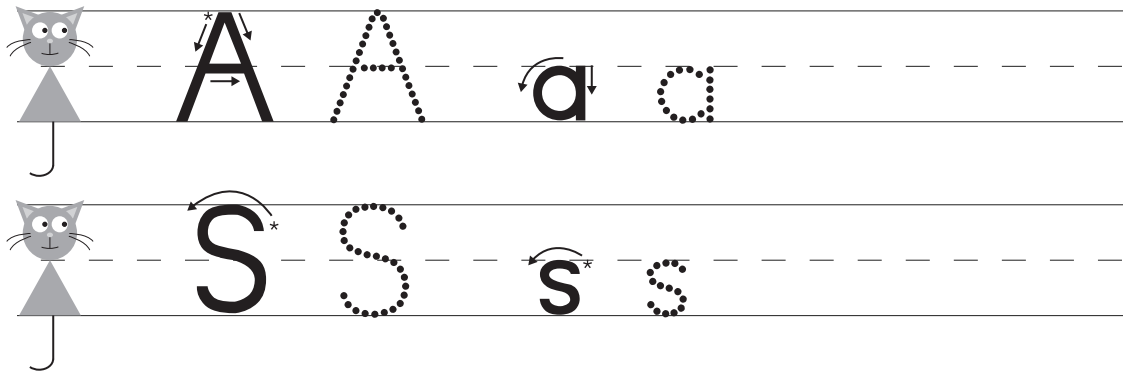
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### Revise the sounds

#### REVISE THE SOUNDS

- 1 Say the sound and hold up the flashcards: /a/ /s/
- 2 Say the sounds and instruct learners to repeat each sound x 3.
- 3 Show learners the sounds on the alphabet frieze.

- 4 Ask learners: Can you think of words that begin with /a/?
- 5 Ask learners: Can you think of words that begin with /s/?
- 6 Ask learners: Can you think of words that end with /a/?
- 7 Ask learners: Can you think of words that end with /s/?



### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



### Shared Reading:

15 minutes

#### Post-Read

#### COMPREHENSION STRATEGIES: SUMMARISE

##### ORAL SUMMARY OF THE STORY

- 1 Explain that today we will *think about the most important parts of the text*.
- 2 We will also *think about what we are supposed to learn from the text*.
- 3 Instruct learners to use the frame to answer the question:  
**This story is about...** (2–3 sentences)  
**I liked...**  
**I think this story was written to teach me...**
- 4 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 5 Give learners time to think about the most important parts of the text.
- 6 Tell learners to **turn and talk** with a partner to share their summaries.
- 7 Call the class back together.
- 8 Ask 1–2 learners to share their summaries with the class.



- 9 Come up with a class summary, like: ***This story is about*** *Ben the dog following his owner, Jabu to school. ***I liked*** Ben played soccer with Jabu at school. ***I think this story was written to teach me*** that dogs can be very good friends to us.*



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 3**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



## End of week language learning review

15 minutes

- 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.*

The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various school subjects and activities, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, educational atmosphere.

**Grade 1**

**TERM 1**

**Week**

**4**

**THEME:**

**We go to school**



## Classroom Preparation:

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- 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 Add items for your theme wall and table that will be of interest to learners, for instance: some examples of learners' work; a picture of a classroom in a different country.
- 5 Do some research on the internet to prepare for the theme. For example: research how to get parents more involved in their children's learning.
- 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.



## Extension Activities

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

**Activity 1:** DBE Workbook 1: Page 6, Let's Write

**Activity 2:** DBE Workbook 1: Page 8, Let's do

**Activity 3:** DBE Workbook 1: Page 9, Let's write

**Activity 4:** Draw a picture of all the things inside your school bag

# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the first picture of the Big Book story: Olwethu's first day
- 2 Tell learners that we are continuing our theme: We go to school
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
  - a What are some things we do at school?
  - b What did Jabu do at school?
  - c How do people feel at school?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - stationery
  - remind
  - connection

| Rhyme or song   | Actions                      |
|---|------------------------------|
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it and you really want to show it, | <i>Hug yourself</i>          |
| If you're happy and you know it clap your hands!                | <i>Clap your hands twice</i> |



## Handwriting

15 minutes

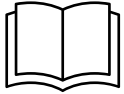
- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a
  - s
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

---



## Shared Reading

15 minutes

---

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Olwethu's first day
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

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### Plan and Draft

**TOPIC:** Draw a picture showing your favourite activity at school

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

#### MODELLING

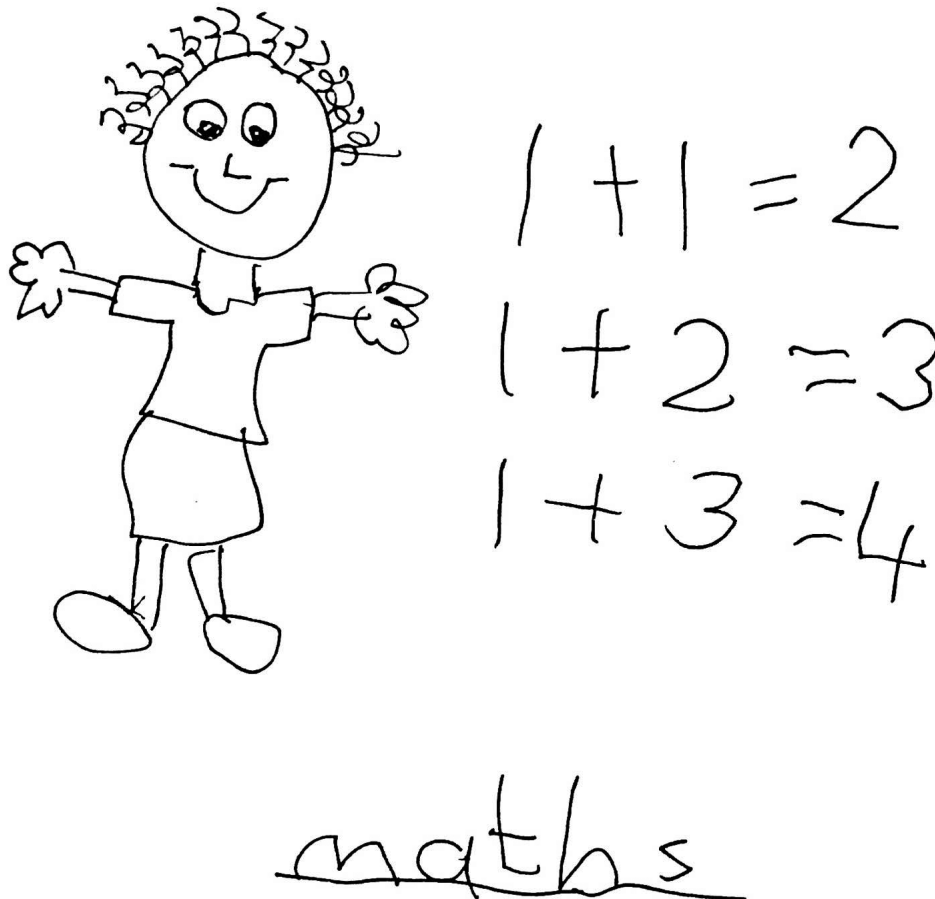
- 1 Explain that today, learners will draw about their favourite thing to do at school.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: My favourite activity is reading Big Books to you!
- 4 Use **modelling** to draw a picture of yourself reading a Big Book to the class.
- 5 Explain which words you will write. **Draw a line for each word**, like: read.
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

**ORAL INSTRUCTIONS:**

- 1 Brainstorm some school activities with learners. Write the words on the chalkboard, like: read, write, phonics, maths, etc.
- 2 Ask learners: What is your favourite activity at school?
- 3 Instruct learners to **think before they write.**
- 4 Call on 2–3 learners to tell you their favourite activity at school.
- 5 They must say: My favourite activity at school is...
- 6 Explain that learners will now draw and label their own picture!

**WRITING**

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





## Group Guided Reading

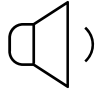
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30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 4**.
- 2 Explain **Monday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Monday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /t/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /t/ is the same in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /t/?
- 6 Brainstorm words with learners, like: **tap, top, ten**
- 7 Ask learners: Can you think of words that end with /t/?
- 8 Brainstorm words with learners, like: **ant, pet, hat**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Handwriting:

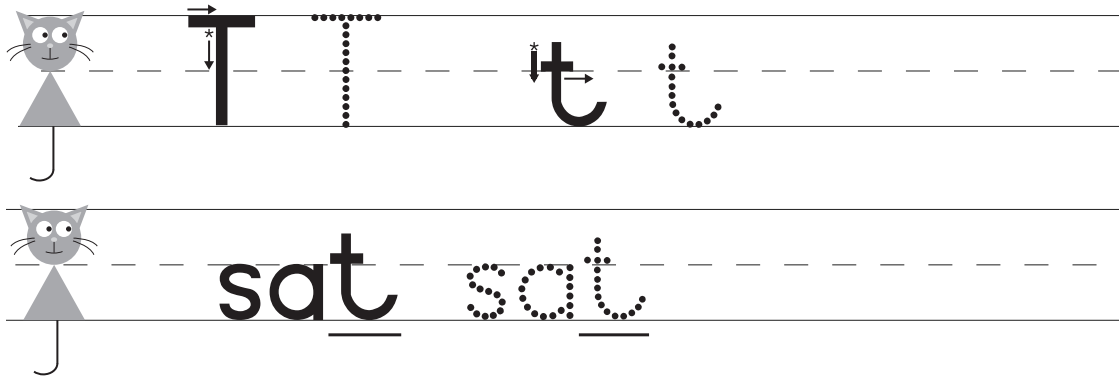
15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Tt**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.



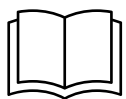
- 6 Learners must then copy the sound, words / sentence into their books.
- 7 Learners must underline the targeted sound in any words / sentence written.



### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGY: MAKE CONNECTIONS

| Text   | First Read (Think Aloud)  |
|--|---|
| <p><u>Olwethu's first day</u></p> <p>Soon, Olwethu would go to school for the first time ever. Olwethu was so anxious. She couldn't sleep. She couldn't eat.</p>   | <p>I can make a <b>connection</b>, because when I feel scared, I also don't sleep well!</p>   |
| <p>Three days before school began, Olwethu's gogo took her to the shops to buy a uniform, school shoes, and stationery. Usually Olwethu loved to go to the shops.</p> <p>'I don't want to go,' Olwethu cried in the taxi all the way to town.</p> <p>'Why not? You usually love the shops!' Gogo said.</p> | <p>Oh! Olwethu doesn't want to go to school because she is afraid she will miss her gogo! I can make a <b>connection</b>! When I brought my son to creche for the first time, he cried because he missed being with me all day!</p> |
| <p>'I don't want to go to school. I don't want to be away from you all day!' she said.</p> <p>'Don't be scared!' said her gogo, 'I will be there every day when you get home!'</p>   |   |

| Text   | First Read (Think Aloud)  |
|--|---|
| <p>Two days before school, Olwethu’s older sister Zinzi helped her pack her new stationery into her new backpack.</p> <p>‘I don’t want to pack my school bag,’ Olwethu cried.</p> <p>‘Why not? You have this beautiful new bag and all this nice new stationery!’ Zinzi said.</p> <p>‘I don’t want to go to school. I don’t want to be at school all day!’ she said.</p> <p>‘Don’t be scared!’ said Zinzi, ‘I will be there with you every day!’</p> | <p>--</p>   |
| <p>The day before school, Olwethu’s mother showed her how to shine her new shoes.</p> <p>‘I don’t want to wear those shoes!’ Olwethu cried.</p> <p>‘Why not? You usually love new shoes!’ Olwethu’s mother said.</p> <p>‘I don’t want to go to school. I want to stay home and play all day!’ she said.</p> <p>‘Don’t be scared!’ said her mother, ‘You can play during break and after school!’</p>   | <p>I think Olwethu is used to playing all day. That reminds me of how I feel about going back to work after the holidays. At first, it feels hard to have to go back to work and not have the whole day free!</p> |
| <p>The morning finally arrived for Olwethu to go to school.</p> <p>Olwethu put on her new uniform. It was clean and pressed.</p> <p>Olwethu zipped up her new school bag and put it on. It felt heavy.</p> <p>Olwethu put on her new school shoes. They were perfectly shiny!</p> <p>She looked at her reflection in the mirror. She looked ready. But, she didn’t feel ready!</p> <p>‘Let’s go,’ Zinzi said.</p>                                    | <p>--</p>   |
| <p>‘I don’t want to go!’ Olwethu cried all the way to school.</p>  | <p>--</p>   |
| <p>When the bell rang, she went inside her new classroom. Her teacher told her where to sit – next to a little girl with exactly the same hairstyle as hers! They smiled at each other.</p> <p>Her teacher taught the class a new song. Then, they drew pictures of their families.</p>  | <p>Oh! I think Olwethu thought school would be very scary! But then she came to school and she easily made friends and did fun things, so school felt less scary!</p>   |
| <p>Finally, it was time to go home! ‘I don’t want to go home!’ Olwethu cried.</p>  | <p>I can make a <b>connection</b>. Sometimes doing something for the first time is very hard and scary. But then, it isn’t as bad as we thought it would be!</p>  |

| Follow up questions                      | Possible responses   |
|--|--|
| Who is this story all about?             | It is all about Olwethu.   |
| Where did Olwethu go for the first time? | She went to school.  |
| Why question                             | Possible responses   |
| Why didn't Olwethu want to go to school? | <ul style="list-style-type: none"><li>• Because she felt scared.</li><li>• Because she has never been to school before!</li><li>• Because she wanted to stay home with her granny.</li><li>• Because she wanted to play all day.</li></ul> |



## Group Guided Reading

30 minutes

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**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 4**.
- 2 Explain **Tuesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Tuesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

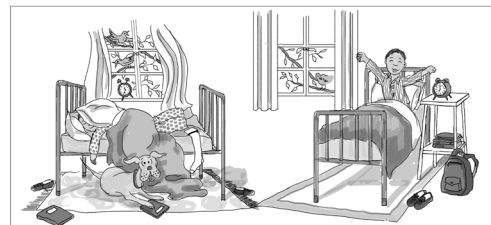
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - holidays
  - activity
  - usually

| Rhyme or song   | Actions                      |
|---|------------------------------|
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it and you really want to show it, | <i>Hug yourself</i>          |
| If you're happy and you know it clap your hands!                | <i>Clap your hands twice</i> |

WEEK 4

### CREATIVE STORYTELLING

- 1 Divide learners into their **small groups**.
- 2 Hand each group a copy of the **creative storytelling pictures**.
- 3 Tell learners to **think of a story that fits with the pictures**.
- 4 Give learners a minute or two to **think** about their ideas.
- 5 Next **every learner in the group** must **take a turn to share their version** of the story.
- 6 Then, learners must work as a group to decide on a **group story**.
- 7 Remind learners that their **story should be creative**, but also must **fit with the pictures!**
- 8 Call the class to attention.
- 9 Ask **1–2 different groups** to **share their group stories**.
- 10 Thank learners for sharing their stories.





## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /p/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /p/ is the same in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /p/?
- 6 Brainstorm words with learners, like: **pen, pot, pan**
- 7 Ask learners: Can you think of words that end with /p/?
- 8 Brainstorm words with learners, like: **sip, top, hop**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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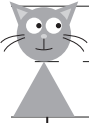





## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Pp**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound, words / sentence into their books.
- 7 Learners must underline the targeted sound in any words / sentence written.

 P P p p  
 pat pat  
 sap sap  
 tap tap

WEEK 4

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



**Writing:**

30 minutes

**Plan and Draft**

**TOPIC:** Draw a picture showing something you want to learn about this year at school

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

**MODELLING**

- 1 Explain that today, learners will draw about something they hope to learn about this year.
- 2 Use **modelling** to show learners that you **think before you write.**
- 3 Tell learners your idea for your drawing, like: I want to learn more about all of you!

- 4 Use **modelling** to draw a picture of yourself talking to a learner in the class.
- 5 Explain which words you will write. **Draw a line for each word**, like: learn
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Brainstorm some words about things we want to learn with learners. Write the words on the chalkboard, like: animals, friendship, dinosaurs, South Africa
- 2 Ask learners: What do you hope to learn about this year?
- 3 Instruct learners to **think before they write**.
- 4 Call on 2–3 learners to tell you what they would like to learn about.
- 5 They must say: I want to learn more about ...
- 6 Explain that learners will now draw and label their own ideas!

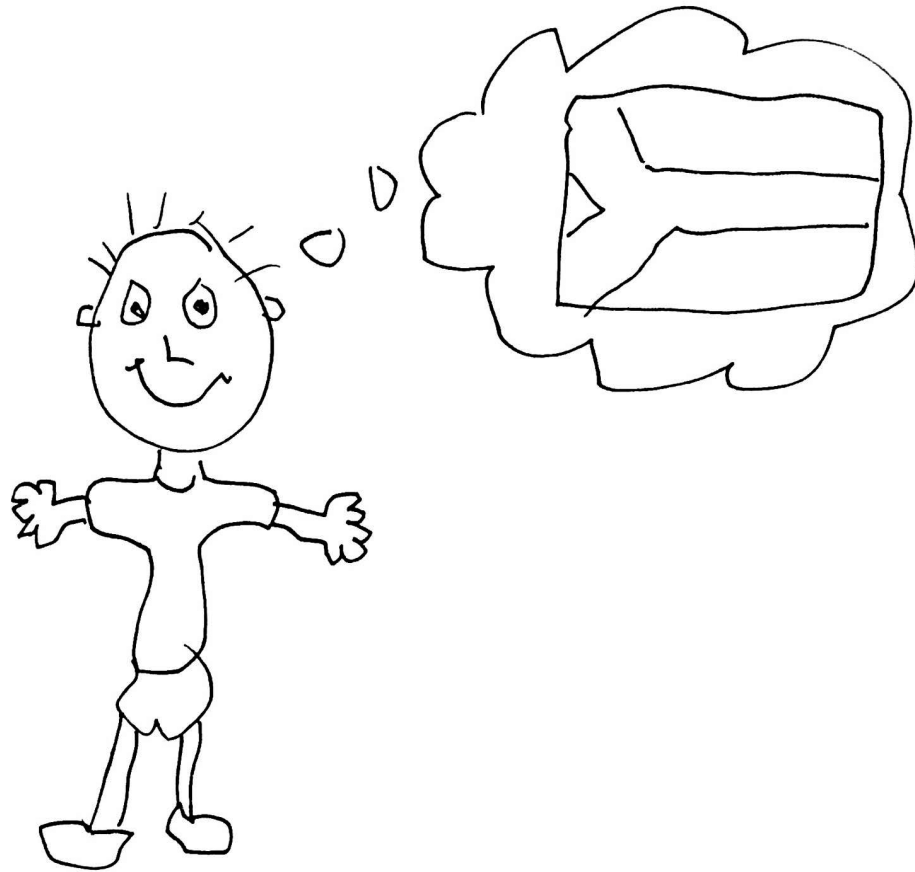
### WRITING

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

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



South      Africa



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 4**.
- 2 Explain **Wednesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Wednesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

#### I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **sat**
- 3 Segment the word into the individual sounds: /s/ - /a/ - /t/
- 4 Say the beginning sound of the word: /s/
- 5 Say the middle sound of the word: /a/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **sat**
- 8 Model pointing and blending the sounds to make a word: /s/ - /a/ - /t/ = **sat**
- 9 Repeat this with a word from the Wednesday lesson: **pat**

#### WE DO...

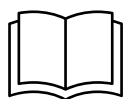
- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **sap**
- 3 Ask learners: What is the first sound in the word? /s/
- 4 Ask learners: What is the middle sound in the word? /a/
- 5 Ask learners: What is the last sound in the word? /p/
- 6 Ask learners to segment the word into each individual sound: /s/ - /a/ - /p/
- 7 Write the word: **sap**
- 8 Instruct learners to blend the sounds in the word with you: /s/ - /a/ - /p/ = **sap**
- 9 Repeat this with a word from the Wednesday lesson: **tap**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGY: MAKE CONNECTIONS

| Text  | Second Read (Think Aloud)  |
|---|--|
| <p><u>Olwethu's first day</u></p> <p>Soon, Olwethu would go to school for the first time ever. Olwethu was so anxious. She couldn't sleep. She couldn't eat.</p>  | <p>It can be so scary to do something for the first time! That reminds me of how I felt before my first day of being a teacher. I remember I was so scared, I stayed up all night thinking about the bad things that could happen!</p> |
| <p>Three days before school began, Olwethu's gogo took her to the shops to buy a uniform, school shoes, and stationery. Usually Olwethu loved to go to the shops.</p> <p>'I don't want to go,' Olwethu cried in the taxi all the way to town.</p> <p>'Why not? You usually love the shops!' Gogo said.</p> <p>'I don't want to go to school. I don't want to be away from you all day!' she said.</p> <p>'Don't be scared!' said her gogo, 'I will be there every day when you get home!'</p> | <p>I can make a <b>connection!</b> When I am in a bad mood, even things that I usually like can feel hard to do!</p>   |
| <p>Two days before school, Olwethu's older sister Zinzi helped her pack her new stationery into her new backpack.</p> <p>'I don't want to pack my school bag,' Olwethu cried.</p> <p>'Why not? You have this beautiful new bag and all this nice new stationery!' Zinzi said.</p> <p>'I don't want to go to school. I don't want to be at school all day!' she said.</p> <p>'Don't be scared!' said Zinzi, 'I will be there with you every day!'</p>  | <p>--</p>  |
| <p>The day before school, Olwethu's mother showed her how to shine her new shoes.</p> <p>'I don't want to wear those shoes!' Olwethu cried.</p> <p>'Why not? You usually love new shoes!' Olwethu's mother said.</p> <p>'I don't want to go to school. I want to stay home and play all day!' she said.</p> <p>'Don't be scared!' said her mother, 'You can play during break and after school!'</p>  | <p>I see that everyone is trying to help Olwethu feel excited about school. That reminds me of how my husband tried to make me tea to help me calm down when I felt scared about my first day of being a teacher!</p>                  |

| Text  | Second Read (Think Aloud)   |
|---|---|
| <p>The morning finally arrived for Olwethu to go to school.</p> <p>Olwethu put on her new uniform. It was clean and pressed.</p> <p>Olwethu zipped up her new school bag and put it on. It felt heavy.</p> <p>Olwethu put on her new school shoes. They were perfectly shiny!</p> <p>She looked at her reflection in the mirror. She looked ready. But, she didn't feel ready!</p> <p>'Let's go,' Zinzi said.</p> | <p>I can make a <b>connection</b>. I bought a new dress for my first day of teaching! When I looked in the mirror, I looked ready, but inside I still felt very scared!</p>   |
| <p>'I don't want to go!' Olwethu cried all the way to school.</p>   | <p>That reminds me of how I felt on my first day of teaching! I wanted to turn around and go home for the entire drive to school!</p>   |
| <p>When the bell rang, she went inside her new classroom. Her teacher told her where to sit – next to a little girl with exactly the same hairstyle as hers! They smiled at each other.</p> <p>Her teacher taught the class a new song. Then, they drew pictures of their families.</p>   | <p>--</p>   |
| <p>Finally, it was time to go home! 'I don't want to go home!' Olwethu cried.</p>   | <p>That reminds me of how I felt after my first day of teaching! Nothing bad happened! I was scared for nothing because I actually had so much fun!</p>   |
| Follow up questions   | Responses   |
| <p>Who helps Olwethu get ready for her first day of school?</p>   | <p>Her gogo, her older sister Zinzi, and her mother.</p>  |
| <p>How did Olwethu feel when it was time to go home from school?</p>  | <p>She felt sad. / She didn't want to go home!</p>  |
| Why question  | Possible response   |
| <p>Why didn't Olwethu want to go home at the end of the story?</p>  | <ul style="list-style-type: none"> <li>• Because she liked school!</li> <li>• Because she made a friend.</li> <li>• Because she had fun.</li> <li>• Because she was having fun and she didn't want the day to end.</li> </ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 4**.
- 2 Explain **Thursday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Thursday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Friday



## Oral Activities

15 minutes

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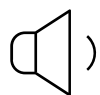
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - backpack
  - heavy
  - light

| Rhyme or song   | Actions                      |
|---|------------------------------|
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it clap your hands,                | <i>Clap your hands twice</i> |
| If you're happy and you know it and you really want to show it, | <i>Hug yourself</i>          |
| If you're happy and you know it clap your hands!                | <i>Clap your hands twice</i> |

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
This story is about...  
I liked it when...  
I think...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.

**Phonemic Awareness and Phonics:**

15 minutes

**Word Find**

Write the table on the chalkboard that includes previously learnt sounds as well as the sounds taught on Tuesday and Wednesday.

|          |          |          |
|----------|----------|----------|
| <b>a</b> | <b>s</b> | <b>p</b> |
| <b>t</b> |          |          |
|          |          |          |

**MODEL**

- 1 Remind learners of the sounds of the week: /t/ and /p/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /t/ - /a/ - /p/
- 5 Remind learners they can make a word using any of the sounds.

**LEARNERS DO**

- 1 Tell learners to open their exercise books and write the heading: **t, p**.
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **at, sap, tap, pat, sat, pats, taps**

**ALTERNATE PHONICS PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



## Shared Reading:

15 minutes

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### Post-Read

#### COMPREHENSION STRATEGY: MAKE CONNECTIONS

#### ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they liked in the story:  
Olwethu's first day
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of something they **connect to** in the story, like: **When Olwethu** wants to stay home, **that reminds me of when** I have to do new things, sometimes I also feel scared.
- 3 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 4 Instruct learners to think about a **connection** they can make with the story.
- 5 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 6 Explain and correct any common problems to learners.
- 7 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners own ideas!*)



## Group Guided Reading

30 minutes

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#### GROUPS: \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 4**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.





## End of week language learning review

15 minutes

- 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.*



The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

**Grade 1**

**TERM 1**

**Week**

**5**

**THEME:**

**My family**



## Classroom Preparation:

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of 'different' families; pictures of family events, for instance a birthday or Christmas; a baby doll; something that is special to your own family, like a blanket that has been passed down; etc.
- 5 Do some research on the internet to prepare for the theme. For example: research how different families from around the world live; research how many families have a single parent, or same-sex parents, etc.
- 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.



## Extension Activities

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

**Activity 1:** DBE Workbook 1: Page 10, Let's write

**Activity 2:** DBE Workbook 1: Page 11, Let's write

**Activity 3:** DBE Workbook 1: Page 12, Let's do

**Activity 4:** Draw a picture of everyone who lives together with you!

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the first picture of the Big Book story: Bongi waits
- 2 Tell learners that we are starting a new theme called: My family
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
  - a What is a family?
  - b Who is in your family?
  - c What do you like to do with your family?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - family
  - relative
  - relationship

| Rhyme or song                  | Actions  |
|--------------------------------|--|
| I love you                     | <i>Point to yourself</i>                                   |
| You love me                    | <i>Point to someone else</i>                               |
| We're a happy family           | <i>Put your arms around the people next to you</i>         |
| With a great big hug           | <i>Give someone a hug OR pretend to give someone a hug</i> |
| And a kiss from me to you      | <i>Blow a kiss in the air</i>                              |
| Won't you say you love me too? | <i>Hold your arms out to someone</i>                       |



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - a
  - s
  - t
  - p

pat

tap

- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

---



## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Bongi waits
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Draw a picture of you and your family.

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

#### MODELLING

- 1 Explain that today, learners will draw about their families. Explain that families can look lots of different ways – there is no right or wrong kind of family.

- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: My family is small. It is just me and my husband!
- 4 Use **modelling** to draw a picture of you and your husband.
- 5 Explain which words you will write. **Draw a line for each word**, like: my husband
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS:

- 1 Brainstorm some family words with learners.
- 2 Write the words on the chalkboard, like: sister, brother, mother, father, etc.
- 3 Ask learners: Who is in your family?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you who is in their family.
- 6 They must say: ... are in my family
- 7 Explain that learners will now draw and label their own picture!

### WRITING

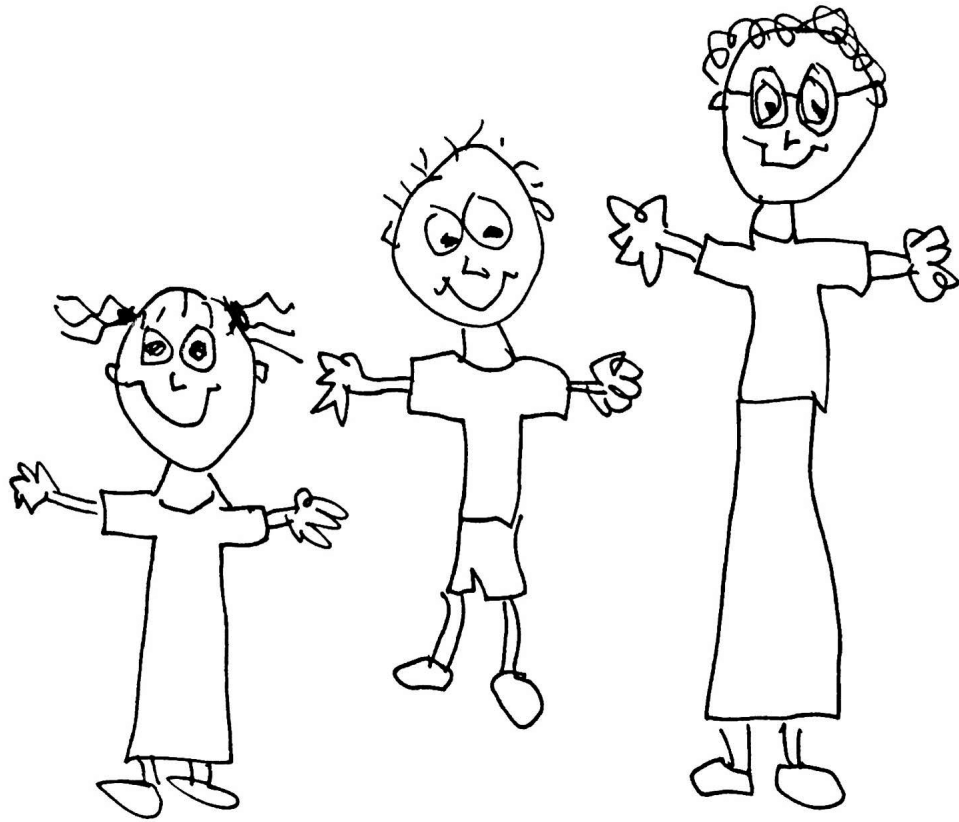
- 1 Hand out learner books.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to tell you about their writing.
- 4 Help learners to add a label.
- 5 Encourage learners.

### TURN AND TALK

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

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





my family



## Group Guided Reading

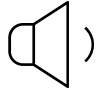
30 minutes

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**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 5**.
- 2 Explain **Monday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Monday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /i/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /i/ is the same in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /i/?
- 6 Brainstorm words with learners, like: **ink, in, into, it**
- 7 Ask learners: Can you think of words that have /i/ in the middle?
- 8 Brainstorm words with learners, like: **pin, tin, thin, wig, sip**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



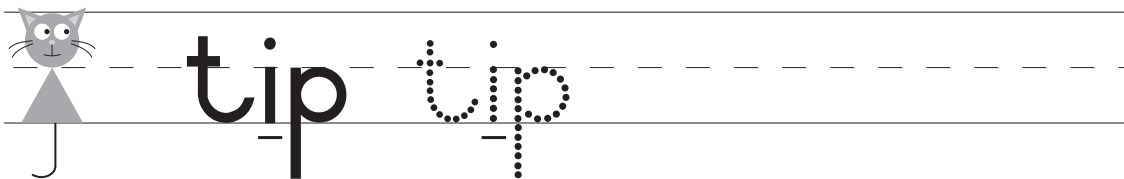
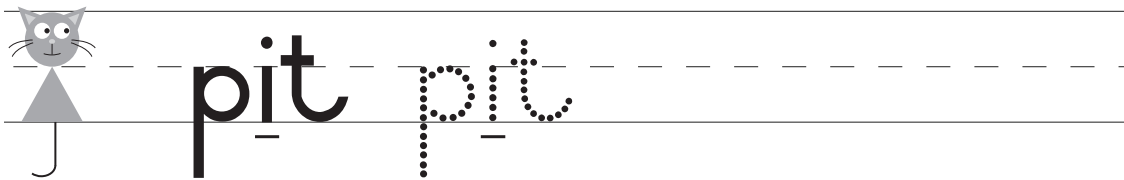
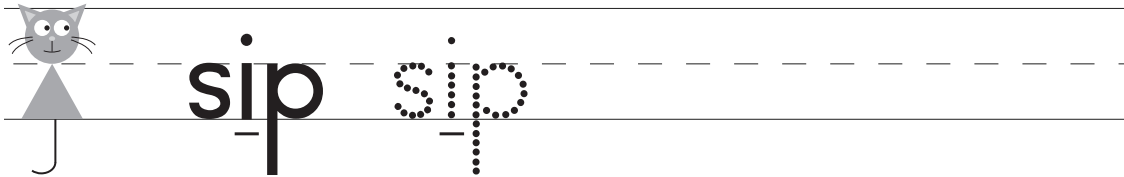
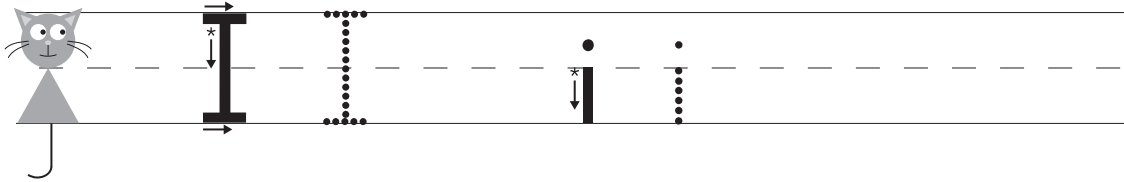
## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Ii**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.

- 6 Learners must then copy the sound/words/sentences into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: VISUALISE

| Text  | First Read (Think Aloud)   |
|---|--|
| <p><u>Bongi waits</u></p> <p>Bongi's Granny and Grandpa were coming today, all the way from Malelane. Her parents had planned a big braai. Bongi was so excited.</p> <p>In the morning, Bongi helped her Dad get the backyard ready. She watered the grass. Dad trimmed the bushes.</p>   | <p>I can <b>visualise</b> Bongi helping her dad. She is working hard to make the backyard look nice and clean.</p> |
| <p>Bongi's friend Anna arrived early to play. She climbed up to the treehouse. 'Come play!' she yelled. 'I must help dad first!' Bongi yelled back. So Anna played with Bongi's little sister, Gugu. All Bongi could think about was the arrival of Granny and Grandpa!</p>   |  |
| <p>Finally, the backyard was ready. 'Thanks for the help!' said Dad. He went inside to change his clothes. Bongi stayed outside. She skipped rope with Gugu and Anna. It was fun, but all she could think about was the arrival of Granny and Grandpa!</p>  | <p>I can <b>visualise</b> Bongi skipping rope. She is jumping up and down, up and down.</p>                        |
| <p>Gugu got tired of skipping rope. 'Let's go inside and play with blocks!' Gugu said. 'Oh yes!' Anna said. They built a big tower. But Bongi didn't feel like building a tower. She read to baby Siya instead. But all she could think about was the arrival of Granny and Grandpa!</p>  | <p>I can <b>visualise</b> Bongi reading with baby Siya. Baby Siya laughs as Bongi reads the words to him.</p>      |
| <p>It was almost time for the braai to begin. Mom took baby Siya.</p> <p>'Go change your clothes,' mom said. 'Granny just called. They are almost here!' Mom, dad, and baby Siya went outside and waited for Granny and Grandpa to arrive. As Bongi changed her clothes, all she could think about was the arrival of Granny and Grandpa!</p> | --   |
| <p>'They're here!' Dad finally called from outside. Bongi's Granny and Grandpa had finally arrived. Bongi ran outside to greet them. The braai began!</p>   | --   |

| Follow up questions                 | Possible responses  |
|-------------------------------------|---|
| Who was Bongi waiting for?          | She was waiting for her grandparents.   |
| What did Bongi do while she waited? | She helped her dad, skipped rope, read to baby Siya, played a game with her friends.  |
| Why question                        | Possible responses  |
| Why was Bongi waiting?              | <ul style="list-style-type: none"><li>• Because her grandparents weren't there yet.</li><li>• Because they were coming from far away.</li></ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 5**.
- 2 Explain **Tuesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Tuesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - distracted
  - arrival
  - backyard

| Rhyme or song                  | Actions  |
|--------------------------------|--|
| I love you                     | <i>Point to yourself</i>                                   |
| You love me                    | <i>Point to someone else</i>                               |
| We're a happy family           | <i>Put your arms around the people next to you</i>         |
| With a great big hug           | <i>Give someone a hug OR pretend to give someone a hug</i> |
| And a kiss from me to you      | <i>Blow a kiss in the air</i>                              |
| Won't you say you love me too? | <i>Hold your arms out to someone</i>                       |

WEEK 5

### CREATIVE STORYTELLING

- 1 Divide learners into their small groups.
- 2 Hand each group a copy of the creative storytelling pictures.
- 3 Tell learners to think of a story that fits with the pictures.
- 4 Give learners a minute or two to think about their ideas.
- 5 Next every learner in the group must take a turn to share their version of the story.
- 6 Remind learners that their story should be creative, but also must fit with the pictures!
- 7 Remind learners to listen carefully to each other's stories.
- 8 Thank learners for sharing their stories.





## Phonemic Awareness and Phonics:

15 minutes

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### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /n/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /n/ is the same in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /n/?
- 6 Brainstorm words with learners, like: **nap, nod, nine, no, not**
- 7 Ask learners: Can you think of words that end with /n/?
- 8 Brainstorm words with learners, like: **moon, pin, ton**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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## Handwriting:


15 minutes


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### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Nn**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound/words/sentence into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.


N N n n


nap nap


pin pin


tin tin

WEEK 5

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



**Writing:**

30 minutes

**Plan and Draft**

**TOPIC:** Draw a picture of something you do to be helpful at home.

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

**MODELLING**

- 1 Explain that today, learners will draw about something they do that is helpful to their families.
- 2 Use **modelling** to show learners that you **think before you write.**



- 3 Tell learners your idea for your drawing, like: I cook dinner for my family. That is something helpful!
- 4 Use **modelling** to draw a picture of yourself cooking dinner.
- 5 Explain which words you will write. **Draw a line for each word**, like: I cook dinner
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS:

- 1 Brainstorm some words about helpful tasks with learners.
- 2 Write the words on the chalkboard, like: wash the dishes, water the garden, read to my baby brother, etc.
- 3 Ask learners: What do you do to be helpful at home?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you one thing they do that is helpful at home.
- 6 They must say: I ... to be helpful!
- 7 Explain that learners will now draw and label their own picture!

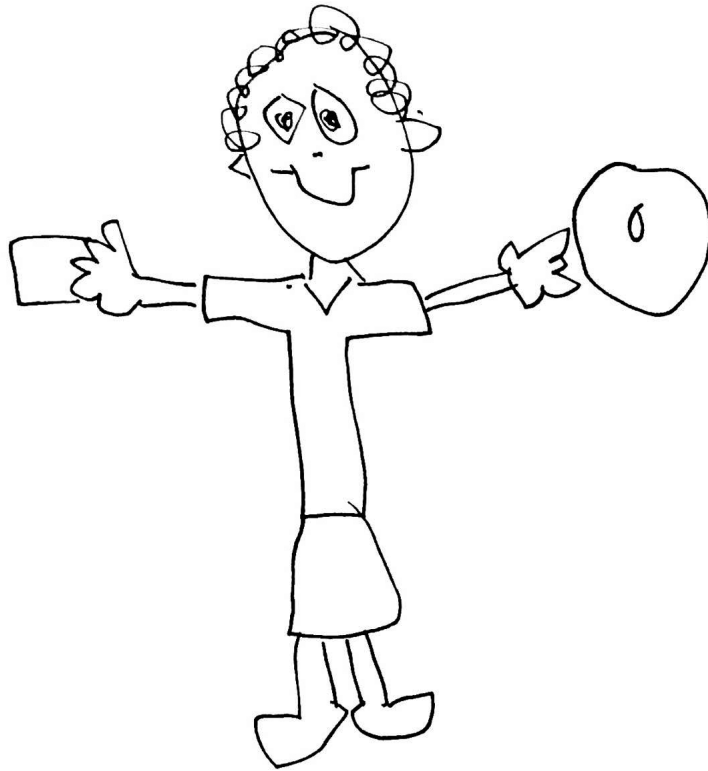
### WRITING

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

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



I wash dishes.



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 5**.
- 2 Explain **Wednesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Wednesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

#### I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **sit**
- 3 Segment the word into the individual sounds: /s/ - /i/ - /t/
- 4 Say the beginning sound of the word: /s/
- 5 Say the middle sound of the word: /i/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **sit**
- 8 Model pointing and blending the sounds to make a word: /s/ - /i/ - /t/ = **sit**
- 9 Repeat this with a word from the Wednesday lesson: **nap**

#### WE DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **pit**
- 3 Ask learners: What is the first sound in the word? /p/
- 4 Ask learners: What is the middle sound in the word? /i/
- 5 Ask learners: What is the last sound in the word? /t/
- 6 Ask learners to segment the word into each individual sound: /p/ - /i/ - /t/
- 7 Write the word: **pit**
- 8 Instruct learners to blend the sounds in the word with you: /p/ - /i/ - /t/ = **pit**
- 9 Repeat this with a word from the Wednesday lesson: **tin**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

---



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: VISUALISE

| Text  | Second Read (Think Aloud)   |
|---|---|
| <p><u>Bongi waits</u></p> <p>Bongi's Granny and Grandpa were coming today, all the way from Malelane. Her parents had planned a big braai. Bongi was so excited.</p>  | I can <b>visualise</b> Bongi helping her dad. But she is really just thinking about Granny and Grandpa!   |
| In the morning, Bongi helped her Dad get the backyard ready. She watered the grass. Dad trimmed the bushes.   |   |
| Bongi's friend Anna arrived early to play. She climbed up to the treehouse. 'Come play!' she yelled. 'I must help dad first!' Bongi yelled back. So Anna played with Bongi's little sister, Gugu. All Bongi could think about was the arrival of Granny and Grandpa!  |   |
| Finally, the backyard was ready. 'Thanks for the help!' said Dad. He went inside to change his clothes. Bongi stayed outside. She skipped rope with Gugu and Anna. It was fun, but all she could think about was the arrival of Granny and Grandpa!   | I can <b>visualise</b> Bongi skipping. But she keeps making mistakes because she is thinking about granny and grandpa.                            |
| Gugu got tired of skipping rope. 'Let's go inside and play with blocks!' Gugu said. 'Oh yes!' Anna said. They built a big tower. But Bongi didn't feel like building a tower. She read to baby Siya instead. But all she could think about was the arrival of Granny and Grandpa!   | I can <b>visualise</b> Bongi sitting with baby Siya. But she keeps forgetting to read the words because she is thinking about Granny and Grandpa! |
| <p>It was almost time for the braai to begin. Mom took baby Siya.</p> <p>'Go change your clothes,' mom said. 'Granny just called. They are almost here!' Mom, dad, and baby Siya went outside and waited for Granny and Grandpa to arrive. As Bongi changed her clothes, all she could think about was the arrival of Granny and Grandpa!</p> | --  |
| 'They're here!' Dad finally called from outside. Bongi's Granny and Grandpa had finally arrived. Bongi ran outside to greet them. The braai began!  | I can <b>visualise</b> Bongi smiling and jumping up. I imagine she runs outside because she is so happy to see her grandparents!                  |

| Follow up questions                                       | Responses   |
|---|---|
| What was Bonggi thinking about all day?                   | She was thinking about her grandparents.  |
| What did Bonggi do when her grandparents finally arrived? | She ran outside to greet them.  |
| Why question  | Possible response   |
| Why did Bonggi run outside when her grandparents arrived? | <ul style="list-style-type: none"><li>• Because she had been waiting for them.</li><li>• Because she was happy to see them.</li><li>• Because they came from far.</li></ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 5**.
- 2 Explain **Thursday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Thursday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Friday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - helpful
  - visit
  - visitor

| Rhyme or song                  | Actions  |
|--------------------------------|--|
| I love you                     | <i>Point to yourself</i>                                   |
| You love me                    | <i>Point to someone else</i>                               |
| We're a happy family           | <i>Put your arms around the people next to you</i>         |
| With a great big hug           | <i>Give someone a hug OR pretend to give someone a hug</i> |
| And a kiss from me to you      | <i>Blow a kiss in the air</i>                              |
| Won't you say you love me too? | <i>Hold your arms out to someone</i>                       |

WEEK 5

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - This story is about...
  - I liked it when...
  - I think...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

Write the table on the chalkboard that includes previously learnt sounds as well as the sounds taught on Tuesday and Wednesday.

|          |          |          |
|----------|----------|----------|
| <b>a</b> | <b>s</b> | <b>t</b> |
| <b>p</b> | <b>i</b> | <b>n</b> |
|          |          |          |

#### MODEL

- 1 Remind learners of the sounds of the week: /i/ and /n/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /p/ – /i/ – /n/
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /i/ or /n/
- 6 Show learners how to make another word, like: /s/ – /a/ – /t/
- 7 Remind learners they can make any words using the target sounds, like **pin**, or words without the target sound, like **sat**.

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **i, n**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **in, pin, tin, sin, tip, sit, nap, tap, sap, tan, nap, at, pat, sat**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: VISUALISE

#### ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: Bongi waits
- 2 They will also talk about something that they **visualise** in the story.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and something **they visualise** from the story, like: **I liked** when Bongi was helping her dad clean up the backyard. **I can visualise** the wet grass after Bongi waters it!
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they like** and what they can **visualise** from the story.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners own ideas!*)



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 5**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.





## End of week language learning review

15 minutes

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- 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.*

The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

**Grade 1**

**TERM 1**

**Week**

**6**

**THEME:**

**My family**



## Classroom Preparation:

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- 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 Add items for your theme wall and table that will be of interest to learners, for instance: a wedding dress or picture of a wedding; some baby clothes; a grandmother's knitting or sewing; a birth certificate; etc.
- 5 Do some research on the internet to prepare for the theme. For example: the impact or effect of not having a positive male role-model in a family.
- 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.



## Extension Activities

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

**Activity 1:** DBE Workbook 1: Page 14, Let's do

**Activity 2:** DBE Workbook 1: Page 15, Let's write

**Activity 3:** DBE Workbook 1: Page 16, Let's do

**Activity 4:** Draw a picture of something you love to do with your family.

# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Tseko's grandmother arriving, in the Big Book story: Tseko's new baby
- 2 Tell learners that we are continuing our theme: My family
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
  - a Who are the people that are in our families?
  - b What helpful things do we do for our families?
  - c What is the most important thing about a family?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - umbilical cord
  - born
  - tradition

| Rhyme or song                  | Actions  |
|--------------------------------|--|
| I love you                     | <i>Point to yourself</i>                                   |
| You love me                    | <i>Point to someone else</i>                               |
| We're a happy family           | <i>Put your arms around the people next to you</i>         |
| With a great big hug           | <i>Give someone a hug OR pretend to give someone a hug</i> |
| And a kiss from me to you      | <i>Blow a kiss in the air</i>                              |
| Won't you say you love me too? | <i>Hold your arms out to someone</i>                       |



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write;
  - sit
  - pit
  - tip

nap

pin

tin

- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

---



## Shared Reading:

15 minutes

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### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Tseko's new baby
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

---

### Plan and Draft

**TOPIC:** Draw about a time someone in your family taught you something new.

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

**MODELLING**

- 1 Explain that today, learners will draw about a time when someone in their family taught them about something new.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: My dad taught me how to play a game called Chess!
- 4 Use **modelling** to draw a picture of your father teaching you how to play Chess.
- 5 Explain which words you will write. **Draw a line for each word**, like: playing a game
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

**ORAL INSTRUCTIONS:**

- 1 Brainstorm me ideas about new things we learn with learners.
- 2 Write the words on the chalkboard, like: how to play a game, cook, read, write my name, take care of plants, etc.
- 3 Ask learners: What is something you learned from a family member?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about something new they learned from a family member.
- 6 They must say: I learned how to...from my...
- 7 Explain that learners will now draw and label their own picture!

**WRITING**

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

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



bake a cake



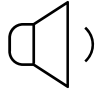
## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 6**.
- 2 Explain **Monday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Monday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**m**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /**m**/ is the same in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /**m**/?
- 6 Brainstorm words with learners, like: **mother, mom, man, mouth**
- 7 Ask learners: Can you think of words that end with /**m**/?
- 8 Brainstorm words with learners, like: **ham, sum, thumb (the b is silent)**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Handwriting:

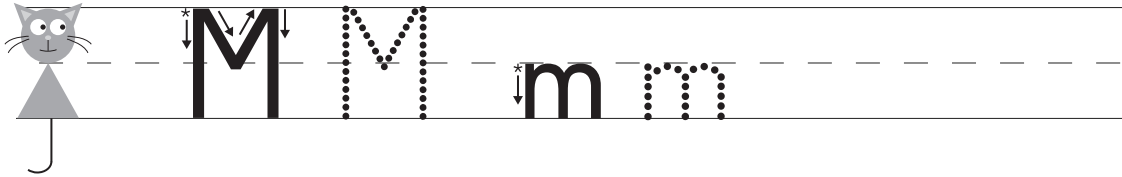
15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Mm**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.



- 6 Learners must then copy the sound/words/sentences into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: THINK ABOUT (WONDER) / MAKE INFERENCES

| Text   | First Read (Think Aloud)   |
|--|--|
| <p><u>Tseko's new baby</u></p> <p>There was just a week left until Tseko's new little sister was supposed to be born.</p>  | --   |
| <p>Sometimes, Tseko felt worried. He didn't have any brother or sisters – he was the only child. Tseko worried about what it would be like to have a new baby. He worried about what it would be like to have a sister.</p>  | Tseko is the only child, so I can <b>infer</b> that he has never had a new baby at home.                                 |
| <p>But sometimes, Tseko felt excited. Tseko felt especially excited that his grandmother was coming to visit. Tseko's father told him that Koko would stay for three whole months, just like she did when Tseko was born!</p>  | --   |
| <p>'It's a special tradition for Koko to stay until the new baby's umbilical cord falls off!' Tseko's father explained. 'I remember the day your's fell off like it was yesterday.'</p>  |  |
| <p>When Tseko and his father met Koko at the bus terminal, Tseko felt excited. He ran to hug his koko.</p> <p>'My sweet Tseko! Aren't you excited to become a big brother?' Koko asked.</p> <p>'I don't know,' Tseko said, 'I don't know what to do with a baby.'</p>  | Oh I can <b>infer</b> that Tseko feels worried because he doesn't know what to do with a new baby.                       |
| <p>When they got home, Koko called Tseko.</p> <p>'I have a special gift for you!' she said. She took a new baby doll out of her suitcase and handed it to Tseko.</p> <p>'I thought dolls were only for girls?' Tseko said.</p> <p>'That is a very old-fashioned idea.' Koko laughed, 'Anyone can play with a doll! And how will you ever know what to do with a baby if you don't play with a doll?'</p> | I can <b>infer</b> that Tseko doesn't have a doll, because he thought that they were only for girls.                     |
| <p>First, Koko showed Tseko how to hold and rock a baby.</p> <p>'You must make sure to hold up the baby's head, because their necks aren't strong!' Koko said.</p>   | Oh I can <b>infer</b> that Koko brought the doll so she could show Tseko how to care for a baby before his sister comes! |

| Text  | First Read (Think Aloud)  |
|---|---|
| <p>Next, Koko showed Tseko how to change a nappy. She had brought special doll-sized nappies, so that Tseko could practice! 'You have to work quickly and carefully when you change a nappy, because babies move and cry!' she said.</p>  | <p>I can <b>infer</b> that Tseko has never changed a nappy before, because he doesn't have any siblings and because this is his first doll.</p>   |
| <p>Then, Koko showed Tseko how to wrap a baby up in a blanket. 'Babies like to be wrapped up tight when they are very small,' Koko said.</p>  | <p>I can <b>infer</b> that Tseko has never wrapped a baby before, because he doesn't have any siblings and because this is his first doll.</p>  |
| <p>Koko and Tseko practiced.</p> <p>'You're going to be a great big brother,' Koko smiled.</p> <p>Tseko knew he should feel excited now, but he still felt a little bit worried.</p> <p>'Koko, what if mom likes the baby more than me? What if you like the baby more than me?' Tseko asked.</p> | <p>--</p>   |
| <p>Koko put her arm around Tseko. 'We have enough love for you both. Don't ever worry about that!'</p> <p>From then on, Tseko only felt excited.</p>  | <p>I can <b>infer</b> that Tseko feels better now that his Koko showed him how to care for a new baby!</p>  |
| Follow up questions   | Possible responses  |
| <p>Who came to visit Tseko?</p>   | <p>His Koko came to visit.</p>  |
| <p>What gift did Koko bring for Tseko?</p>  | <p>She brought him a doll.</p>  |
| Why question  | Possible responses  |
| <p>Why did Koko bring Tseko a new doll?</p>   | <ul style="list-style-type: none"> <li>• Because she wanted to bring Tseko a gift.</li> <li>• Because dolls are for everyone – not just girls.</li> <li>• Because she wanted to show Tseko how to take care of a new baby</li> <li>• Because playing with a doll is the only way to learn how to take care of a baby.</li> <li>• Because she wanted Tseko to practice caring for a new baby.</li> </ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 6**.
- 2 Explain **Tuesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Tuesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Wednesday



## Oral Activities

15 minutes

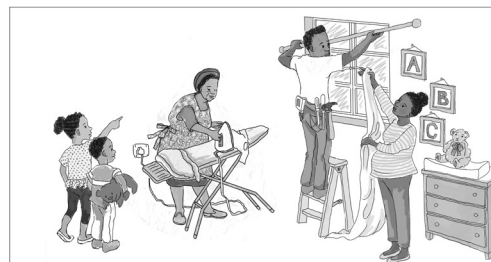
### THEME VOCABULARY

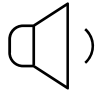
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - practise
  - wrap
  - tight

| Rhyme or song                  | Actions  |
|--------------------------------|--|
| I love you                     | <i>Point to yourself</i>                                   |
| You love me                    | <i>Point to someone else</i>                               |
| We're a happy family           | <i>Put your arms around the people next to you</i>         |
| With a great big hug           | <i>Give someone a hug OR pretend to give someone a hug</i> |
| And a kiss from me to you      | <i>Blow a kiss in the air</i>                              |
| Won't you say you love me too? | <i>Hold your arms out to someone</i>                       |

### CREATIVE STORYTELLING

- 1 Divide learners into their small groups.
- 2 Hand each group a copy of the creative storytelling pictures.
- 3 Remind learners that last week, they made up their own stories around the pictures.
- 4 This week, learners must work as a group to decide on a group story.
- 5 Remind learners that their story should be creative, but also must fit with the pictures!
- 6 Call the class to attention.
- 7 Ask 1–2 different groups to share their group stories.
- 8 Thank learners for sharing their stories.





## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**d**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /**d**/ is the same in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /**d**/?
- 6 Brainstorm words with learners, like: **dog, dad, doll, don't**
- 7 Ask learners: Can you think of words that end with /**d**/?
- 8 Brainstorm words with learners, like: **dad, sad, mad, hid, nod**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

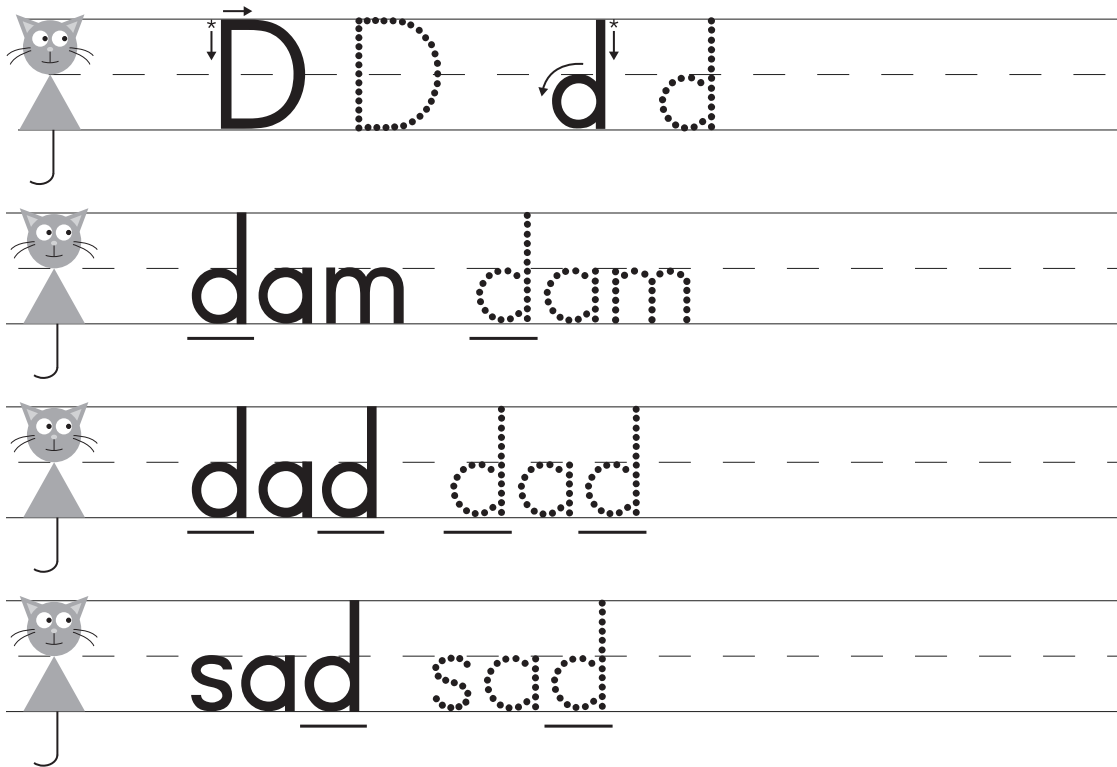


## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Dd**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound/words/sentence into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



**Writing:**

30 minutes

**Plan and Draft**

**TOPIC:** Draw a picture of a special family tradition.

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

**MODELLING**

- 1 Explain that today, learners will draw about a special tradition that exists in their family.
- 2 Use **modelling** to show learners that you **think before you write**.

- 3 Tell learners your idea for your drawing, like: we have dinner together with my aunts and uncles every Sunday.
- 4 Use **modelling** to draw a picture of a big family dinner.
- 5 Explain which words you will write. **Draw a line for each word**, like: a big dinner
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS:

- 1 Brainstorm some words about family traditions with learners.
- 2 Write the words on the chalkboard, like: dinner, holiday, visit, etc.
- 3 Ask learners: What is a special tradition your family has?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you about a special family tradition.
- 6 They must say: My family tradition is ...
- 7 Explain that learners will now draw and label their own picture!

### WRITING

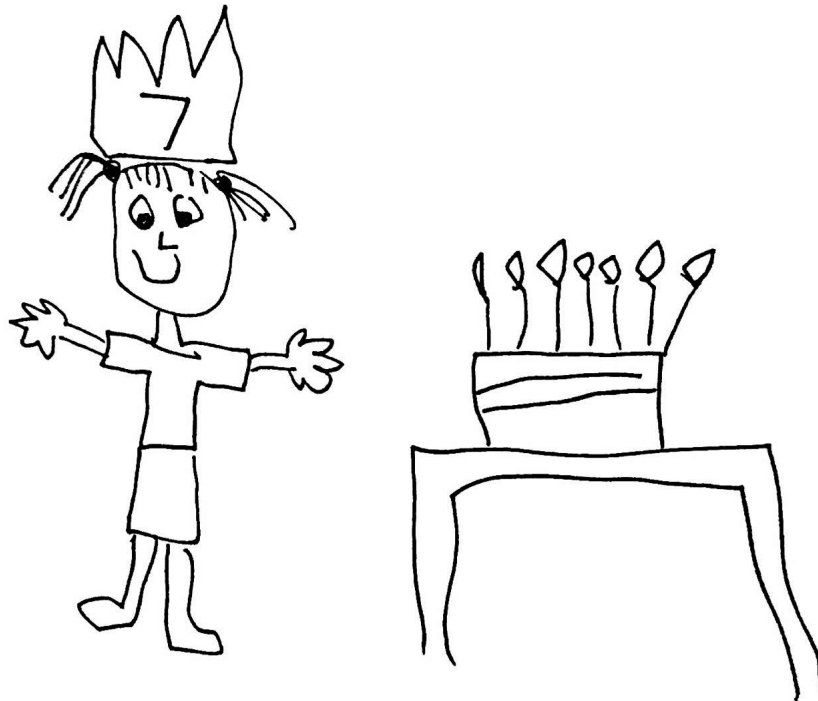
- 1 Hand out learner books.
- 2 As learners are writing, walk around the room and complete **mini conferences.**
- 3 Ask learners to tell you about their writing.
- 4 Help learners to add a label.
- 5 Encourage learners.

### TURN AND TALK

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

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





Big party



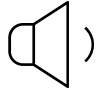
## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 6**.
- 2 Explain **Wednesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Wednesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

#### I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **map**
- 3 Segment the word into the individual sounds: /m/ - /a/ - /p/
- 4 Say the beginning sound of the word: /m/
- 5 Say the middle sound of the word: /a/
- 6 Say the end sound of the word: /p/
- 7 Write the word on the chalkboard: **map**
- 8 Model pointing and blending the sounds to make a word: /m/ - /a/ - /p/ = **map**
- 9 Repeat this with a word from the Wednesday lesson: **dam**

#### WE DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **mat**
- 3 Ask learners: What is the first sound in the word? /m/
- 4 Ask learners: What is the middle sound in the word? /a/
- 5 Ask learners: What is the last sound in the word? /t/
- 6 Ask learners to segment the word into each individual sound: /m/ - /a/ - /t/
- 7 Write the word: **mat**
- 8 Instruct learners to blend the sounds in the word with you: /m/ - /a/ - /t/ = **mat**
- 9 Repeat this with a word from the Wednesday lesson: **sad**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: THINK ABOUT (WONDER) / MAKE INFERENCES

| Text   | Second Read (Think Aloud)  |
|--|--|
| <p><u>Tseko's new baby</u></p> <p>There was just a week left until Tseko's new little sister was supposed to be born.</p>  | <p>A new baby is a big deal! I <b>wonder</b> how Tseko feels about having a new baby at home?</p>                                  |
| <p>Sometimes, Tseko felt worried. He didn't have any brother or sisters – he was the only child. Tseko worried about what it would be like to have a new baby. He worried about what it would be like to have a sister.</p>  | <p>I can <b>infer</b> that Tseko might be worried about what it will be like to have to share his parents with another person!</p> |
| <p>But sometimes, Tseko felt excited. Tseko felt especially excited that his grandmother was coming to visit. Tseko's father told him that Koko would stay for three whole months, just like she did when Tseko was born!</p> <p>'It's a special tradition for Koko to stay until the new baby's umbilical cord falls off!' Tseko's father explained. 'I remember the day yours fell off like it was yesterday.'</p> | <p>Oh I can <b>infer</b> that Koko would come visit any time there is a new baby, because it is a special tradition.</p>           |
| <p>When Tseko and his father met Koko at the bus terminal, Tseko felt excited. He ran to hug his koko.</p> <p>'My sweet Tseko! Aren't you excited to become a big brother?' Koko asked.</p> <p>'I don't know,' Tseko said, 'I don't know what to do with a baby.'</p>  | <p>--</p>  |
| <p>When they got home, Koko called Tseko.</p> <p>'I have a special gift for you!' she said. She took a new baby doll out of her suitcase and handed it to Tseko.</p> <p>'I thought dolls were only for girls?' Tseko said.</p> <p>'That is a very old-fashioned idea.' Koko laughed, 'Anyone can play with a doll! And how will you ever know what to do with a baby if you don't play with a doll?'</p>             | <p>I can <b>infer</b> that Koko thinks it is important for Tseko to know how to be helpful when the new baby comes.</p>            |
| <p>First, Koko showed Tseko how to hold and rock a baby.</p> <p>'You must make sure to hold up the baby's head, because their necks aren't strong!' Koko said.</p>   | <p>I can <b>infer</b> that Koko has helped care for lots of babies before.</p>   |

| Text  | Second Read (Think Aloud)   |
|---|---|
| Next, Koko showed Tseko how to change a nappy. She had brought special doll-sized nappies, so that Tseko could practice! 'You have to work quickly and carefully when you change a nappy, because babies move and cry!' she said. | --  |
| Then, Koko showed Tseko how to wrap a baby up in a blanket. 'Babies like to be wrapped up tight when they are very small,' Koko said.   | Tseko knows so many important things about caring for a baby now. He looks happy. I <b>infer</b> he must be feeling better about having a new baby sister.  |
| Koko and Tseko practiced.<br>'You're going to be a great big brother,' Koko smiled.<br>Tseko knew he should feel excited now, but he still felt a little bit worried.   | Oh! I can see Tseko wasn't only worried about how to care for a baby. He is also worried about what it will be like to share his parents and his Koko with someone else!  |
| 'Koko, what if mom likes the baby more than me? What if you like the baby more than me?' Tseko asked.<br>Koko put her arm around Tseko. 'We have enough love for you both. Don't ever worry about that!'                          |   |
| From then on, Tseko only felt excited.  | I can <b>infer</b> that now, Tseko feels excited that his sister is coming! I think he no longer feels worried because his Koko helped him feel better.   |
| <b>Follow up questions</b>  | <b>Responses</b>  |
| How long will Koko stay for?  | She will stay for three months.   |
| What did Tseko's Koko show him how to do?   | She showed him how to:<br>Hold and rock a baby.<br>Change a nappy.<br>Wrap a baby up in a blanket.  |
| <b>Why question</b>   | <b>Possible responses</b>   |
| Why did Tseko only feel excited at the end of the story?  | <ul style="list-style-type: none"> <li>• Because he felt more comfortable about taking care of a new baby.</li> <li>• Because he knew how to take care of a new baby now.</li> <li>• Because he felt like he would be a good big brother now!</li> <li>• Because he wasn't worried about his mom and Koko loving the new baby more than him.</li> </ul> |



## Group Guided Reading

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30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 6**.
- 2 Explain **Thursday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Thursday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Friday



## Oral Activities

15 minutes

### THEME VOCABULARY

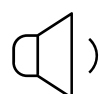
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - strong
  - weak
  - neck

| Rhyme or song                  | Actions  |
|--------------------------------|--|
| I love you                     | <i>Point to yourself</i>                                   |
| You love me                    | <i>Point to someone else</i>                               |
| We're a happy family           | <i>Put your arms around the people next to you</i>         |
| With a great big hug           | <i>Give someone a hug OR pretend to give someone a hug</i> |
| And a kiss from me to you      | <i>Blow a kiss in the air</i>                              |
| Won't you say you love me too? | <i>Hold your arms out to someone</i>                       |

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - Our story this week was about...
  - I think Tseko is...because...
  - My favourite part of this story was...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.

WEEK 6



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

Write the table on the chalkboard that includes previously learnt sounds as well as the sounds taught on Tuesday and Wednesday.

|          |          |          |
|----------|----------|----------|
| <b>s</b> | <b>a</b> | <b>t</b> |
| <b>p</b> | <b>i</b> | <b>n</b> |
| <b>m</b> | <b>d</b> |          |

### MODEL

- 1 Remind learners of the sounds of the week: /**m**/ and /**d**/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /**m**/ – /**a**/ – /**d**/
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**m**/ or /**d**/
- 6 Show learners how to make another word, like: /**t**/ – /**i**/ – /**n**/
- 7 Remind learners they can make any words using the target sounds, like **mad**, or words without the target sound, like **tin**.

### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **m, d**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **map, maps, sip, dim, dims, tin, tins, sit, sat, dat, pad, nip, nips, pan, pans, etc.**

### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: MAKE INFERENCES

#### ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **make an inference** about what would happen next if the story continued.
- 3 **Model** how you **make an inference** about what could happen next, like: I think that next, Tseko will meet his new little sister in the hospital, and feel excited!
- 4 Draw your own picture on the chalkboard of Tseko holding his new baby sister.
- 5 Next, tell learners that they are going to make an inference about what could happen next.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes, and draw their ideas about what could happen next.
- 8 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 6**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.





## End of week language learning review

15 minutes

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

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



**Grade 1**

**TERM 1**

**Week**

**7**

**THEME:**

**We play outside**



## Classroom Preparation:

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: a ball; a skipping rope; a plant; a picture of a playground; etc.
- 5 Do some research on the internet to prepare for the theme. For example: a new outside game to teach the 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.



## Extension Activities

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

**Activity 1:** DBE Workbook 1: Page 18, Let's do

**Activity 2:** DBE Workbook 1: Page 20, Let's do

**Activity 3:** DBE Workbook 1: Page 22, Let's write

**Activity 4:** Draw a picture of something you like to do outside.

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of the children sweating in the Big Book story: A very hot day
- 2 Tell learners that we are starting a new theme called: We play outside
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
  - a What do you like to do outside?
  - b What do your brothers and sister like to do outside?
  - c What kind of activities do you like to do during break time?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - shade
  - sunshine
  - sweat

| Rhyme or song                                 | Actions                  |
|---|--------------------------|
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Clap your hands, spin around,                 | <i>Do the actions</i>    |
| Bend your knees and touch the ground!         | <i>Do the actions</i>    |
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Wiggle your fingers, tippy toe,               | <i>Do the actions</i>    |
| Stretch up high and wave hello!               | <i>Do the actions</i>    |

WEEK 7



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - map
  - mat
  - man
  - dam

dad

sad

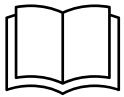
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

---



## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: A very hot day
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Draw a picture of your favourite person / people to play with outside.

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

#### MODELLING

- 1 Explain that today, learners will draw about who they like to play with outside – this can be one person or a few people!

- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I love to play outside with my daughter!
- 4 Use **modelling** to draw a picture of you playing outside with your daughter.
- 5 Explain which words you will write. **Draw a line for each word**, like: my daughter
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Brainstorm some people words with learners.
- 2 Write the words on the chalkboard, like: neighbour, sister, brother, cousin, mother, friend, etc.
- 3 Ask learners: Who do you like to play outside with?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you their favourite person / people to play with outside.
- 6 They must say: I like to play outside with...
- 7 Explain that learners will now draw and label their own picture!

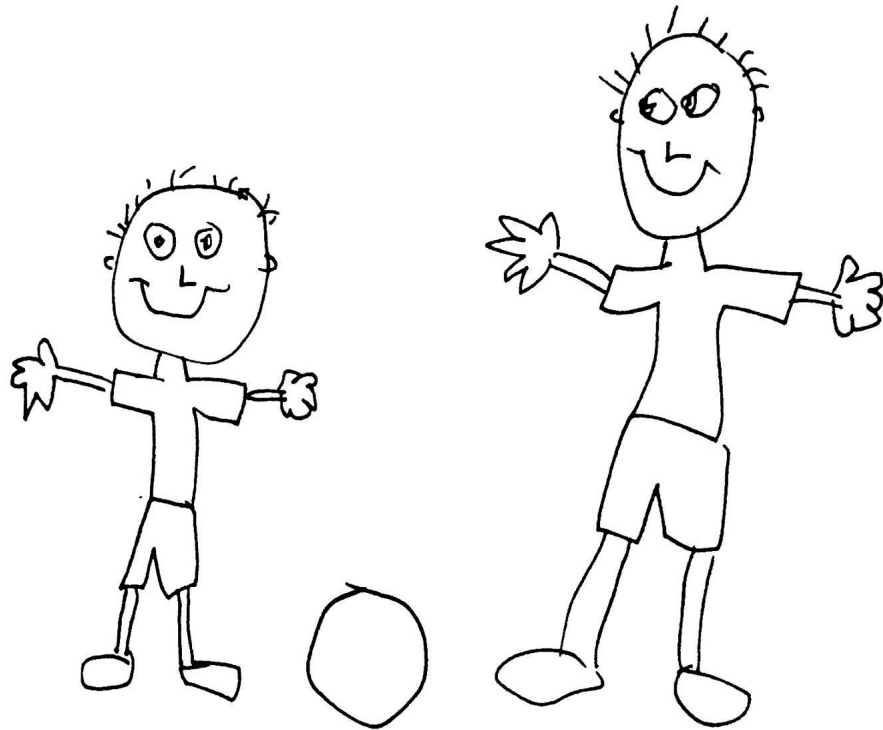
### WRITING

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

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



My dad



## Group Guided Reading

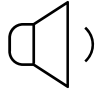
30 minutes

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**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 7**.
- 2 Explain **Monday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Monday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /o/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /o/ is different in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /o/?
- 6 Brainstorm words with learners, like: **on, onto, orange**
- 7 Ask learners: Can you think of words that have the sound /o/ in the middle of the word?
- 8 Brainstorm words with learners, like: **pot, not, spot**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Handwriting:

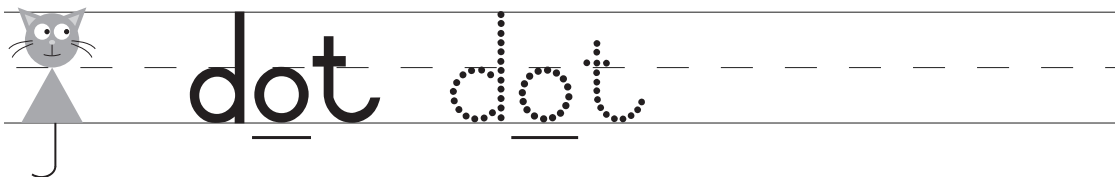
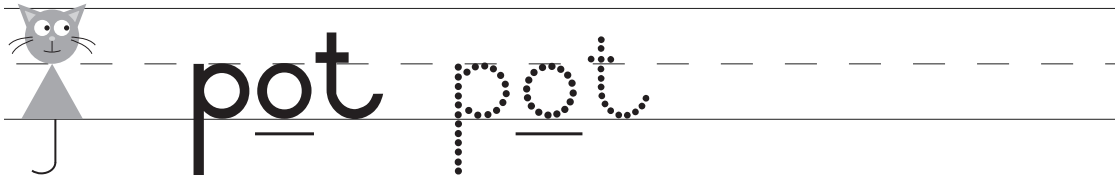
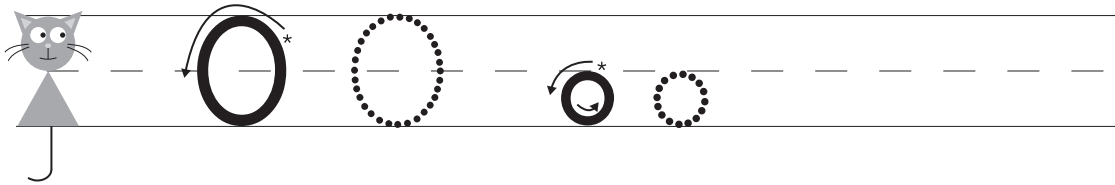
15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Oo**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.



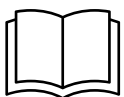
- 6 Learners must then copy the sound/words/sentences into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.



### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



### Shared Reading:

#### First Read

#### COMPREHENSION STRATEGIES: SEARCH THE TEXT

| Text   | First Read (Think Aloud)  |
|--|---|
| <p><u>A very hot day</u></p> <p>Karabo, Tshepo and Cathy are friends. They love to play soccer. They come to school to play soccer even on Saturdays! But today, it is very hot. The friends play for a few minutes, but then they must stop. They are hot. They are sweating. 'It's too hot!' says Karabo. 'Let's go home!'</p> | <p><b>Why</b> must the children stop playing soccer? Oh! They must stop because they are too hot to play.</p> |

|  |   |
|--|---|
| <p>Karabo, Tshepo and Cathy begin to walk home. They walk past the children playing at the park. The children on the playground look very hot too. They are sweating, just like Karabo, Tshepo, and Cathy. Then, Karabo remembers that there is a pond at the park. Karabo has an idea. 'Come on!' Karabo says to his friends.</p> | <p><b>Where</b> is Karabo taking his friends? Oh! We don't know yet. We don't know what his idea is.</p>  |
| <p>'Look!' Karabo says, when they get to the pond. 'Let's jump in!' 'Good idea!' Tshepo says. 'That will cool us off!' Karabo takes off his shoes. He runs and jumps into the cool water.</p>  | <p><b>What</b> is Karabo's idea? Oh! His idea is to jump in the pond and cool off .</p>   |
| <p>'How does it feel?' Tshepo asks. 'It feels nice and cool!' Karabo says. 'Come in!' Karabo feels cool. But Karabo also feels something funny on his head. Cathy begins to laugh. 'There's a fish on your head!' she says. Karabo laughs too. 'I am going to swim all day, just like this fish!' Karabo says.</p>                 | <p><b>How</b> long will Karabo swim for? He wants to swim all day!</p>  |
| <p><b>Follow up questions</b></p>  | <p><b>Possible responses</b></p>  |
| <p>Who are Karabo's friends?</p>   | <p>Cathy and Tshepo are his friends.</p>  |
| <p>What was on Karabo's head?</p>  | <p>There was a fish on his head.</p>  |
| <p><b>Why question</b></p>   | <p><b>Possible responses</b></p>  |
| <p>Why did Karabo want to jump into the pond?</p>  | <ul style="list-style-type: none"> <li>• Because he felt hot.</li> <li>• Because he wanted to cool down.</li> <li>• Because he wanted his friends to see the pond.</li> <li>• Because jumping in water when we are hot makes us cool down.</li> </ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 7**.
- 2 Explain **Tuesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Tuesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

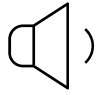
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - season
  - Spring
  - Summer

| Rhyme or song                                 | Actions                  |
|---|--------------------------|
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Clap your hands, spin around,                 | <i>Do the actions</i>    |
| Bend your knees and touch the ground!         | <i>Do the actions</i>    |
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Wiggle your fingers, tippy toe,               | <i>Do the actions</i>    |
| Stretch up high and wave hello!               | <i>Do the actions</i>    |

### CREATIVE STORYTELLING

- 1 Divide learners into their small groups.
- 2 Hand each group a copy of the creative storytelling pictures.
- 3 Tell learners to think of a story that fits with the pictures.
- 4 Give learners a minute or two to think about their ideas.
- 5 Next every learner in the group must take a turn to share their version of the story.
- 6 Remind learners that their story should be creative, but also must fit with the pictures!
- 7 Remind learners to listen carefully to each other's stories.
- 8 Thank learners for sharing their stories.





## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /g/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /g/ is different in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /g/?
- 6 Brainstorm words with learners, like: **girl, go, gone, got**
- 7 Ask learners: Can you think of words that end with /g/?
- 8 Brainstorm words with learners, like: **dog, dig, hug**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Gg**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound/words/sentence into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.

Handwriting practice for the letter 'g'. Each row features a cat illustration on the left and a 'J' shape below it. The first row shows a solid uppercase 'G' with a stroke order arrow, a dotted uppercase 'G', and a solid lowercase 'g' with a stroke order arrow, followed by a dotted lowercase 'g'. The second row shows the word 'got' in solid and dotted. The third row shows the word 'pig' in solid and dotted. The fourth row shows the word 'dig' in solid and dotted.

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



**Writing:**

30 minutes

**Plan and Draft**

**TOPIC:** Draw a picture of something you like to do outside on a hot day!

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

**MODELLING**

- 1 Explain that today, learners will draw about something they like to do outside on a very hot day.
- 2 Use **modelling** to show learners that you **think before you write.**

- 3 Tell learners your idea for your drawing, like: I like to lie outside in the shade during a very hot day.
- 4 Use **modelling** to draw a picture of yourself lying in the shade of a big tree.
- 5 Explain which words you will write. **Draw a line for each word**, like: hot day
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS:

- 1 Brainstorm some words about activities to do on a hot day with learners.
- 2 Write the words on the chalkboard, like: swim, run, shade, etc.
- 3 Ask learners: What do you like to do outside when it is hot outside?
- 4 Instruct learners to **think before they write.**
- 5 Call on 2–3 learners to tell you what they like to do outside on a hot day.
- 6 They must say: When it is hot outside, I like to...
- 7 Explain that learners will now draw and label their own picture!

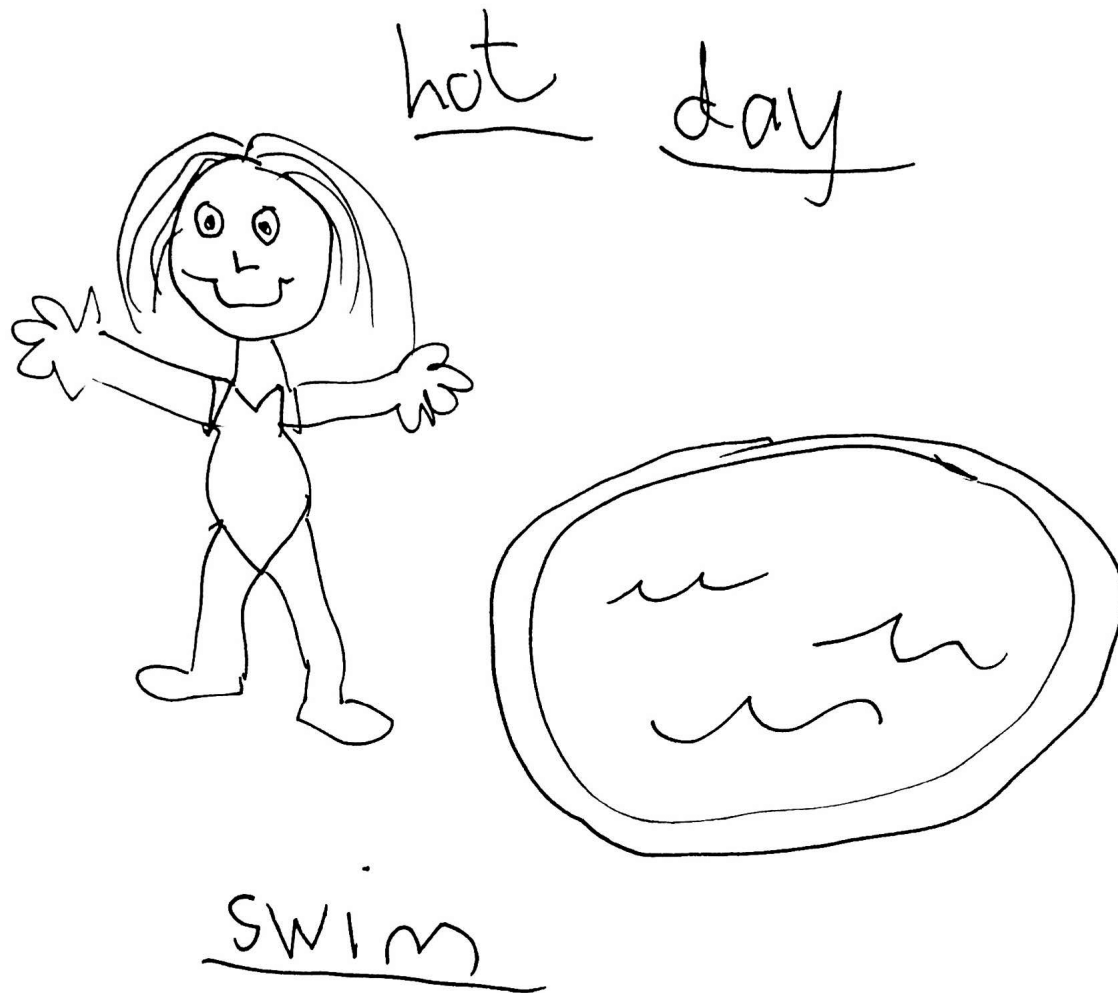
### WRITING

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

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



## Group Guided Reading

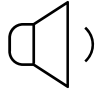
30 minutes

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**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 7**.
- 2 Explain **Wednesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Wednesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

#### I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **pot**
- 3 Segment the word into the individual sounds: /p/ - /o/ - /t/
- 4 Say the beginning sound of the word: /p/
- 5 Say the middle sound of the word: /o/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **pot**
- 8 Model pointing and blending the sounds to make a word: /p/ - /o/ - /t/ = **pot**
- 9 Repeat this with a word from the Wednesday lesson: **got**

#### WE DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **pig**
- 3 Ask learners: What is the first sound in the word? /p/
- 4 Ask learners: What is the middle sound in the word? /i/
- 5 Ask learners: What is the last sound in the word? /g/
- 6 Ask learners to segment the word into each individual sound: /p/ - /i/ - /g/
- 7 Write the word: **pig**
- 8 Instruct learners to blend the sounds in the word with you: /p/ - /i/ - /g/ = **pig**
- 9 Repeat this with a word from the Wednesday lesson: **dig**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_





## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: SEARCH THE TEXT

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p><u>A very hot day</u></p> <p>Karabo, Tshepo and Cathy are friends. They love to play soccer. They come to school to play soccer even on Saturdays! But today, it is very hot. The friends play for a few minutes, but then they must stop. They are hot. They are sweating. 'It's too hot!' says Karabo. 'Let's go home!'</p>   | <p><b>How</b> do the children feel? Oh the children feel hot. It is very hot outside today!</p>   |
| <p>Karabo, Tshepo and Cathy begin to walk home. They walk past the children playing at the park. The children on the playground look very hot too. They are sweating, just like Karabo, Tshepo, and Cathy. Then, Karabo remembers that there is a pond at the park. Karabo has an idea. 'Come on!' Karabo says to his friends.</p> | <p><b>What</b> does Karabo remember? Oh! He remembers that there is a pond at the park!</p>   |
| <p>'Look!' Karabo says, when they get to the pond. 'Let's jump in!' 'Good idea!' Tshepo says. 'That will cool us off!' Karabo takes off his shoes. He runs and jumps into the cool water.</p>  | <p><b>What</b> does Tshepo say will cool them off? Oh! He says that jumping in the pond will cool them off .</p>  |
| <p>'How does it feel?' Tshepo asks. 'It feels nice and cool!' Karabo says. 'Come in!' Karabo feels cool. But Karabo also feels something funny on his head. Cathy begins to laugh. 'There's a fish on your head!' she says. Karabo laughs too. 'I am going to swim all day, just like this fish!' Karabo says.</p>                 | <p><b>How</b> does Karabo feel in the pond? Oh! He feels cool. He isn't hot anymore.</p>  |
| Follow up questions  | Responses   |
| Why did the children stop playing soccer?  | Because it was too hot to play.   |
| Who was sweating?  | <ul style="list-style-type: none"> <li>• Karabo, Cathy, and Tshepo were sweating.</li> <li>• The children on the playground were sweating.</li> </ul>                         |
| Why question   | Possible response   |
| Why did Karabo feel nice and cool?   | <ul style="list-style-type: none"> <li>• Because he jumped in the pond.</li> <li>• Because the pond is nice and cool.</li> <li>• Because the pond cooled him down.</li> </ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 7**.
- 2 Explain **Thursday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Thursday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Friday



## Oral Activities

15 minutes

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### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - Autumn
  - Winter
  - temperature

| Rhyme or song                                 | Actions                  |
|---|--------------------------|
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Clap your hands, spin around,                 | <i>Do the actions</i>    |
| Bend your knees and touch the ground!         | <i>Do the actions</i>    |
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Wiggle your fingers, tippy toe,               | <i>Do the actions</i>    |
| Stretch up high and wave hello!               | <i>Do the actions</i>    |

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
Our story this week was about...  
The characters in the story...  
My favourite part of this story was...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

Write the table on the chalkboard that includes previously learnt sounds as well as the sounds taught on Tuesday and Wednesday.

|          |          |          |
|----------|----------|----------|
| <b>a</b> | <b>s</b> | <b>t</b> |
| <b>p</b> | <b>m</b> | <b>n</b> |
| <b>o</b> | <b>g</b> | <b>d</b> |

#### MODEL

- 1 Remind learners of the sounds of the week: /**o**/ and /**g**/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /**d**/ - /**o**/ - /**g**/
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**o**/ or /**g**/
- 6 Show learners how to make another word, like: /**m**/ - /**a**/ - /**n**/
- 7 Remind learners they can make any words using the target sounds, like **dog**, or words without the target sound, like **man**.

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **o, g**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **mad, mod, mid, got, gas, sag, sit, tin, tins, nag, nags, nat, mat, mats, mama, mom, etc.**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / VISUALISE

##### ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **visualise and illustrate** something from the text, like: I visualise the characters in the story feeling hot, and sweating.
- 3 Draw your own picture on the chalkboard of Karabo, Tshepo and Cathy sweating.
- 4 Next, tell learners that they are going to visualise something from the text.
- 5 Ask learners to close their eyes and relax. Read the text to them once more.
- 6 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 7 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



## Group Guided Reading

30 minutes

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### GROUPS: \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 7**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



## End of week language learning review

15 minutes

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



The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and activities, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, educational atmosphere.

**Grade 1**

**TERM 1**

**Week**

**8**

**THEME:**

**We play outside**





## Classroom Preparation:

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- 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 Add items for your theme wall and table that will be of interest to learners, for instance: a picture of a pond or swimming pool; some leaves; a jersey; an umbrella; etc.
- 5 Do some research on the internet to prepare for the theme. For example: sports that are played in hot weather; sports that are played in cold weather; the benefits of playing outside for children; etc.
- 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.



## Extension Activities

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

**Activity 1:** DBE Workbook 1: Page 24, Let's write

**Activity 2:** DBE Workbook 1: Page 25, Let's write

**Activity 3:** DBE Workbook 1: Page 26, Let's speak

**Activity 4:** Draw a picture of something you like to do during break at school.

# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of the wet people the Big Book story: Spring day splashes
- 2 Tell learners that we are continuing our theme: We play outside
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
  - a What do you like to play outside when it is hot?
  - b Who do you like to play with?
  - c What do you like to play outside when it is cold?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - drenched
  - bucket
  - pour

| Rhyme or song                                 | Actions                  |
|---|--------------------------|
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Clap your hands, spin around,                 | <i>Do the actions</i>    |
| Bend your knees and touch the ground!         | <i>Do the actions</i>    |
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Wiggle your fingers, tippy toe,               | <i>Do the actions</i>    |
| Stretch up high and wave hello!               | <i>Do the actions</i>    |



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
  - pot
  - mop
  - dot
  - got

pig

dig

- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Spring day splashes
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Do you like playing outside in Spring, Summer, Autumn or Winter? Draw a picture of the season you think is best for playing outside.

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

#### MODELLING

- 1 Explain that today, learners will draw about their favourite season for playing outside.

- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I like Autumn because of the falling leaves!
- 4 Use **modelling** to draw a picture of playing in the leaves with your children.
- 5 Explain which words you will write. **Draw a line for each word**, like: I like Autumn
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Brainstorm season words with learners.
- 2 Write the words on the chalkboard, like: Spring, Summer, Autumn, Winter
- 3 Ask learners: What is your favourite season to play outside? Why?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you their favourite season, and why.
- 6 They must say: I like... because...
- 7 Explain that learners will now draw and label their own picture!

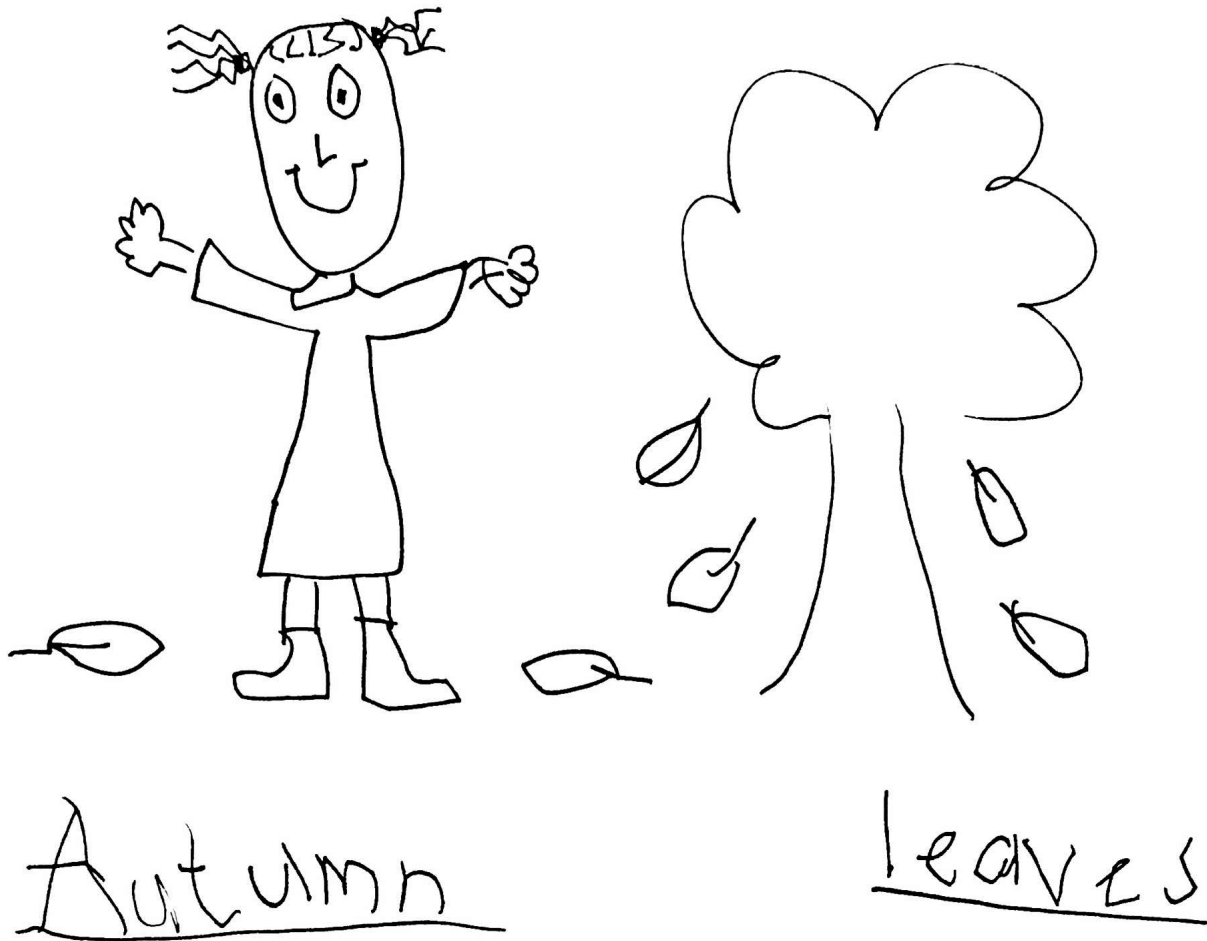
### WRITING

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

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



## Group Guided Reading

30 minutes

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**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 8**.
- 2 Explain **Monday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Monday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /c/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /c/ is different in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /c/?
- 6 Brainstorm words with learners, like: **camera, cap, can, colour**
- 7 Ask learners: Can you think of words that end with /c/?
- 8 Brainstorm words with learners, like: **pack, sick, pink (these words all end in the 'c' sound)**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



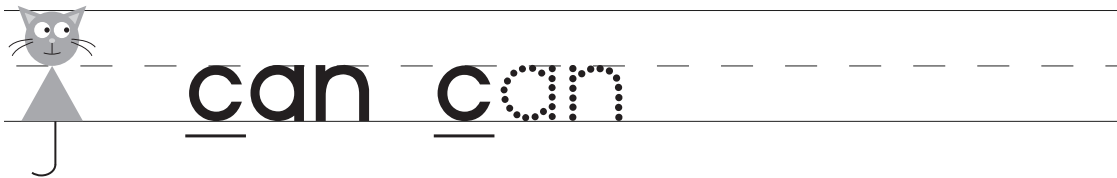
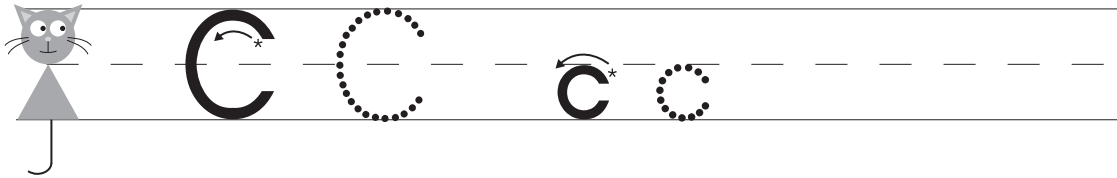
## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Cc**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.

- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound/words/sentences into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: VISUALISE / THINK ABOUT (WONDER)

| Text  | First Read (Think Aloud)  |
|---|---|
| <p><u>Spring day splashes</u></p> <p><i>The 1st of September is known as Spring Day in South Africa. One of the traditions that used to be practised in many townships was to pour buckets of water onto people coming home from work and school, and to shout 'Summer time!'. This tradition marked the end of winter, and the beginning of a new season. This still happens in some places, but has become less common.</i></p> | --  |
| <p>One Friday morning, Olwethu and Katekani walked to school together. For months now, they had been wearing hats and thick winter jerseys. But today, the sun shone brightly. Katekani took off her jersey.</p> <p>'It's almost summer!' Katekani said, smiling.</p>   | I can <b>visualise</b> Katekani sweating as she walks in the warm sun.  |
| <p>Olwethu and Katekani usually walked quickly to keep warm. But today, they walked slowly.</p> <p>'Look!' Olwethu said, stopping to watch two bright orange butterflies.</p> <p>'Listen!' Katekani said, pointing to the weaver birds building their nest in a big tree above.</p> <p>'Smell that?' Olwethu said, taking a big breath in, 'the flowers must be coming!'</p>  | I <b>visualise</b> Katekani and Olwethu walking slowly as they notice all the signs of Spring!                                      |
| <p>When they got to school that morning, Ms Soko wrote the date on the chalkboard. 'Oh! Look at that! It's the 1<sup>st</sup> of September – it's Spring Day!' she said, smiling.</p> <p>Katekani look at Olwethu. 'Oh no!' Katekani groaned, 'My brother loves to get me on Spring Day! We have to run home as soon as the bell rings – so he can't get us!'</p>   | I <b>visualise</b> Ms Soko writing the date on the board. I visualise her big smile as she tells the learners it is finally Spring! |
| <p>But when the bell rang, Katekani and Olwethu's friends decided to stay and play.</p> <p>'Come play with us!' Andiswa called as she ran to the swings with Thato.</p> <p>'Come on, let's play!' Olwethu said.</p> <p>Katekani forgot all about running home early as she ran to join her friends.</p>   | I can <b>visualise</b> the girls running and smiling in the warm sun! It is finally Spring – it is nice and warm outside!           |



| Text  | First Read (Think Aloud)  |
|---|---|
| <p>After the girls had been playing for a while, they saw Ms Soko leave the classroom. 'Goodbye girls!' she called, 'And Happy Spring Day!'</p> <p>'Oh no!' Katekani groaned, 'I forgot all about Spring Day! Let's go Olwethu – but we will have to be careful!'</p>   | <p>I <b>wonder</b> if Katekani's brother will be able to get them?</p>  |
| <p>They began to run home, but Olwethu got tired quickly. 'I can't run this far!' she said, breathing heavily. Katekani looked around nervously. 'We have to be careful,' she said. They walked quickly. They didn't speak at all. Finally Katekani saw her front door, she took a deep breath. 'We made it!' she said.</p> | <p>I <b>wonder</b> if they will make it inside the house without getting wet?</p>   |
| <p>But at that moment, Katekani heard her brother giggling. They turned around to see Kulani and his friends, drenched! They were all holding buckets of water.</p>   | <p>I <b>visualise</b> Kulani, drenched. He is standing in the warm sun so he won't feel too cold!</p>   |
| <p>Katekani lifted her arms, 'Okay, okay, you've got us!' she laughed. 'At least let us take our bags off.'</p>   | <p>--</p>   |
| <p>Once Olwethu and Katekani's bags were off, Kulani and his friends ran towards them. Olwethu and Katekani laughed and screamed as the boys drenched them with water.</p>  | <p>I <b>visualise</b> the cold water pouring down onto Olwethu and Katekani. Good thing it a warm, spring day!</p>  |
| <p>'Happy Spring Day!' Kulani said. Everyone began to giggle.</p>   | <p>I <b>wonder</b> if they will find other people to drench too?</p>  |
| Follow up questions   | Possible responses  |
| <p>What did Katekani and Olwethu see on their way to school?</p>  | <p>They saw orange butterflies.<br/>They saw weaver birds making a nest.</p>  |
| <p>What date does this story take place?</p>  | <p>It takes place on September 1<sup>st</sup> – Spring Day!</p>   |
| Why question  | Possible responses  |
| <p>Why did Katekani and Olwethu walk to school slowly?</p>  | <ul style="list-style-type: none"> <li>• Because they didn't need to try to keep warm</li> <li>• Because it was finally Spring.</li> <li>• Because they noticed the signs of the changing season.</li> <li>• Because they stopped to watch the orange butterflies.</li> <li>• Because they stopped to watch the weaver bird making a nest.</li> <li>• Because they stopped to smell the flowers.</li> </ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 8**.
- 2 Explain **Tuesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Tuesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

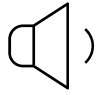
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - spade
  - sandcastle
  - wave

| Rhyme or song                                 | Actions                  |
|---|--------------------------|
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Clap your hands, spin around,                 | <i>Do the actions</i>    |
| Bend your knees and touch the ground!         | <i>Do the actions</i>    |
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Wiggle your fingers, tippy toe,               | <i>Do the actions</i>    |
| Stretch up high and wave hello!               | <i>Do the actions</i>    |

### CREATIVE STORYTELLING

- 1 Divide learners into their small groups.
- 2 Hand each group a copy of the creative storytelling pictures.
- 3 Remind learners that last week, they made up their own stories around the pictures.
- 4 This week, learners must work as a group to decide on a group story.
- 5 Remind learners that their story should be creative, but also must fit with the pictures!
- 6 Call the class to attention.
- 7 Ask 1–2 different groups to share their group stories.
- 8 Thank learners for sharing their stories.



**Phonemic Awareness and Phonics:**

15 minutes

**Introduce new sound and words****INTRODUCE SOUND**

- 1 Say the sound and hold up the flashcard: /k/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /k/ is the same in home language and English.
- 4 Discuss how the sound /k/ sounds the same as the sound /c/ that we learnt on Tuesday.
- 5 For single sounds, show learners the sound on the alphabet frieze.
- 6 Ask learners: Can you think of words that begin with /k/?
- 7 Brainstorm words with learners, like: **kit, kip, kin, kipper, kind**
- 8 Ask learners: Can you think of words that end with /k/?
- 9 Brainstorm words with learners, like: **nick, sick, pick, neck (these words all end with a k sound)**

**INTRODUCE NEW WORDS**

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

**ALTERNATE PHONICS PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

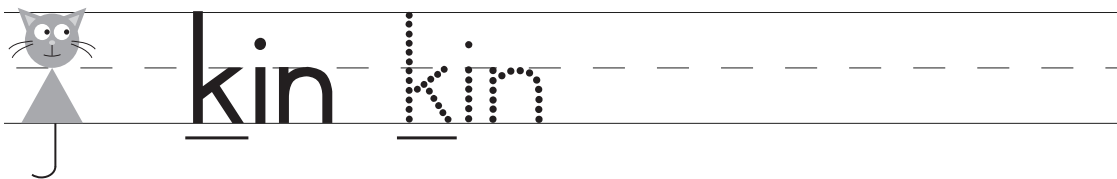
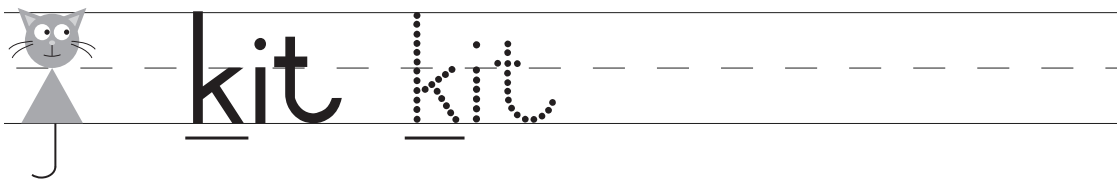
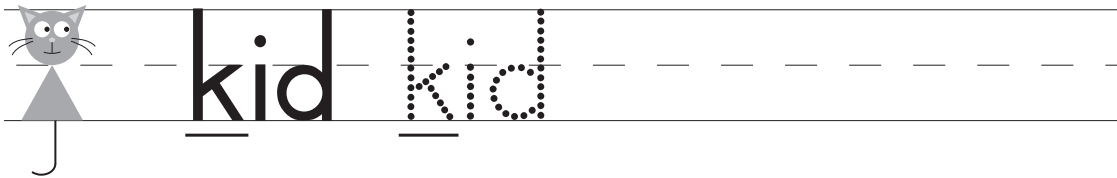
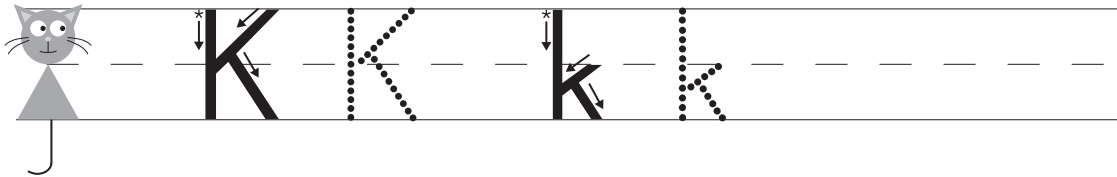
**Handwriting:**

15 minutes

**Write new letter(s) / words / sentences**

- 1 Teach learners to correctly form the upper and lower case letter(s): **Kk**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound/words/sentence into their books.

7 Learners must underline the targeted sound in any words/sentences written.



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Draw a picture of something you love about nature.

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

### MODELLING

- 1 Explain that today, learners will draw about something they love about nature.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I love trees. I love to sit in the shade of trees.
- 4 Use **modelling** to draw a picture of yourself reading a book under a tree.
- 5 Explain which words you will write. **Draw a line for each word**, like: nature tree
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Brainstorm some words about nature with learners.
- 2 Write the words on the chalkboard, like: tree, mountain, dirt, worm, beach, sand, leaves, etc.
- 3 Ask learners: What is your favourite part of nature?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you one thing they love about nature.
- 6 They must say: My favourite part of nature is ...
- 7 Explain that learners will now draw and label their own picture!

### WRITING

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

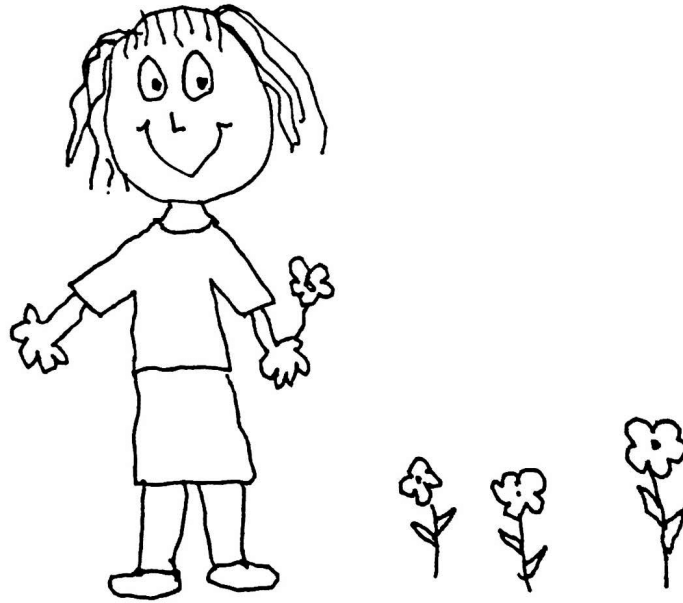
### TURN AND TALK

- 6 When there are 2–3 minutes left, instruct learners to put their pencils away.

7 Instruct learners to **turn and talk** with a partner about their drawings.

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

me



flowers



## Group Guided Reading

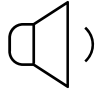
30 minutes

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**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 8**.
- 2 Explain **Wednesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Wednesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

#### I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **cat**
- 3 Segment the word into the individual sounds: /c/ - /a/ - /t/
- 4 Say the beginning sound of the word: /c/
- 5 Say the middle sound of the word: /a/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **cat**
- 8 Model pointing and blending the sounds to make a word: /c/ - /a/ - /t/ = **cat**
- 9 Repeat this with a word from the Wednesday lesson: **kid**

#### WE DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **cap**
- 3 Ask learners: What is the first sound in the word? /c/
- 4 Ask learners: What is the middle sound in the word? /a/
- 5 Ask learners: What is the last sound in the word? /p/
- 6 Ask learners to segment the word into each individual sound: /c/ - /a/ - /p/
- 7 Write the word: **cap**
- 8 Instruct learners to blend the sounds in the word with you: /c/ - /a/ - /p/ = **cap**
- 9 Repeat this with a word from the Wednesday lesson: **kin**

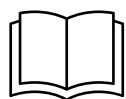
#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_





## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: VISUALISE

| Text  | Second Read (Think Aloud)  |
|---|--|
| <p><u>Spring day splashes</u></p> <p><i>The 1st of September is known as Spring Day in South Africa. One of the traditions that used to be practised in many townships was to pour buckets of water onto people coming home from work and school, and to shout 'Spring time!'. This tradition marked the end of winter, and the beginning of a new season. This still happens in some places, but has become less common.</i></p> | <p>I can <b>visualise</b> people sneaking around with buckets of water on Spring Day, just like I remember Kulani did!</p>   |
| <p>One Friday morning, Olwethu and Katekani walked to school together. For months now, they had been wearing hats and thick winter jerseys. But today, the sun shone brightly. Katekani took off her jersey.</p> <p>'It's almost summer!' Katekani said, smiling.</p>   | <p>--</p>  |
| <p>Olwethu and Katekani usually walked quickly to keep warm. But today, they walked slowly.</p> <p>'Look!' Olwethu said, stopping to watch two bright orange butterflies.</p> <p>'Listen!' Katekani said, pointing to the weaver birds building their nest in a big tree above.</p> <p>'Smell that?' Olwethu said, taking a big breath in, 'the flowers must be coming!'</p>  | <p>--</p>  |
| <p>When they got to school that morning, Ms Soko wrote the date on the chalkboard. 'Oh! Look at that! It's the 1<sup>st</sup> of September – it's Spring Day!' she said, smiling.</p> <p>Katekani look at Olwethu. 'Oh no!' Katekani groaned, 'My brother loves to get me on Spring Day! We have to run home as soon as the bell rings – so he can't get us!'</p>   | <p>Oh! It sounds like Katekani knows the Spring Day tradition well. I can <b>visualise</b> her loud groan when she thinks about her brother pouring water on her! She must be thinking about Spring Day last year!</p> |
| <p>But when the bell rang, Katekani and Olwethu's friends decided to stay and play.</p> <p>'Come play with us!' Andiswa called as she ran to the swings with Thato.</p> <p>'Come on, let's play!' Olwethu said.</p> <p>Katekani forgot all about running home early as she ran to join her friends.</p>   | <p>I <b>visualise</b> Katekani running and playing with her friends. She is having so much fun that she forgot about running home after school!</p>  |

| Text  | Second Read (Think Aloud)   |
|---|---|
| <p>After the girls had been playing for a while, they saw Ms Soko leave the classroom. 'Goodbye girls!' she called, 'And Happy Spring Day!'</p> <p>'Oh no!' Katekani groaned, 'I forgot all about Spring Day! Let's go Olwethu – but we will have to be careful!'</p>   | <p>I <b>visualise</b> Katekani's loud groan when she remembers it is Spring Day. She must be thinking about getting drenched!</p>   |
| <p>They began to run home, but Olwethu got tired quickly. 'I can't run this far!' she said, breathing heavily. Katekani looked around nervously. 'We have to be careful,' she said. They walked quickly. They didn't speak at all. Finally Katekani saw her front door, she took a deep breath. 'We made it!' she said.</p> | <p>I <b>visualise</b> Katekani taking a deep sigh when she finally sees her house, thinking that she is safe from getting drenched!</p>   |
| <p>But at that moment, Katekani heard her brother giggling. They turned around to see Kulani and his friends, drenched! They were all holding buckets of water.</p>   | <p>I <b>visualise</b> Katekani's surprised face when she hears her brother giggling.</p>  |
| <p>Katekani lifted her arms, 'Okay, okay, you've got us!' she laughed. 'At least let us take our bags off.'</p>   | <p>I <b>visualise</b> Katekani putting her hands up in the air because she knows she has been caught, and there is nothing she can do!</p>  |
| <p>Once Olwethu and Katekani's bags were off, Kulani and his friends ran towards them. Olwethu and Katekani laughed and screamed as the boys drenched them with water.</p>  | <p>I can <b>visualise</b> the water pouring out of the buckets, and Olwethu and Katekani's clothing becoming soaking wet!</p>   |
| <p>'Happy Spring Day!' Kulani said. Everyone began to giggle.</p>   | <p>I <b>visualise</b> all of the children standing in their drenched clothing, laughing and laughing.</p>   |
| Follow up questions   | Responses   |
| <p>What did Olwethu and Katekani do after school?</p>   | <p>They played with their friends outside.</p>  |
| <p>What reminded Katekani that it was Spring Day?</p>   | <p>When her teacher left the classroom and said, 'Happy Spring Day,' that reminded her!</p>   |
| Why question  | Possible response   |
| <p>Why were Katekani and Olwethu drenched with water?</p>   | <ul style="list-style-type: none"> <li>• Because it was Spring Day.</li> <li>• Because it is a Spring Day tradition to pour buckets of water onto people in some places in South Africa.</li> <li>• Because Katekani and Olwethu played with their friends after school instead of running straight home.</li> <li>• Because Katekani's brother, Kulani, loves to get her on Spring Day.</li> </ul> |



## Group Guided Reading

30 minutes

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**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 8**.
- 2 Explain **Thursday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Thursday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Friday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - nature
  - playground
  - curious

| Rhyme or song                                 | Actions                  |
|---|--------------------------|
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Clap your hands, spin around,                 | <i>Do the actions</i>    |
| Bend your knees and touch the ground!         | <i>Do the actions</i>    |
| Follow me, follow me, it's as easy as can be! | <i>March on the spot</i> |
| Wiggle your fingers, tippy toe,               | <i>Do the actions</i>    |
| Stretch up high and wave hello!               | <i>Do the actions</i>    |

### THEME DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - This story was about...
  - I liked...
  - I think this story was written to teach me...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

Write the table on the chalkboard that includes previously learnt sounds as well as the sounds taught on Tuesday and Wednesday.

|          |          |          |
|----------|----------|----------|
| <b>a</b> | <b>t</b> | <b>c</b> |
| <b>k</b> | <b>i</b> | <b>p</b> |
| <b>o</b> | <b>g</b> | <b>m</b> |

#### MODEL

- 1 Remind learners of the sounds of the week: /c/ and /k/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /c/ - /a/ - /p/
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /c/ or /k/
- 6 Show learners how to make another word, like: /p/ - /o/ - /t/
- 7 Remind learners they can make any words using the target sounds, like **cap**, or words without the target sound, like **pot**.

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **c, k**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others):  
**cat, cap, caps, cats, kit, kid, kids, kip, cad, pit, pat, pats, cop, cops, sod, etc.**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: VISUALISE / SUMMARISE

##### ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **visualise and illustrate** something from the text, like: I visualise Olwethu and Katekani soaking wet. Their clothing is sticking to their bodies!
- 3 Draw your own picture on the chalkboard of Olwethu and Katekani, drenched.
- 4 Next, tell learners that they are going to visualise something from the text.
- 5 Ask learners to close their eyes and relax. Read the text to them once more.
- 6 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 7 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



## Group Guided Reading

30 minutes

#### GROUPS: \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 8**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



## End of week language learning review

15 minutes

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- 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.*

The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

**Grade 1**

**TERM 1**

**Week**

**9**

**THEME:**

**We have feelings**





## Classroom Preparation:

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of faces showing different emotions; emoticon pictures; a picture of people hugging; etc.
- 5 Do some research on the internet to prepare for the theme. For example: research how to support children who lose a close family member.
- 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.



## Extension Activities

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

**Activity 1:** DBE Workbook 1: Page 26, Let's read

**Activity 2:** DBE Workbook 1: Page 27, Word work

**Activity 3:** DBE Workbook 1: Page 27, Let's write

**Activity 4:** Draw a picture of how you feel today.

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the first picture of the Big Book story: Dan has a bad week
- 2 Tell learners that we are starting a new theme called: We have feelings
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
  - a What feelings do you have?
  - b How do you feel right now?
  - c Who has feelings?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - frustrated
  - forgetful
  - mistake

| Rhyme or song              | Actions                                   |
|----------------------------|---|
| Sometimes I feel happy     | <i>Smile and hold your thumbs up</i>      |
| Sometimes I feel sad       | <i>Look sad and hold your thumbs down</i> |
| Sometimes I feel worried   | <i>Hold your head in your hands</i>       |
| Sometimes I feel mad!      | <i>Make fists with your hands</i>         |
| I have many feelings       | <i>Point at yourself</i>                  |
| So do you                  | <i>Point at someone else</i>              |
| Let's be kind and caring   | <i>Hug yourself</i>                       |
| When one of us feels blue! | <i>Hold your arms out to someone</i>      |



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)

cat  
cap  
can  
kit  
kid  
kin

- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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## Shared Reading:

15 minutes

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### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Dan has a bad week
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

---

### Plan and Draft

**TOPIC:** Draw a picture of a time you felt sad.

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

**MODELLING**

- 1 Explain that today, learners will draw about a time they felt sad.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I felt sad when my grandmother died!
- 4 Use **modelling** to draw a picture of your face looking sad.
- 5 Explain which words you will write. **Draw a line for each word**, like: I felt sad
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

**ORAL INSTRUCTIONS**

- 1 Brainstorm some things that might make us feel sad with learners.
- 2 Write the words on the chalkboard, like: getting hurt, getting in a fight with a friend, breaking a toy we love, leaving someone we love, etc.
- 3 Ask learners: What was something that made you feel sad?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about a time they felt sad.
- 6 They must say: I felt sad when...
- 7 Explain that learners will now draw and label their own picture!

**WRITING**

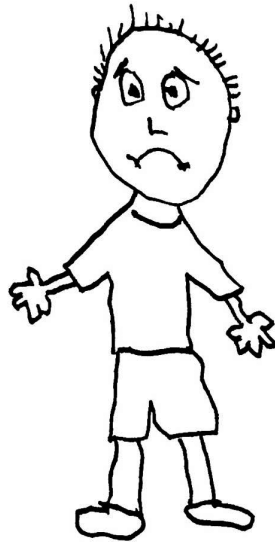
- 1 Hand out learner books.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to tell you about their writing.
- 4 Help learners to add a label.
- 5 Encourage learners.

**TURN AND TALK**

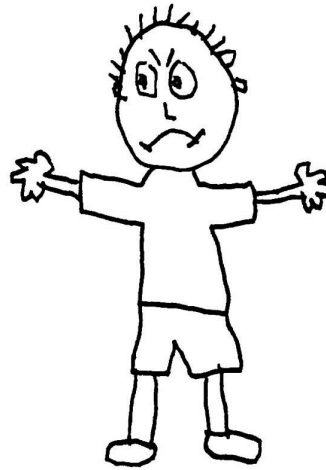
- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.

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

me



Sad



bully



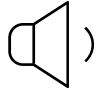
## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 9**.
- 2 Explain **Monday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Monday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /e/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /e/ is the same in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /e/?
- 6 Brainstorm words with learners, like: **egg, end, elbow**
- 7 Ask learners: Can you think of words that have the sound /e/ in the middle of the word?
- 8 Brainstorm words with learners, like: **net, pen, pet**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



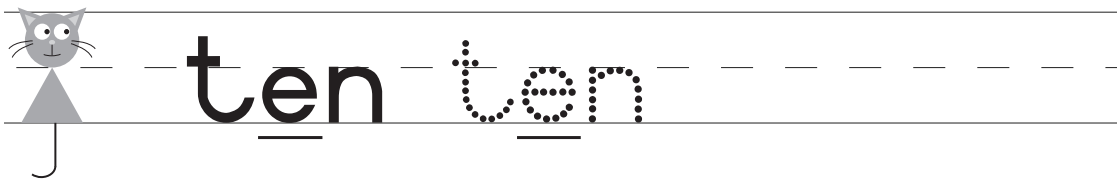
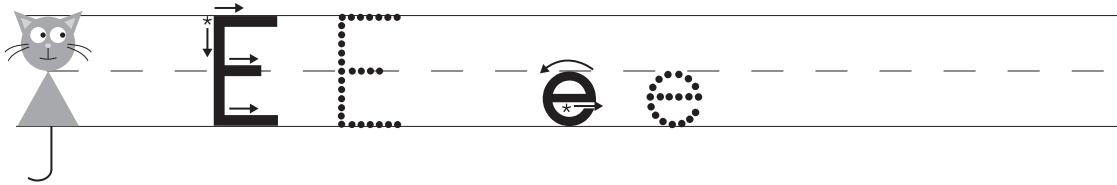
## Handwriting:

15 minutes

### Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **Ee**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.

- 6 Learners must then copy the sound/words/sentences into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.



**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

### First Read

#### COMPREHENSION STRATEGIES: THINK ABOUT (WONDER) / MAKE CONNECTIONS

| Text  | First Read (Think Aloud)  |
|---|---|
| Poor Dan had a bad week. He woke up late on Monday. He missed the bus and was late for school.  | Oh no! <b>I wonder</b> what will happen to Dan when he gets to school?  |
| 'Why are you late, Dan?' asked his teacher.   | <b>I wonder</b> how Dan feels? He didn't mean to be late!   |
| On Tuesday, Dan woke up very early so that he would not miss the bus again. But poor Dan left his school bag on the bus! When he came into class, he only had his soccer ball.  | Oh no! <b>I wonder</b> what was inside Dan's school bag?  |
| 'Where is your school bag, Dan?' asked his teacher.   | Oh no! <b>I wonder</b> if Dan had important things inside his school bag?   |
| On Wednesday, Dan woke up on time. 'I must not forget my bag today,' he thought, as he got onto the bus. He held onto his bag for the entire bus ride. He rode and rode. But Dan was on the wrong bus! The bus took him to the wrong school.                            | <b>I wonder</b> how Dan feels when he gets to the wrong school? He is trying to do the right thing but he keeps making mistakes!  |
| 'Where is Dan today?' asked his teacher.  | --  |
| On Thursday, Dan could not find his uniform. 'We have swimming on Thursday,' Dan thought. So Dan went to school in his swimming costume.  | <b>I wonder</b> what I would do if I couldn't find my school uniform? If I were Dan, I might not go to school at all! Dan is really trying hard to do the right thing!                        |
| 'Where is your uniform, Dan?' asked his teacher.  | If I were Dan, I would be wishing my teacher was happy that I tried so hard to come to school!  |
| On Friday, Dan woke up very early. He had his uniform on, he clutched his bag and he got onto the right bus. He arrived at school so early, it was still dark.<br><br>'I finally did everything right!' thought Dan. But poor Dan was so tired he fell asleep in class. | <b>I wonder</b> if Dan will finally have a good day?  |
| 'Why are you sleeping, Dan?' asked his teacher.   | If I were Dan, I would be wishing my teacher would see how hard I tried to do the right thing!  |
| On Saturday, Dan went to school on time, in his uniform, with his school bag.<br><br>'Today I will get it right!' he thought. 'I will stay awake all day!' But when he reached his school, the school gate was locked.  | <b>I wonder</b> why Dan is going to school on Saturday? It must be because Dan is trying so hard to do the right thing! If I were Dan, I would want the teacher to see how hard I was trying! |



| Text  | First Read (Think Aloud)  |
|---|---|
| 'Silly me! There is no school on Saturday!' Dan said.   | If I were Dan, I would be wishing my teacher could see how hard I tried to do the right thing. Dan was trying so hard he even tried to come to school on Saturday!  |
| On Sunday, Dan went to his cousin's birthday party. He was so excited he tripped and fell onto the cake. 'Oh no!' Dan thought. 'What a bad week! I hope that next week will be better.' | <b>I wonder</b> if Dan's next week will be better?  |
| Follow up questions   | Possible responses  |
| What happened that made Dan have a bad week?  | <ul style="list-style-type: none"> <li>• He missed the bus and was late.</li> <li>• He forgot his school bag.</li> <li>• He went to the wrong school.</li> <li>• His teacher was angry with him.</li> <li>• Etc.</li> </ul>   |
| When did Dan fall into the cake?  | He fell into the cake on Sunday, at his cousin's party.   |
| Why question  | Possible responses  |
| Why did Dan try to go to school on Saturday?  | <ul style="list-style-type: none"> <li>• Every day, something bad happened to Dan.</li> <li>• Dan wanted to have a good day at school.</li> <li>• Dan wants to have a day at school without any mistakes.</li> <li>• Dan is so determined to have a good day that he forgets there is no school on Saturday.</li> </ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 9**.
- 2 Explain **Tuesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Tuesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - trip
  - embarrassed
  - accident

| Rhyme or song              | Actions                            |
|----------------------------|------------------------------------|
| Sometimes I feel happy     | Smile and hold your thumbs up      |
| Sometimes I feel sad       | Look sad and hold your thumbs down |
| Sometimes I feel worried   | Hold your head in your hands       |
| Sometimes I feel mad!      | Make fists with your hands         |
| I have many feelings       | Point at yourself                  |
| So do you                  | Point at someone else              |
| Let's be kind and caring   | Hug yourself                       |
| When one of us feels blue! | Hold your arms out to someone      |

### CREATIVE STORYTELLING

- 1 Divide learners into their small groups.
- 2 Hand each group a copy of the creative storytelling pictures.
- 3 Tell learners to think of a story that fits with the pictures.
- 4 Give learners a minute or two to think about their ideas.
- 5 Next every learner in the group must take a turn to share their version of the story.
- 6 Remind learners that their story should be creative, but also must fit with the pictures!
- 7 Remind learners to listen carefully to each other's stories.
- 8 Thank learners for sharing their stories.





## Phonemic Awareness and Phonics:

15 minutes

### Introduce new sound and words

#### INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**ck**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound /**ck**/ sounds the same as the sounds /**c**/ and /**k**/.
- 4 Discuss how when we see a /**c**/ and /**k**/ together in a word, we say it as one sound /**ck**/.
- 5 Explain when you hear the /**ck**/ sound at the end of a word, it is always written like this: /**ck**/
- 6 Ask learners: Can you think of words that end with /**ck**/?
- 7 Brainstorm words with learners, like: **pack, sack, nock, tick**

#### INTRODUCE NEW WORDS

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

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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## Handwriting:


15 minutes

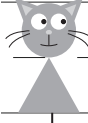
### Write new letter(s) / words / sentences


- 1 Teach learners to correctly form the lower case letter(s): **CK ck**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound/words/sentence into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.

 C K CK

 c k ck

 kick kick

 sick sick

 sock sock

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Draw a picture of a time you had a bad day, like Dan!

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

### MODELLING

- 1 Explain that today, learners will draw about a bad day
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I had a bad day when my phone got stolen. I felt so angry and upset.
- 4 Use **modelling** to draw a picture of feeling sad on a bad day.
- 5 Explain which words you will write. **Draw a line for each word**, like: sad angry
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Brainstorm some words about having a bad day with learners.
- 2 Write the words on the chalkboard, like: sad, angry, upset, frustrated.
- 3 Ask learners: What made you have a bad day? How did you feel?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about their bad day.
- 6 They must say: I had a bad day when... / I felt...
- 7 Explain that learners will now draw and label their own picture!

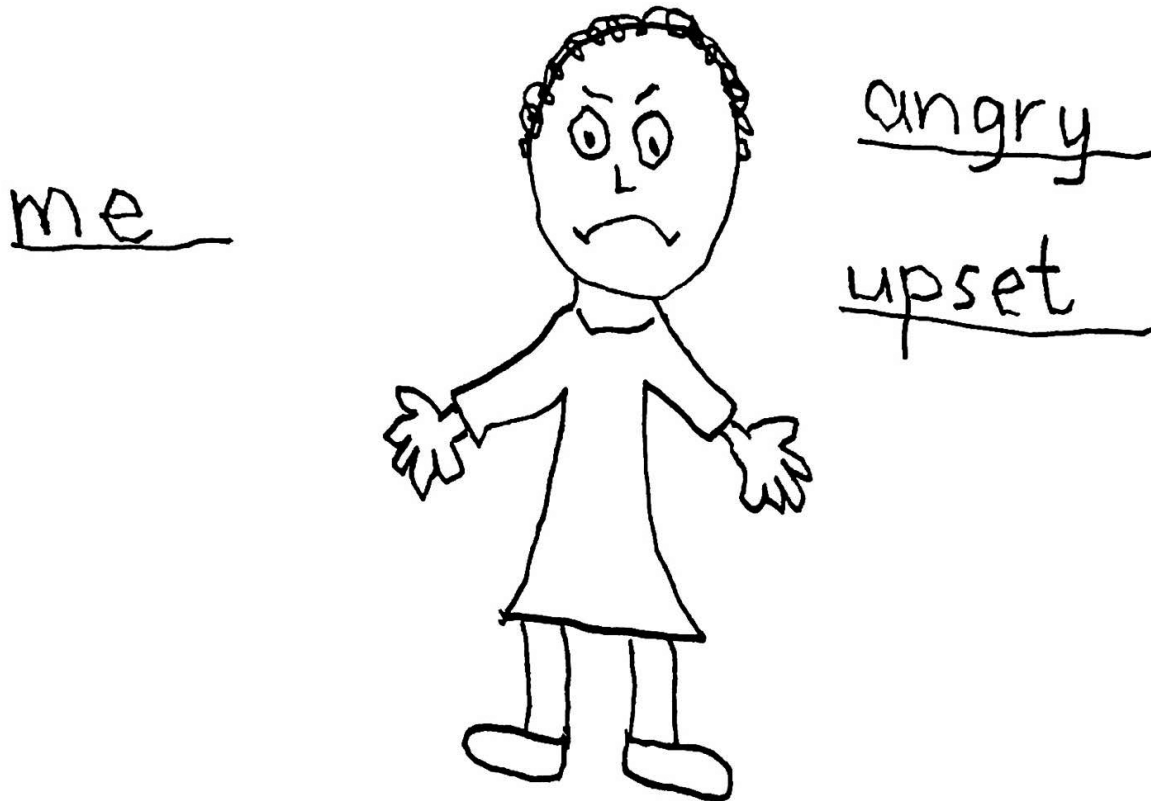
### WRITING

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

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



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 9**.
- 2 Explain **Wednesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Wednesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending

#### I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **net**
- 3 Segment the word into the individual sounds: /n/ - /e/ - /t/
- 4 Say the beginning sound of the word: /n/
- 5 Say the middle sound of the word: /e/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **net**
- 8 Model pointing and blending the sounds to make a word: /n/ - /e/ - /t/ = **net**
- 9 Repeat this with a word from the Wednesday lesson: **kick**

#### WE DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **men**
- 3 Ask learners: What is the first sound in the word? /m/
- 4 Ask learners: What is the middle sound in the word? /e/
- 5 Ask learners: What is the last sound in the word? /n/
- 6 Ask learners to segment the word into each individual sound: /m/ - /e/ - /n/
- 7 Write the word: **men**
- 8 Instruct learners to blend the sounds in the word with you: /m/ - /e/ - /n/ = **men**
- 9 Repeat this with a word from the Wednesday lesson: **sock**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

---



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: MAKE CONNECTIONS

| Text  | Second Read (Think Aloud)   |
|---|---|
| Poor Dan had a bad week. He woke up late on Monday. He missed the bus and was late for school.  | I hate being late! I feel worried when I am late. If I were Dan, I would be worried the whole way to school!  |
| 'Why are you late, Dan?' asked his teacher.   | If I were Dan, I would feel so embarrassed when my teacher yelled at me in front of the whole class!  |
| On Tuesday, Dan woke up very early so that he would not miss the bus again. But poor Dan left his school bag on the bus! When he came into class, he only had his soccer ball.  | I can <b>make a connection!</b> That is like a few weeks ago, when I left my bag at home! I felt so silly for leaving everything I needed at home!  |
| 'Where is your school bag, Dan?' asked his teacher.   | If I were Dan, this would make me feel so grumpy. He must already feel bad for leaving his bag, and now his teacher makes him feel worse!   |
| On Wednesday, Dan woke up on time. 'I must not forget my bag today,' he thought, as he got onto the bus. He held onto his bag for the entire bus ride. He rode and rode. But Dan was on the wrong bus! The bus took him to the wrong school.                            | I can <b>make a connection!</b> Once I was on a train and I fell asleep. When I woke up, I had missed my stop. I was in the wrong place! I felt so mad at myself for being in the wrong place!    |
| 'Where is Dan today?' asked his teacher.  | --  |
| On Thursday, Dan could not find his uniform. 'We have swimming on Thursday,' Dan thought. So Dan went to school in his swimming costume.  | I hate when I can't find something I need. If I were Dan, I would feel very grumpy when I couldn't find my uniform!   |
| 'Where is your uniform, Dan?' asked his teacher.  | If I were Dan, I would feel so embarrassed when my teacher asked me questions like this in front of the class!  |
| On Friday, Dan woke up very early. He had his uniform on, he clutched his bag and he got onto the right bus. He arrived at school so early, it was still dark.<br><br>'I finally did everything right!' thought Dan. But poor Dan was so tired he fell asleep in class. | I can <b>make a connection!</b> When I make a mistake, I try to do something to make it right. If I were Dan, I would want to have one good day at school after a week of so many silly mistakes! |
| 'Why are you sleeping, Dan?' asked his teacher.   | Oh no! Dan worked so hard. If I were Dan, I would feel so angry at myself for falling asleep!   |
| On Saturday, Dan went to school on time, in his uniform, with his school bag.<br><br>'Today I will get it right!' he thought. 'I will stay awake all day!' But when he reached his school, the school gate was locked.  | --  |



| Text  | Second Read (Think Aloud)  |
|---|--|
| 'Silly me! There is no school on Saturday!' Dan said.   | If I were Dan, I would laugh at myself! He must feel so silly.   |
| On Sunday, Dan went to his cousin's birthday party. He was so excited he tripped and fell onto the cake. 'Oh no!' Dan thought. 'What a bad week! I hope that next week will be better.' | I can <b>make a connection!</b> Once when I was running to say hi to my friend, I tripped and fell. I was so excited I wasn't paying attention. I felt so silly. I bet Dan must feel so silly when he falls in the cake! |

| Follow up questions                                   | Responses   |
|---|---|
| Where did Dan go on Saturday?                         | He went to school!  |
| Make a connection. When was a time you felt like Dan? | (Listen to learner responses)   |
| Why question  | Possible response   |
| Why did Dan have a bad week?                          | <ul style="list-style-type: none"> <li>• No one saw how hard Dan was trying to do the right thing.</li> <li>• He kept making mistakes, even though he was trying to fix them!</li> <li>• He felt embarrassed.</li> <li>• He felt silly.</li> <li>• He felt grumpy.</li> </ul> |



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 9**.
- 2 Explain **Thursday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Thursday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Friday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - clumsy
  - worried
  - grumpy

| Rhyme or song              | Actions                                   |
|----------------------------|---|
| Sometimes I feel happy     | <i>Smile and hold your thumbs up</i>      |
| Sometimes I feel sad       | <i>Look sad and hold your thumbs down</i> |
| Sometimes I feel worried   | <i>Hold your head in your hands</i>       |
| Sometimes I feel mad!      | <i>Make fists with your hands</i>         |
| I have many feelings       | <i>Point at yourself</i>                  |
| So do you                  | <i>Point at someone else</i>              |
| Let's be kind and caring   | <i>Hug yourself</i>                       |
| When one of us feels blue! | <i>Hold your arms out to someone</i>      |

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - This story is about...
  - I didn't like it when...
  - I think Dan...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

Write the table on the chalkboard that includes previously learnt sounds as well as the sounds taught on Tuesday and Wednesday.

|          |           |          |
|----------|-----------|----------|
| <b>o</b> | <b>ck</b> | <b>p</b> |
| <b>i</b> | <b>a</b>  | <b>s</b> |
| <b>t</b> | <b>m</b>  | <b>n</b> |

#### MODEL

- 1 Remind learners of the sounds of the week: /e/ and /ck/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /d/ – /e/ – /ck/
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /e/ or /ck/
- 6 Show learners how to make another word, like: /d/ – /o/ – /g/
- 7 Remind learners they can make any words using the target sounds, like **deck**, or words without the target sound, like **dog**.

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **e, ck**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others):  
**deck, decks, sock, pock, dock, peck, dog, dogs, gap, gaps, peg, pegs, cap, caps, sop, cop, cops, etc.**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: MAKE CONNECTIONS / SUMMARISE

#### ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: Dan has a bad week
- 2 They will also talk about something that they **connect to** in the story.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and something **they connect to** in the story, like: **I liked that** Dan kept trying, even though he made lots of mistakes. **When Dan forgot his bag on the bus, that reminds me of when** I forgot my bag at home. I felt so frustrated that I didn't have the things I needed!
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they like** and what they can **make a connection to** in the story.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners own ideas!*)



## Group Guided Reading

30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 9**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



## End of week language learning review

15 minutes

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- 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.*

The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational subjects and tools, including books, pencils, globes, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

**Grade 1**

**TERM 1**

**Week**

**10**

**THEME:**

**We have feelings**



## 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 Add items for your theme wall and table that will be of interest to learners, for instance: a picture of an adult talking to a child; a journal; etc.
- 5 Do some research on the internet to prepare for the theme. For example: support services available to children who need help; etc.
- 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.



## Extension Activities

---

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

**Activity 1:** DBE Workbook 1: Page 27, Fun

**Activity 2:** DBE Workbook 1: Page 28, Let's write

**Activity 3:** DBE Workbook 1: Page 28, Let's write

**Activity 4:** Draw a picture of something that makes you feel happy.

# Monday



## Oral Activities

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE (SECOND WEEK OF THE THEME)

- 1 Show learners the picture where the main character looks happy in the Big Book story:  
My name is Buhlebendalo
- 2 Tell learners that we are continuing our theme: We have feelings
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
- 7 What are some things that cause us to feel bad?
- 8 What are some things that cause us to feel good?
- 9 How can we deal with feelings of anger / sadness / disappointment?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - polite
  - rude
  - disappointed

| Rhyme or song              | Actions                                   |
|----------------------------|---|
| Sometimes I feel happy     | <i>Smile and hold your thumbs up</i>      |
| Sometimes I feel sad       | <i>Look sad and hold your thumbs down</i> |
| Sometimes I feel worried   | <i>Hold your head in your hands</i>       |
| Sometimes I feel mad!      | <i>Make fists with your hands</i>         |
| I have many feelings       | <i>Point at yourself</i>                  |
| So do you                  | <i>Point at someone else</i>              |
| Let's be kind and caring   | <i>Hug yourself</i>                       |
| When one of us feels blue! | <i>Hold your arms out to someone</i>      |





## Handwriting

15 minutes

---

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write: (*number differs per language*)  
kid  
sat  
sock  
cat  
pin  
man  
deck  
pig
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

---



## Shared Reading:

15 minutes

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### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: My name is Buhlebendalo
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Draw a picture showing something that makes you feel scared.

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

### MODELLING

- 1 Explain that today, learners will draw about something that makes them feel scared.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I feel scared when I am home alone and the electricity goes out – I don't like being alone in the dark!
- 4 Use **modelling** to draw a picture of yourself in the dark, looking scared.
- 5 Explain which words you will write. **Draw a line for each word**, like: I feel scared
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Brainstorm some ideas of things that make us feel scared with learners.
- 2 Write the words on the chalkboard, like: spiders, the dark, scary movies, snakes,
- 3 Ask learners: What is something that makes you feel scared?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about something that makes them scared.
- 6 They must say: I feel scared when...
- 7 Explain that learners will now draw and label their own picture!

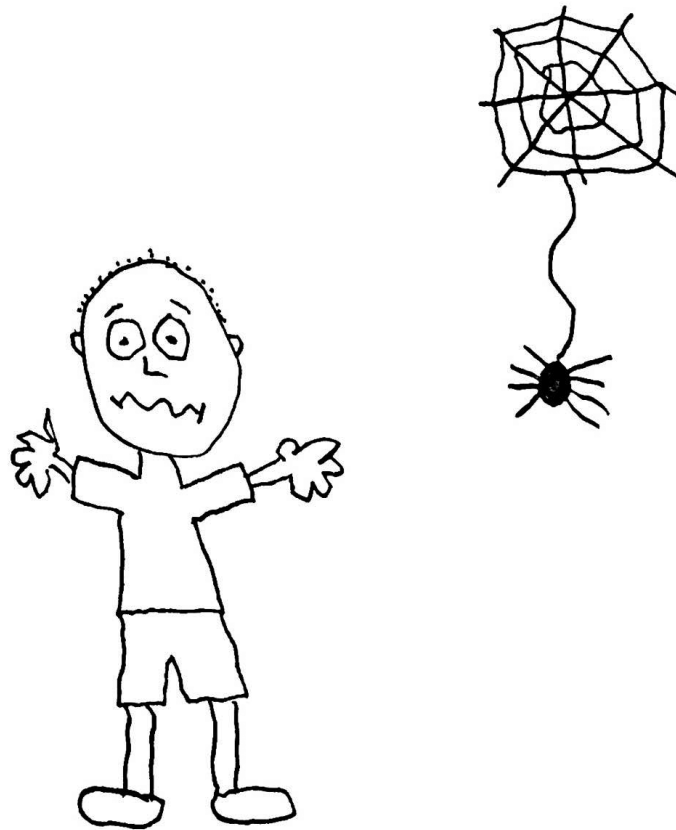
### WRITING

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

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



I feel scared.



## Group Guided Reading

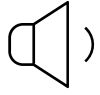
30 minutes

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**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 10**.
- 2 Explain **Monday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Monday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Revise sounds and words

#### REVISE SOUNDS

- 1 Say the sound and hold up the flashcard for all sounds covered in the term: /a/ /s/ /t/ /p/ /i/ /n/ /m/ /d/ /o/ /g/ /c/ /k/ /e/ /ck/
- 2 Hold up the flashcards in different orders and ask individual learners to read the sounds.
- 3 Stick up the sound flashcards on the chalkboard.
- 4 Ask a few different learners to come and build words on the chalkboard.
- 5 Then, ask learners to build and write down as many words as they can in their books.

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



## Handwriting:

15 minutes

### Revise letter(s) / words / sentences

- 1 Show learners how to write short sentences on the chalkboard.
- 2 Point out that the sentence starts with a capital letter and ends with a full stop.
- 3 Learners must then copy the sentences into their books.

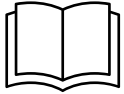
 A cat sits.

 A cat sits on a mat.

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



**Shared Reading:**

15 Minutes

**First Read**

**COMPREHENSION STRATEGIES: MAKE INFERENCES**

| Text  | First Read (Think Aloud)   |
|---|--|
| <p>Ever since she was born, everyone in Buhlebendalo’s family called her by her whole, beautiful name: Buhlebendalo. She loved the sound of her name. She loved to say it slowly, syllable-by-syllable. And, she loved to say it quickly. She loved everything about her name!</p>  | <p>--</p>  |
| <p>On her first day of school, Buhlebendalo’s teacher told all of the learners to stand at the front of the room. Then, the teacher called each learner one-by-one and showed them where to sit. Taped to each learner’s desk was a name tag. Buhlebendalo couldn’t want to see her whole, beautiful name written on her very own desk.</p> | <p>This is Buhlebendalo’s first time in school. I <b>infer</b> that this is the first time she will ever have her own school desk with her name written on it!</p>                   |
| <p>Finally, the teacher called her name. She said it slowly, syllable-by-syllable. Buhlebendalo smiled a big smile and raised her hand.<br/><br/>‘I’m just going to call you Buhle,’ the teacher said, ‘your name is very long!’<br/><br/>Buhlebendalo didn’t want to sound rude, so she didn’t say anything.</p>                           | <p>I <b>wonder</b> why Buhlebendalo didn’t correct her teacher? Oh, I <b>infer</b> that it is because she was scared that she might get into trouble for correcting her teacher.</p> |
| <p>When she sat down at her desk, her name tag said Buhle. It didn’t say her whole, beautiful name. Buhlebendalo’s smile faded.</p>   | <p>--</p>  |
| <p>Later that day, Buhlebendalo’s teacher called her to answer a question.<br/><br/>‘Buhle!’ the teacher called.<br/><br/>But Buhlebendalo missed her turn, because she didn’t realise that the teacher was calling her!</p>  | <p>I can <b>infer</b> that the teacher thinks that Buhle and Buhlebendalo are the same name, but to Buhlebendalo, they are very different!</p>                                       |
| <p>Every day at school, Buhlebendalo missed the sound of her full name. Buhlebendalo thought about correcting her teacher, but she didn’t want to sound rude.</p>   | <p>I can <b>infer</b> that at school Buhlebendalo is always called Buhle.</p>  |

| Text  | First Read (Think Aloud)   |
|---|--|
| <p>A few weeks later, Buhlebendalo brought home her favourite drawing from school to show her mother.</p> <p>‘Oh! Why have you changed your name?’ asked her mother.</p> <p>‘Well I didn’t have a choice. My teacher said my name is too long. And I don’t want to sound rude!’ Buhlebendalo said.</p>                | <p>I can <b>infer</b> that Buhlebendalo didn’t tell her mother about being called Buhle at school. Her mother didn’t know!</p>   |
| <p>‘If you <i>want</i> to be called Buhle, that’s okay. But if you don’t like it, you must tell your teacher. It’s not rude! You have the right to be called by your whole, beautiful name!’ her mother said. ‘I understand that you might be too scared to tell your teacher. I will come speak to her for you.’</p> |  |
| <p>The next day, Buhlebendalo’s mother came with her to school. They got there early. Buhlebendalo went to play with her new friends while her mother went to speak to her teacher.</p>   | --   |
| <p>When the bell rang, Buhlebendalo felt scared. ‘What if the teacher hates me now?’ she worried. But when she walked into the classroom, the teacher smiled at her.</p> <p>‘Good morning, Buhlebendalo,’ she said.</p>   | <p>I <b>infer</b> that Buhlebendalo’s mother spoke to the teacher about calling her by her whole beautiful name, rather than Buhle. Now, her teacher uses the right name!</p>  |
| <p>When Buhlebendalo sat at her desk, her name tag had been replaced. Her new name tag said her whole, beautiful name: Buhlebendalo.</p>  | <p>I can <b>infer</b> that from now on, Buhlebendalo will be called by her whole beautiful name at school!</p>   |
| Follow up questions   | Possible responses   |
| <p>What did Buhlebendalo wait to see on her desk?</p>   | <p>She waited to see her name tag, with her whole, beautiful name written.</p>   |
| <p>What did Buhlebendalo’s teacher call her?</p>  | <p>She called her Buhle.</p>   |
| Why question  | Possible responses   |
| <p>Why was Buhlebendalo disappointed?</p>   | <ul style="list-style-type: none"> <li>• Because she thought her whole, beautiful name would be written on her desk.</li> <li>• Because her teacher shortened her name.</li> <li>• Because at school, she wasn’t called by her whole, beautiful name.</li> </ul> |



## Group Guided Reading

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30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 10**.
- 2 Explain **Tuesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Tuesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - kind
  - mean
  - tears

| Rhyme or song              | Actions                                   |
|----------------------------|---|
| Sometimes I feel happy     | <i>Smile and hold your thumbs up</i>      |
| Sometimes I feel sad       | <i>Look sad and hold your thumbs down</i> |
| Sometimes I feel worried   | <i>Hold your head in your hands</i>       |
| Sometimes I feel mad!      | <i>Make fists with your hands</i>         |
| I have many feelings       | <i>Point at yourself</i>                  |
| So do you                  | <i>Point at someone else</i>              |
| Let's be kind and caring   | <i>Hug yourself</i>                       |
| When one of us feels blue! | <i>Hold your arms out to someone</i>      |

### CREATIVE STORYTELLING

- 1 Divide learners into their small groups.
- 2 Hand each group a copy of the creative storytelling pictures.
- 3 Remind learners that last week, they made up their own stories around the pictures.
- 4 This week, learners must work as a group to decide on a group story.
- 5 Remind learners that their story should be creative, but also must fit with the pictures!
- 6 Call the class to attention.
- 7 Ask 1–2 different groups to share their group stories.
- 8 Thank learners for sharing their stories.







## Phonemic Awareness and Phonics:

15 minutes

### Revise words

#### INTRODUCE SOUND

- 1 Have all the phonic words flashcards ready.
- 2 Hold up each word, and ask a different individual learner to read it.
- 3 If a learner cannot read a word, help the learner to sound out the word.

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

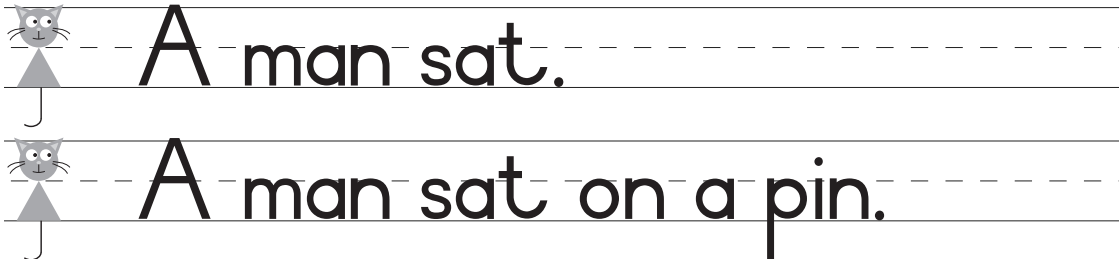


## Handwriting:

15 minutes

### Revise letter(s) / words / sentences

- 1 Show learners how to write short sentences on the chalkboard.
- 2 Point out that the sentence starts with a capital letter and ends with a full stop.
- 3 Learners must then copy the sentences into their books.



#### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Writing:

30 minutes

### Plan and Draft

**TOPIC:** Draw a picture of a time you felt disappointed

**TASK:** Draw a picture and add a label

**WRITING FRAME:** n/a

### MODELLING

- 1 Explain that today, learners will draw about a time they felt disappointed, just like Buhlebendalo when her name tag 'Buhle' instead of her whole, beautiful name.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I felt disappointed when I thought I did well on my exam, but then I failed.
- 4 Use **modelling** to draw a picture of yourself getting back a failed test, looking disappointed.
- 5 Explain which words you will write. **Draw a line for each word**, like: I feel disappointed
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

### ORAL INSTRUCTIONS

- 1 Brainstorm some words about things that make us feel disappointed with learners.
- 2 Write the words on the chalkboard, like: failed, lost, visit
- 3 Ask learners: When was a time you felt disappointed?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you about a time they felt disappointed.
- 6 They must say: I felt disappointed when...
- 7 Explain that learners will now draw and label their own picture!

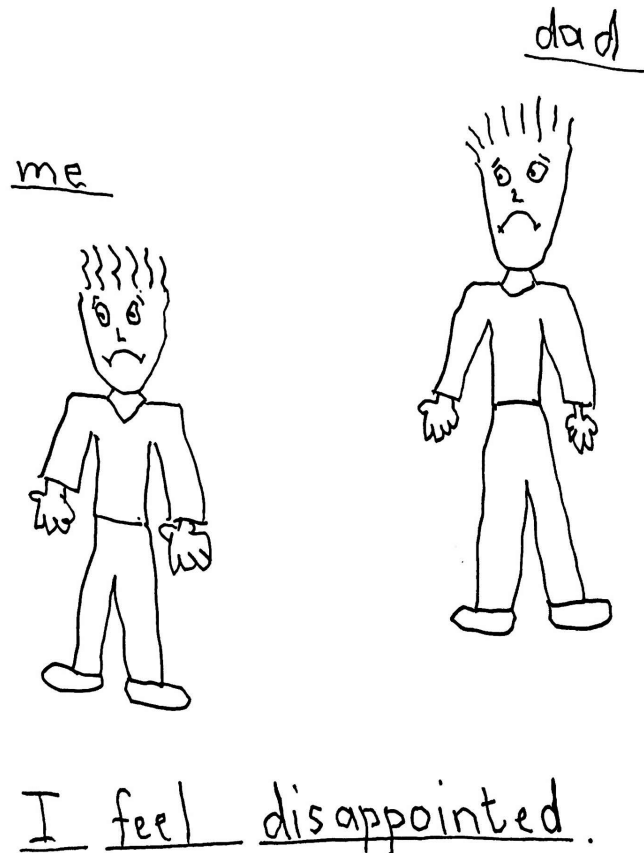
### WRITING

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

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



### Group Guided Reading

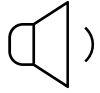
30 minutes

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**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 10**.
- 2 Explain **Wednesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Wednesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Segmenting and Blending Revision

#### I DO...

- 1 Use two words that sound similar, for example: **pet; pat**
- 2 Say the word: **pet**
- 3 Segment the word into the individual sounds: /p/ - /e/ - /t/
- 4 Say the beginning sound of the word: /p/
- 5 Say the middle sound of the word: /e/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **pet**
- 8 Model pointing and blending the sounds to make a word: /p/ - /e/ - /t/ = **pet**
- 9 Repeat this with the next word: **pat**

#### WE DO...

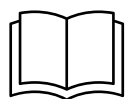
- 1 Use another two words that sound similar, for example: **sick; sack**
- 2 Say the word: **sick**
- 3 Ask learners: What is the first sound in the word? /s/
- 4 Ask learners: What is the middle sound in the word? /i/
- 5 Ask learners: What is the last sound in the word? /ck/
- 6 Ask learners to segment the word into each individual sound: /s/ - /i/ - /ck/
- 7 Write the word: **sick**
- 8 Instruct learners to blend the sounds in the word with you: /s/ - /i/ - /ck/ = **sick**
- 9 Repeat this with the next word: **sack**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: MAKE INFERENCES

| Text  | Second Read (Think Aloud)  |
|---|--|
| <p>Ever since she was born, everyone in Buhlebendalo's family called her by her whole, beautiful name: Buhlebendalo. She loved the sound of her name. She loved to say it slowly, syllable-by-syllable. And, she loved to say it quickly. She loved everything about her name!</p>  | <p>I remember that in the story, Buhlebendalo's teacher shortened her name. I can <b>infer</b> that her teacher was the first person to do that!</p> |
| <p>On her first day of school, Buhlebendalo's teacher told all of the learners to stand at the front of the room. Then, the teacher called each learner one-by-one and showed them where to sit. Taped to each learner's desk was a name tag. Buhlebendalo couldn't want to see her whole, beautiful name written on her very own desk.</p> | <p>I can <b>infer</b> that as she waits, Buhlebendalo is thinking about how her name will look written on her very own desk!</p>                     |
| <p>Finally, the teacher called her name. She said it slowly, syllable-by-syllable. Buhlebendalo smiled a big smile and raised her hand.</p> <p>'I'm just going to call you Buhle,' the teacher said, 'your name is very long!'</p> <p>Buhlebendalo didn't want to sound rude, so she didn't say anything.</p>                               | <p>Buhlebendalo must be disappointed, because she loves her beautiful name and her teacher doesn't want to use it!</p>                               |
| <p>When she sat down at her desk, her name tag said Buhle. It didn't say her whole, beautiful name. Buhlebendalo's smile faded.</p>   | <p>Buhlebendalo must be so disappointed that her name is written out like she thought it would be!</p>   |
| <p>Later that day, Buhlebendalo's teacher called her to answer a question.</p> <p>'Buhle!' the teacher called.</p> <p>But Buhlebendalo missed her turn, because she didn't realise that the teacher was calling her!</p>  |  |
| <p>Every day at school, Buhlebendalo missed the sound of her full name. Buhlebendalo thought about correcting her teacher, but she didn't want to sound rude.</p>   | <p>I can <b>infer</b> that she misses being at home, where everyone called her by her whole beautiful name.</p>                                      |

| Text   | Second Read (Think Aloud)   |
|--|---|
| <p>A few weeks later, Buhlebendalo brought home her favourite drawing from school to show her mother.</p> <p>'Oh! Why have you changed your name?' asked her mother.</p> <p>'Well I didn't have a choice. My teacher said my name is too long. And I don't want to sound rude!' Buhlebendalo said.</p> <p>'If you <i>want</i> to be called Buhle, that's okay. But if you don't like it, you must tell your teacher. It's not rude! You have the right to be called by your whole, beautiful name!' her mother said. 'I understand that you might be too scared to tell your teacher. I will come speak to her for you.'</p> | <p>Buhlebendalo's mother <b>inferred</b> that she was scared to correct her teacher.</p>  |
| <p>The next day, Buhlebendalo's mother came with her to school. They got there early. Buhlebendalo went to play with her new friends while her mother went to speak to her teacher.</p>  | <p>I can <b>infer</b> that Buhlebendalo feels scared to be there while her mother talks to her teacher.</p>   |
| <p>When the bell rang, Buhlebendalo felt scared. 'What if the teacher hates me now?' she worried. But when she walked into the classroom, the teacher smiled at her.</p> <p>'Good morning, Buhlebendalo,' she said.</p>  | <p>I <b>infer</b> that Buhlebendalo never said anything to her teacher, because she was worried it might make her teacher dislike her.</p>  |
| <p>When Buhlebendalo sat at her desk, her name tag had been replaced. Her new name tag said her whole, beautiful name: Buhlebendalo.</p>   | <p>--</p>   |
| Follow up questions  | Responses   |
| <p>Why did Buhlebendalo's teacher call her Buhle?</p>  | <p>Because she said that her name was too long.</p>   |
| <p>How did Buhlebendalo's mother <b>infer</b> that she felt?</p>   | <p>She inferred that she felt too scared to talk to her teacher.</p>  |
| Why question   | Possible response   |
| <p>Why did Buhlebendalo's teacher replace her name tag at the end of the story?</p>  | <p>Because Buhlebendalo's mother went to talk to her teacher.</p> <p>Because the teacher realized that she preferred to be called Buhlebendalo rather than Buhle.</p> <p>Because the teacher had written the wrong name, and she had to fix it!</p> |



## Group Guided Reading

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30 minutes

**GROUPS:** \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 10**.
- 2 Explain **Thursday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Thursday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.

# Friday



## Oral Activities

15 minutes

### THEME VOCABULARY

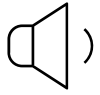
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - scared
  - confused
  - angry

| Rhyme or song              | Actions                                   |
|----------------------------|---|
| Sometimes I feel happy     | <i>Smile and hold your thumbs up</i>      |
| Sometimes I feel sad       | <i>Look sad and hold your thumbs down</i> |
| Sometimes I feel worried   | <i>Hold your head in your hands</i>       |
| Sometimes I feel mad!      | <i>Make fists with your hands</i>         |
| I have many feelings       | <i>Point at yourself</i>                  |
| So do you                  | <i>Point at someone else</i>              |
| Let's be kind and caring   | <i>Hug yourself</i>                       |
| When one of us feels blue! | <i>Hold your arms out to someone</i>      |

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - In the story...
  - My favourite part was...
  - If I were Buhlebendalo, I think I would feel...when...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.





## Phonemic Awareness and Phonics:

15 minutes

### Word Find

Write the table on the chalkboard that includes all the sounds covered this term.

|          |           |          |
|----------|-----------|----------|
| <b>a</b> | <b>s</b>  | <b>p</b> |
| <b>t</b> | <b>i</b>  | <b>n</b> |
| <b>m</b> | <b>d</b>  | <b>o</b> |
| <b>g</b> | <b>c</b>  | <b>k</b> |
| <b>e</b> | <b>ck</b> |          |

#### MODEL

- 9 Review all of the sounds and blends on the chalkboard.
- 10 Give learners 3 minutes to make as many words as they can using the sounds and blends above.

#### LEARNERS DO

- 1 Tell learners to open their exercise books.
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work.
- 5 Ask learners to share words they have built, and write them on the chalkboard.

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

##### ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **make an inference** about what would happen next if the story continued.
- 3 **Model** how you **make an inference** about what could happen next, like: I think that next, Buhlebendalo would feel excited to come to school.
- 4 Draw your own picture on the chalkboard of Buhlebendalo sitting in her desk, looking happy.
- 5 Next, tell learners that they are going to make an inference about what could happen next.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes, and draw their ideas about what could happen next.
- 8 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



## Group Guided Reading

30 minutes

#### GROUPS: \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 10**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



## End of week language learning review

15 minutes

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- 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.*