

Grade 3

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:
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tshivenda@homelanguage.co.za
sepedi@homelanguage.co.za
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setswana@homelanguage.co.za
afrikaans@homelanguage.co.za
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.**

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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

rescue	trustworthy	honest	promise	threaten	defend
trait	adventurous	generous	sandcastle	moat	spade
shy	outgoing	accident	thoughtful	patient	apologise
determined	determination	achieve	talent	donate	attitude
goal	decision	decide	injury	amputate	disease
gravity	defy	adapt	crutches	inspire	prejudices
ruin	annoyed	siblings	trust	reaction	expected
furious	generous	possession	albino	perspective	annoyed
prejudice	guilty	uncomfortable	comfortable	lonely	clingy
independent	imagination	real	pretend	beanstalk	giant
impressed	magic	harp	creature	villain	fiction
nonfiction	doubt	confidence	activist	publish	editor
beam					

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

st	oa	dr	ee	gr	oo
sh	th	ch	cr	oo	ng
ar	or	ur	ir		

Learners should be able to break the following words into syllables

--	--	--	--	--	--

READING

Learners should be able to decode the following words

stop	stand	rust	must	goat	boat
road	toad	drop	drip	drag	dress
drum	seem	tree	feel	green	bleed
grab	green	groan	grin	grub	moon
spoon	doom	gloom	room	sheep	ship
shop	wish	dash	thick	thin	think
moth	with	chop	chip	chin	rich
much	crust	crack	crush	crash	crop
book	took	look	shook	crook	sing
song	king	swing	sting	car	sharp
cartoon	garden	start	born	storm	torch
short	sport	turn	nurse	hurt	burst
burnt	bird	third	thirst	chirp	first

Learners should be able to read the following words by sight

eat	phone	scared	help	friend	please
ruin	why	knock	sorry	over	hurt
won	shoes	like	different	dance	beauty
because	one	always	special	toy	idea
hair	alone	leave	around	play	thought
poor	magic	money	about	giant	picture
colourful	words	read	write		

Learners should be able to read a connected text such as the example that follows

I like to read. I must read a story. I must read a story about a king. I must read a story about a king and his ship. I must read a story about a great king and his colourful ship. I will read with my mom. My mom also likes to read. My mom will read the story with me. She will read the story about the king and his ship with me. She will read the story about the great king and his colourful ship with me.

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 answer written comprehension questions on the text
- 8 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
- 3 Learners should be able to complete a short writing frame
- 4 Learners should be able to write 1 paragraph using a writing frame or plan
- 5 Learners should be able to write: a list/a list of instructions

**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

- 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
1.45		1.15		1.45		1.00		1.15	



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.



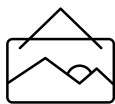
Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	READING WORKSHEET
1	ORIENTATION		
2			
3	What is friendship?	Wendy whale to the rescue	3
4	What is friendship?	Mbuso's sandcastle	4
5	Determination	Zodwa's new shoes	5
6	Determination	Musa Motha – A gravity-defying dancer	6
7	Me and my siblings	Bear gets a haircut	7
8	Me and my siblings	Go play Fanisa!	8
9	Imagination	Jack and the beanstalk	9
10	Imagination	Stacey's first book	10



Term 1 Programme of Assessment

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

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

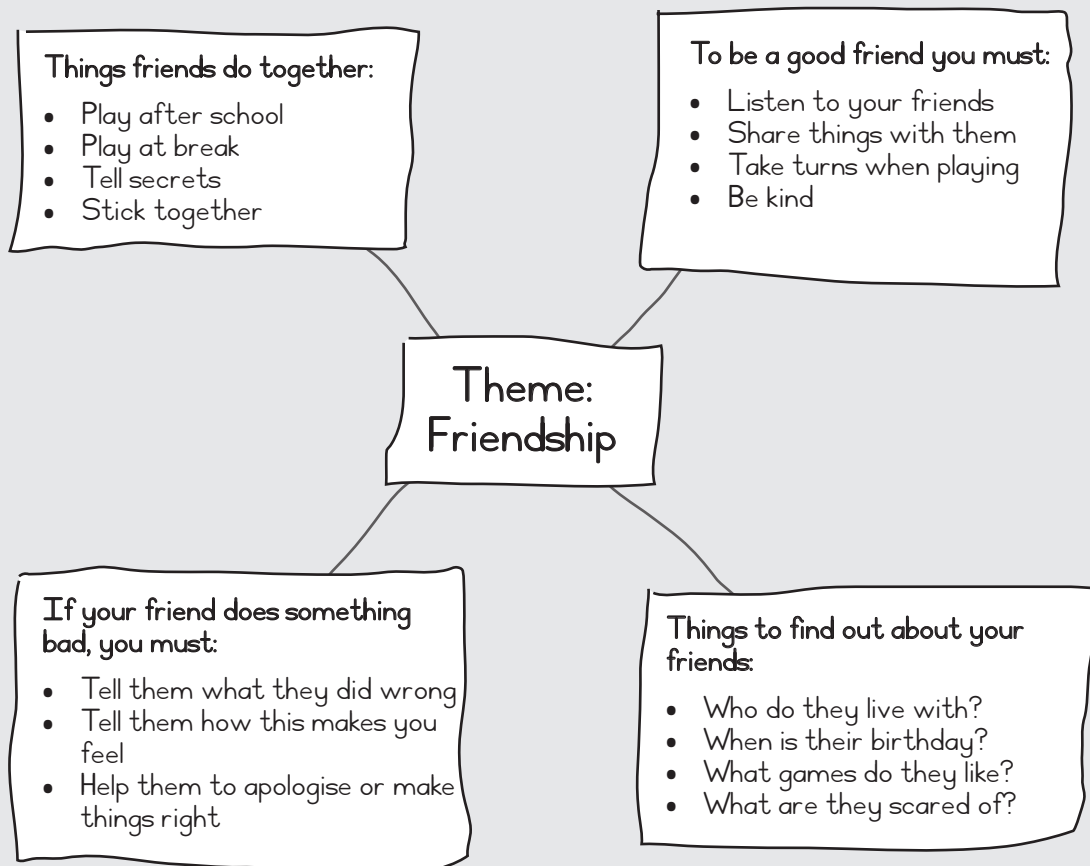
Objective: *To consolidate learners' knowledge of new vocabulary. To learn through play.*

- 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, syllables 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, syllables and words will differ from lesson to lesson.*)
- 4 Tell learners to write down the sound, syllable 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, syllables 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, syllable or word correctly.
 - They also need to see if they know how to form the letters properly.
- 7 Call out the sounds, syllables and words in the lesson plan.
- 8 Next, instruct learners to take a coloured pencil and correct their own work.

- 9 Correctly write the answers 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 begin with /p/?
- 6 Brainstorm words with learners, like: path, power, pap, pencil
- 7 Ask learners: Can you think of words that end with /p/?
- 8 Brainstorm words with learners, like: **map, clap, cap**

Introduce 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.
- 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.

bl-	i	p
oo	d	a
nk	e	m

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 Afrikaans – 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 and syllables, 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 swop 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 swopped.
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.

ph-	u-	p	ama-
th-	b	a	isi-
l	e	m	izi-

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.

Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
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 <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> 1 Look at the picture. 2 Ask learners: What do you think is happening here? 3 Let learners think about the question. 4 If learners cannot answer, give an example answer to the question. 5 Show how the pictures link to each other to build a story.
Examples <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> 1 What do you think is happening here? 2 How do you think this character feels? Why? 3 What do you think you will see in the next picture?
Steps <i>(For predicting with text)</i>	<ol style="list-style-type: none"> 1 Read a page of text. 2 Ask learners: What do you think happens next? 3 Let learners think about the question. 4 If learners cannot answer, give an example answer to the question.
Examples <i>(For predicting with text)</i>	<ol style="list-style-type: none"> 1 What do you think happens next? 2 What do you think this character does next? 3 How do you think this story ends?
Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story in their minds as it happens.
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"> 1 Read the text on the page. 2 Say: Now we are going to visualise the story as if we were watching a movie. 3 Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind. 4 Read the text again. 5 Tell learners what you visualised. (Model the skill.) 6 Ask learners: What did you see? (What happened in your movie?) 7 Listen to and discuss learners' answers. Make sure learners' answers are relevant to what is happening in the story.

Examples	<ol style="list-style-type: none"> 1 I visualised when Joe won the race. I could see the sweat coming off his head and flying everywhere. I could see his eyes focussed on the finish line, and his body working as hard as it could.
Strategy 3: Search the text	
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"> 1 Read the text on the page. 2 Ask learners a question about the information in the text, like: Who did Joe want to beat in the race? 3 Let learners answer the question. 4 NOTE: 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.
Examples	<ol style="list-style-type: none"> 1 Who did Joe want to beat in the race? 2 What did Joe do before the race? 3 When did Joe train for the race? 4 Where was the race being held?
Strategy 4: Summarise	
Explanation	When learners summarise, they think about 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"> 1 Read the text. 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. 3 Give learners a minute to think about the story. 4 Instruct learners to turn and talk and share their summary with a friend. 5 Finally, you may ask learners to write down their summaries, using a frame to assist them.
Examples	<p>Story: Joe wins the race</p> <p><u>Learners could summarise the story as follows:</u></p> <p>This story is about 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>I liked the part where Joe broke the tape at the end of the race – it was so exciting.</p> <p>I learnt that if you try hard and never give up you can be successful.</p>
Strategy 5: Think about the text (Wonder)	
Explanation	When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text.

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"> 1 Read the text on the page. 2 Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the First Read and Second Read blocks in the lesson plans.) 3 Say: I see / I notice... 4 Say: I wonder...? 5 Learners do not need to answer the question.
Example	I see that Sizwe laughed at Joe when he entered the race. I wonder if this will upset Joe?

Strategy 6: Make connections

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

Strategy 7: Make inferences

Explanation	<p>Making an inference involves using what you 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	<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>

Steps	<ol style="list-style-type: none"> 1 Read the text on the page. 2 Ask learners: What do you know about this? What does the text say? 3 Ask learners: What else can we guess about this? Is there something that the text does not say? 4 Ask learners: What can we infer about Joe from the way he kept on practising? 5 Listen to and discuss learners' answers. Make sure learners' answers are logical. 6 If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...
Example	<p>Text:</p> <p>My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.</p> <p>Inference:</p> <p>Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.</p>
Strategy 8: Make Evaluations	
Explanation	When we evaluate a text, we make a judgement about an aspect of the text.
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"> 1 Read the text on the page. 2 Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3 Listen to and discuss learners' answers. Make sure learners' answers are logical. 4 If learners struggle, share your own evaluation as an example: I think x did the right thing because x
Example	<p>Some evaluation questions start with:</p> <ol style="list-style-type: none"> 1 Do you think... 2 Do you agree with... 3 In your view... 4 Did you like...

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

SHARED READING: PRE-READ

COMPREHENSION STRATEGY: PREDICT

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

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

WHAT TO DO WITH EACH GROUP DURING GROUP GUIDED READING:

- 1 Call a group to read to you.
 - 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

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, microscopes, lightbulbs, and geometric shapes. The icons are scattered across the page, creating a textured, academic atmosphere.

Grade 3

TERM 1

Week

1

Orientation

Monday



Oral Activities

15 minutes

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 **learning** in the middle of the chalkboard.
- 4 Ask learners: *What do you like to learn about?*
- 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 did you like learning about Grade 1?
 - b What did you like learning about in Grade 2?
 - c Why did you like learning 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

- 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 hand 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 hand 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:

One thing I want you to know about me is _____

MODELLING

- 1 Explain that today, learners will write about **something that they want you (their teacher) to know about them.**
- 2 Read the writing frame out loud to learners.
- 3 Use **modelling** to show learners that you **think before you write.**
- 4 Tell learners some ideas you have for filling in the writing frame, like: I have two children.
- 5 Use **modelling** to draw a picture of yourself with your children.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame: **One thing I want you to know about me** **is** I have two children.
- 8 **Say words slowly like a tortoise and write the sounds you know.**
- 9 **Use resources**, like sight words and theme vocabulary words.
- 10 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Ask learners: What would you like me to know about you?
- 2 Instruct learners to **think before they write.**
- 3 Call on 2–3 learners to tell you one thing they want you to know.
- 4 They must say: One thing I want you to know about me is...
- 5 Explain that learners will now draw and write about their own feelings!

ORAL INSTRUCTIONS

- 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 Help learners to fill in the writing frame.
- 5 Encourage learners.
- 6 **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 books!)
- 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

- 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 the date from the board. Explain that learners will only have one 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 hand 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 hand 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 books!)
- 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

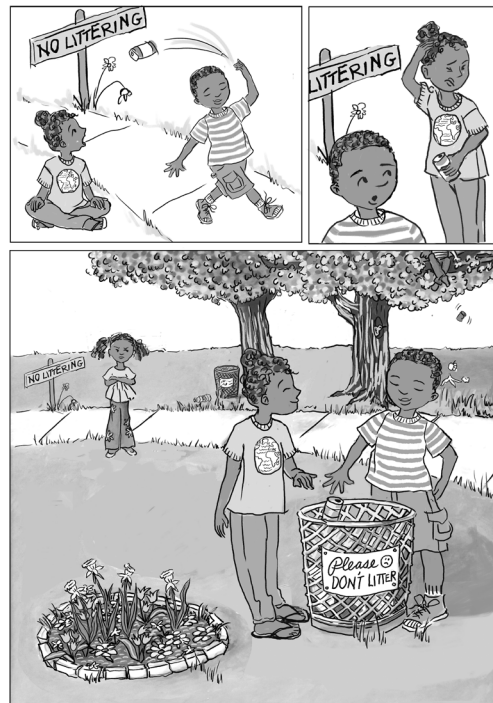
WEEK 1

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 the date from the board. Explain that learners will only have one minutes to do this. (It is important to train learners to do this quickly!)
- 10 Instruct learners to write their name neatly and quickly underneath the date. Explain that they will have 30 seconds to do this.
- 11 Instruct learners who have extra time to write their names again (or as many times as possible in the 30 seconds).
- 12 When the 30 seconds are finished, instruct learners to close their books.
- 13 Remind learners that the book monitors will also be responsible for collecting books.

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

15 Remind learners where they must put the books.

16 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:

One thing I want you to know about me is _____

Another thing that is important about me is _____

MODELLING

- 1** Explain that today, learners will add a sentence to their writing from Monday.
- 2** Today they will think about another important thing for people to know about them!
- 3** Read the new writing frame to learners.
- 4** Use **modelling** to show learners that you **think before you write**.
- 5** Explain some ideas you have for filling in the writing frame, like: Another thing that is important for you to know about me is that I love to read.
- 6** Use **modelling** to add to your drawing, like: You reading a book.
- 7** Explain which words you will write. **Draw a line for each word.**
- 8** Use **modelling** to complete the writing frame, like: Another thing that is important about me is I love to read!
- 9** **Say words slowly like a tortoise and write the sounds you know.**
- 10** Use **resources** (sight words, theme vocabulary word) to add labels to your drawing.
- 11** **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

ORAL INSTRUCTIONS

- 1** Remind learners that on Monday, we thought about something we wanted people to know about us.
- 2** Today we will add a sentence to our writing.
- 3** Ask learners: What is one thing another thing you think is important for people to know about you?
- 4** Instruct learners to **think before they write.**

- 5 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 6 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!
- 7 Instruct learners to **turn and talk** with a partner about one thing they like about school.
- 8 **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.**
- 9 Call on 3–4 learners to tell you what their partner thinks is important for other people to know.
- 10 They must say: Another thing my partner thinks is important to know about them is...
- 11 Explain that learners will now use the writing frame to draw and write their own ideas!

ORAL INSTRUCTIONS

- 1 **Call on same book monitors to hand out exercise books.**
- 2 Instruct learners to find their writing from Monday. They will **add** to this!
- 3 As learners are writing, walk around the room and complete **mini conferences**.
- 4 Ask learners to **read their writing**.
- 5 Help learners complete the writing frame.
- 6 Help learners **say words slowly like a tortoise** and **use resources**.
- 7 **Encourage learners.**

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 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 books!)
- 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 hand 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 Read the story on page 2 of the DBE workbook out loud to learners.

- 12 Ask learner the following questions. Remind learners they must raise their hand if they want to answer:
 - a Who is the grade 3 teacher?
 - b How many new children are there?
 - c What does the poster on the wall say?
- 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 hand 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 books!)
- 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

WEEK 1

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. 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.

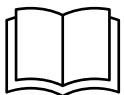


Phonemic Awareness and Phonics:

15 minutes

Word Find

- 1 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 story from the DBE Workbook from.
- 3 Use **modelling** to show learners how to give a 1–2 sentence summary of the story: **I remember that there were two new children at school, Piet and Lebo.**
- 4 Reread the story from page 2 of the DBE workbook.
- 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 books!)
- 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 3

TERM 1

Week

2

Orientation

Monday



Oral Activities

15 minutes

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 **learning** in the middle of the chalkboard.
- 3 Ask learners: *What does it mean to be a learner?*
- 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 do you like learning?
 - b What can you do when you're trying to learn something but it feels difficult?
 - c How can you be an excellent learner?

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 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

- 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 hand 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 hand 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:**

This year, my goal is...

Another goal I have is...

MODELLING

- 1 Explain that today, learners will draw about **some goals they have for their learning this year.**
- 2 Read the writing frame out loud to learners.
- 3 Use **modelling** to show learners that you **think before you write.**
- 4 Tell learners some ideas you have for filling in the writing frame, like: My goals are to help every learner in our class become a better reader, and to read at least four books myself
- 5 Use **modelling** to draw a picture of yourself reading with a small group of learners, and then reading at home.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame: **This year, my goal is** to help all my learners become better readers. **Another goal I have is** to read four books.
- 8 **Say words slowly like a tortoise and write the sounds you know.**
- 9 **Use resources**, like sight words and theme vocabulary words.
- 10 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Ask learners: What do you want to learn 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 this year.
- 7 They must say: This year, I want to learn...
- 8 Explain that learners will now draw and write their own ideas!

ORAL INSTRUCTIONS

- 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 writing.
- 5 Help learners use to add a label.
- 6 Encourage learners.
- 7 **Call on book monitors to collect exercise books.**



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 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 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: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<p>This learner knows no or very few words. This learner does not seem to recognise letter-sound relationships.</p>	<p>This learner knows just a few common words. This learner does not seem to recognise letter-sound relationships OR this learners needs a lot of help to read previously unseen words.</p>	<p>This learner knows some common words. This learner needs help to decode previously unseen words.</p>	<p>This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p>	<p>This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.</p>

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 minutes 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 times 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

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 hand 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 Read the story on page 6 of the DBE workbook out loud to learners.
- 12 Ask learner the following questions. Remind learners they must raise their hand if they want to answer:
 - a Who had a birthday?
 - b What happened after she blew out the candles?
 - c What did she get as a gift?
- 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 hand 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 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 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 rubric (below).
- 21 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: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<p>This learner knows no or very few words. This learner does not seem to recognise letter-sound relationships.</p>	<p>This learner knows just a few common words. This learner does not seem to recognise letter-sound relationships OR this learners needs a lot of help to read previously unseen words.</p>	<p>This learner knows some common words. This learner needs help to decode previously unseen words.</p>	<p>This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p>	<p>This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.</p>

Wednesday



Oral Activities

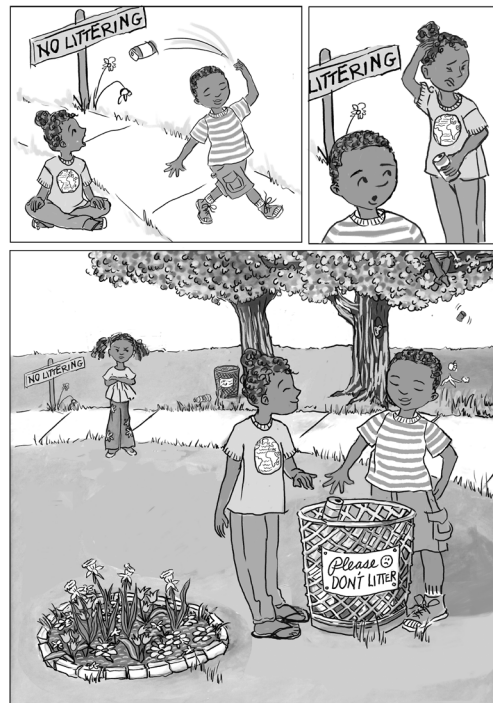
15 minutes

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 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 Ask learners to 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 minutes to do this. (It is important to train learners to do this quickly!)
- 8 Instruct learners to copy as many of the rules as they can neatly and quickly underneath the date. Explain that they will have 10 minutes to do this.
- 9 When the time is finished, instruct learners to close their books.
- 10 Remind learners 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.



Writing:

30 minutes

Plan and Draft

WRITING FRAME:

This year, I want to learn _____

This year I want to get better at _____

WEEK 2

PREPARATION

- 1 Write the editing checklist on the chalkboard before the start of the writing lesson.
- 2 Write your draft on the chalkboard before the lesson. Include one or two mistakes.

EDITING CHECKLIST

- 1 Do I have at least 2 complete sentences?
- 2 Did I spell all words correctly?
- 3 Does every sentence start with a capital letter?
- 4 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

- 1 Explain that this year, we will begin practicing editing our own work. Explain that when we edit, we try to fix our own mistakes.
- 2 To edit, we have to carefully read what we have written. It can also be helpful to read our work out loud (but still quietly!)
- 3 Read the editing checklist aloud to learners.
- 4 Next, read your draft aloud to learners.
- 5 Go through the checklist, and point out whether your draft is correct, or whether you need to make corrections or improvements.
- 6 Model the correction process for learners.

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

- 1 Hand out exercise books.
- 2 Tell learners to find their draft of the sentences from Monday.
- 3 Next, tell learners to go through the editing checklist and make any corrections or improvements that are required.
- 4 As learners work, walk around the room and hold mini-conferences – ensure you work with a different group of learners for every writing task.
- 5 Look for any common errors in learners' writing.

- 6 Call learners to attention and write the commonly made errors on the chalkboard.
- 7 Show learners how to correct these errors.



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 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 rubric (below).
- 21 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: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
This learner knows no or very few words. This learner does not seem to recognise letter-sound relationships.	This learner knows just a few common words. This learner does not seem to recognise letter-sound relationships OR this learners needs a lot of help to read previously unseen words.	This learner knows some common words. This learner needs help to decode previously unseen words.	This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.	This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.

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 Ask learners to 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.



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 hand 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 Read the story on page 6 of the DBE workbook out loud to learners.
- 13 Ask learner the following questions. Remind learners they must raise their hand if they want to answer:
 - a How many candles were on the cake?
 - b Whose birthday is in May?

- c Whose birthday is in June?
- 14 Use your **attention-getter** to get learners attention.
 - 15 Remind learners that we also need to move back to our seats quickly and quietly.
 - 16 Show learners how to move back to their seats. Explain that their hand should not touch anyone else, their mouths should be quiet, and they must walk quickly and carefully!
 - 17 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

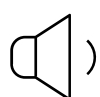
THEME VOCABULARY

- 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.

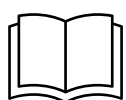


Phonemic Awareness and Phonics:

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 story from the DBE Workbook.
- 3 Use **modelling** to show learners how to give a 1–2 sentence summary of the story: **I remember that it was the teacher's birthday.**
- 4 Reread the story from page 6 of the DBE workbook.
- 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.
 - 10** Use your **attention-getter** to get learners attention.
 - 11** Call on a few learners to share what their partner said.



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 books!)
- 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 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 3

TERM 1

Week

3

THEME:

What is friendship?



Classroom Preparation

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



Extension Activities

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

Activity 1: DBE Workbook 1: Page 2, Let's read

Activity 2: DBE Workbook 1: Page 3, Let's write

Activity 3: DBE Workbook 1: Page 4, Let's do

Activity 4: Draw a picture of one of your friends. Write a sentence describing your friend.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Wendy Whale helping her friends in the Big Book story: Wendy Whale to the rescue
- 2 Tell learners that we are starting a new theme called: What is friendship?
- 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 friend?
 - b What do friends do?
 - c What musn't friends do?

WEEK 3

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - rescue
 - trustworthy
 - honest

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
Different as they seem	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: I trip in the rain.
- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
 - a He
 - b She
 - c We

- d They
- 5 Tell learners to rewrite sentence starting with the word provided.
- 6 In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 7 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 8 Underline any patterns, like:
 - a I trip in the rain.
 - b He trips in the rain.
 - c She trips in the rain.
 - d We trip in the rain.
 - e They trip in the rain.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



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: Wendy Whale to the rescue
- 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: What do you think it means to be a good friend? Write a set of instructions that tell someone how to be a good friend to you.

TASK: Write a set of instructions.

PLANNING STRATEGY: Write a list

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for the topic, like:
- 3 *I think there are some things all people want their friends to do. But, I also think different people need different kinds of things from their friends. For me, it is important to have friends who like to talk and listen.*

MODELLING THE PLANNING STRATEGY (I DO)

- 1 Have the planning frame written on one side of the chalkboard.
- 2 Show learners how you make a list by answering the questions.
- 3 Complete the plan on the other side of the chalkboard.

Planning Questions

- 1 What is one important thing a friend must do?
- 2 What is another important thing a friend must do?
- 3 What is a third important thing a friend must do?
- 4 What is one thing a friend must never do?
- 5 What is another thing a friend must never do?
- 6 What is a third thing a friend must never do?

Plan

- a Listen
- b Be nice
- c Share toys
- d Be mean
- e Tease
- f Share my secrets

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of important things that someone must do to be a good friend. Explain that learners should also think of things friends must never do.
- 2 Next, tell learners to **turn and talk** with a partner, to share their ideas.
- 3 Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.
- 5 Tell learners to write the heading: **Instructions: Plan**
- 6 Tell learners they must write their own ideas – they must **not** to copy your plan.

- 7 As learners work, walk around the room and hold mini-conferences.

Planning

1. Share

2. Be kind

3. Listen

4. Be ugly

5. Be mean

6. Laugh at me



Group Guided Reading

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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **st**
- 2 Say the word: **stop**
- 3 Segment the word into the individual sounds: /s/-/t/-/o/-/p/
- 4 Say the first single sound of the word: /s/
- 5 Say the second single sound of the word: /t/
- 6 Say the third single sound of the word: /o/
- 7 Say the last single sound of the word: /p/
- 8 Write the word on the chalkboard: **stop**
- 9 Model pointing to and blending the sounds to make a word: /st/-/o/-/p/ = **stop**

WE DO...

- 1 Say the sound: **st**
- 2 Say the word: **rust**
- 3 Ask learners: What is the first single sound in the word? /r/
- 4 Ask learners: What is the second single sound in the word? /u/
- 5 Ask learners: What is the third single sound in the word? /s/
- 6 Ask learners: What is the last single sound in the word? /t/
- 7 Ask learners to segment the word into each individual sound: /r/-/u/-/s/-/t/
- 8 Write the word on the chalkboard: **rust**
- 9 Instruct learners to blend the sounds in the word with you: /r/-/u/-/st/ = **rust**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **st words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a stop
 - b stand
 - c just
 - d rust
 - e must
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.

- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

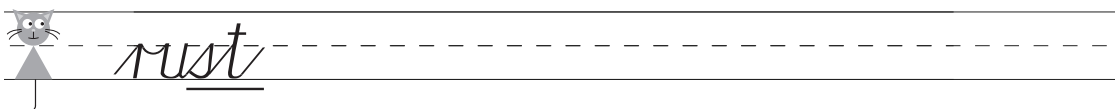
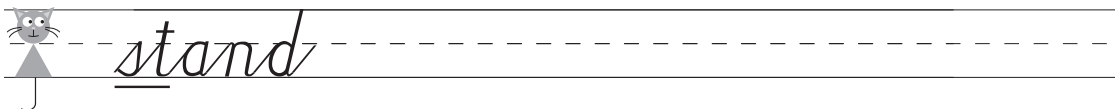
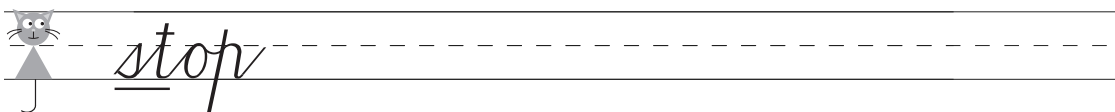
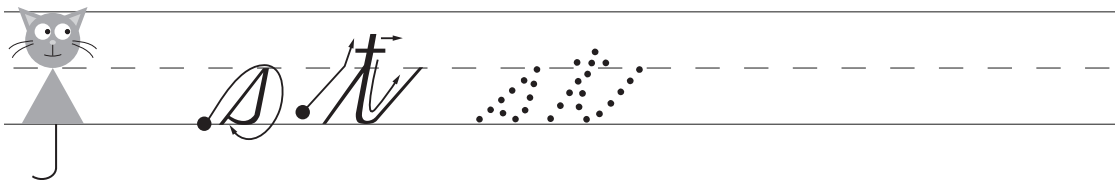



Handwriting:


15 minutes

Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **st**
- 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.



 *must*

 *I stop and just stand*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: SEARCH THE TEXT

Text	First Read (Think Aloud)
<p><u>Wendy Whale to the rescue</u></p> <p>A little family of clownfish lived on a coral reef in the deep blue sea.</p>	<p>Where do the clownfish live? Oh, they live on a coral reef.</p>
<p>The little clownfish family were very happy living in the sea. They found lots to eat on the coral reef. They had lots of friends in their little coral community. They usually felt very safe.</p>	<p>How did the clownfish usually feel? Oh, they usually, felt very safe. That means that most times, they weren't in any danger.</p>
<p>But one day, while the little clownfish family were eating dinner, they heard someone screaming loudly: 'Help! Help! Help!'</p> <p>'Oh no! Who is screaming like that?' Papa Clownfish asked.</p> <p>'What is happening?' cried the three little children, feeling scared.</p> <p>'I will go find out!' Mama Clownfish said bravely.</p>	<p>What did the little clownfish family hear? Oh no! They heard someone screaming for help! I wonder who it could be?</p>

Text	First Read (Think Aloud)
<p>Mama Clownfish swam to the edge of the coral reef. The little children and Papa Clownfish swam behind her, curious about what was happening.</p> <p>There, they saw Shady Shark chasing their friend, Angie Angelfish. He was threatening to eat her!</p>	<p>--</p>
<p>Mama Clownfish called for Angie to come into the safety of the coral. But poor Angie was so frightened that she swam deeper and deeper into the sea to get away from Shady Shark.</p>	<p>Who was it that was screaming for help? Oh no! It was their friend Angie Angelfish! I wonder if Shady Shark will get her?</p>
<p>'Oh no!' cried the little clownfish children. 'What if our friend Angie gets eaten?'</p> <p>'We will help!' said Papa Clownfish.</p> <p>'We can't swim after her, or Shady Shark might eat us too!' said Mama Clownfish.</p> <p>So, the clownfish family put their heads together. They worked together to make a plan. They knew there was only one creature in the sea who could defend Angie against Shady Shark: they had to find Wendy Whale!</p>	<p>The little clownfish want to help! What will they do to help? Oh! They will find Wendy Whale! The clownfish are too small, but Wendy can help Angie!</p>
<p>Papa Clownfish swam quickly back to their coral home. He found his little fishy phone. Then, he called Wendy Whale. 'Wendy, Wendy, please help!' said Papa Clownfish. 'Shady Shark is after Angie Angelfish. Our friend is in real trouble!'</p> <p>'That bully can't hurt me! I'm not scared!' Wendy said. 'I'm coming!'</p>	<p>Who did Papa Clownfish call? Oh! He called Wendy Whale to come and help! I wonder if Wendy will be able to save Angie?</p>
<p>Wendy Whale swam to her little friend Angie Angelfish right away. With a flip of her tail, she scared Shady Shark. Then, she put herself in front of little Angie so that Angie could swim away.</p> <p>'You are a big mean bully!' Wendy Whale shouted. 'Just because you are big and strong doesn't mean you have to threaten smaller creatures!' said Wendy.</p>	<p>How did Wendy Whale save Angie? Oh! She scared Shady Shark and shouted at him!</p>
<p>Later that day, Angie Angelfish found Wendy. Angie handed her a special crown she had made for her. 'You are the kindest friend!' Angie said.</p> <p>Wendy Whale wore her friendship crown proudly as she swam through the sea.</p>	<p>Why did Angie make Wendy a crown? Oh! She made her a crown for being such a kind friend.</p>

Follow up questions	Possible responses
Who needs help?	Angie Angelfish needs help.
Who does Papa Clownfish call for help?	He calls Wendy Whale.
Why question	Possible responses
Why did Papa Clownfish phone Wendy Whale?	<ul style="list-style-type: none"> • Because he wants to help his friend Angie. • Because the clownfish are too small to help – they might get eaten! • Because he knows Wendy Whale is a kind friend. • Because Papa Clownfish wants Wendy Whale to help Angie Angelfish. • Because Wendy Whale is big and Shady Shark can't hurt her.



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

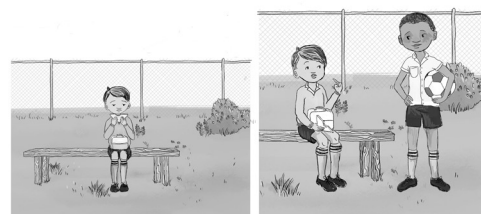
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - promise
 - threaten
 - defend

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
Different as they seem	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **oa**
- 2 Say the word: **boat**
- 3 Segment the word into the individual sounds: /b/-/oa/-/t/
- 4 Say the first sound of the word: /b/
- 5 Say the second sound of the word: /oa/
- 6 Say the last sound of the word: /t/
- 7 Write the word on the chalkboard: **boat**
- 8 Model pointing to and blending the sounds to make a word: /b/-/oa/-/t/ = **boat**

WE DO...

- 1 Say the sound: **oa**
- 2 Say the word: **gloat**
- 3 Ask learners: What is the first sound in the word? /g/
- 4 Ask learners: What is the second sound in the word? /l/
- 5 Ask learners: What is the third sound in the word? /oa/
- 6 Ask learners: What is the last sound in the word? /t/
- 7 Ask learners to segment the word into each individual sound: /g/-/l/-/oa/-/t/
- 8 Write the word on the chalkboard: **gloat**
- 9 Instruct learners to blend the sounds in the word with you: /g/-/l/-/oa/-/t/ = **gloat**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **oa words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a boat
 - b goat
 - c gloat
 - d road
 - e toad
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

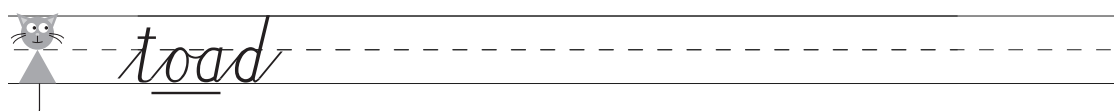
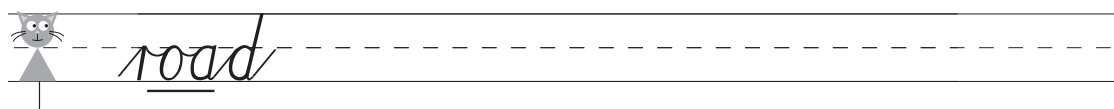
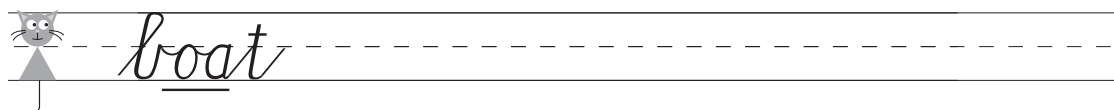
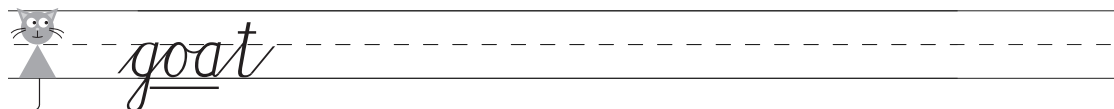
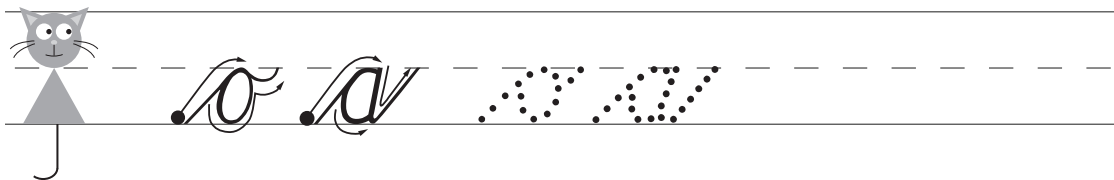


Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **oa**
- 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.





The boat is in the road

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: What do you think it means to be a good friend? Write a set of instructions that tells someone how to be a good friend to you.

TASK: Write a set of instructions.

WRITING FRAME:

- 1 First, to be my friend you must...
- 2 Second, you must ...
- 3 Third, you must...
- 4 Fourth, you mustn't...
- 5 Fifth, you mustn't...
- 6 Finally, you mustn't...

PREPARATION: Before the writing lesson, write the plan you made on Monday on the chalkboard.

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:
 - a **First, to be my friend you must** be a good listener.
 - b **Second, you must** always be nice to me.
 - c **Third, you must** share your toys with me (and I will share with you, too!).

- d **Fourth, you mustn't** be mean to me.
- e **Fifth, you mustn't** tease me.
- f **Finally, you mustn't** spill my secrets.

TEACH THE LSC (I DO)

- 1 Select an appropriate LSC to teach in context.
- 2 Explain the LSC form and function to learners. (this could change from language to language)
- 3 When we write instructions, we can start with number words to let us know how many instructions there are. These are words like: first, second, third, etc.
- 4 These words are called ordinals.
- 5 To show that we are at the end, for the last instruction we can use: finally; or lastly.

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **Instructions: Draft**
- 3 Tell learners to find their plan from Monday and think about their ideas.
- 4 Tell learners to complete the writing frame using their plans.
- 5 Tell learners that they can add more sentences or details if they have time.
- 6 Remind learners of the strategies they can use to help them.
- 7 As learners write, walk around the classroom and help learners who are struggling.

How to be a good friend

1. First, to be my friend you must share with me.
2. Second, you must always be kind.
3. Third, you must listen to my secrets.
4. Forth, you mustn't be unglee to me.
5. Fifth, you mustn't be mean.
6. Finally, you mustn't laugh at me.



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

Letter swap

I DO...

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write these two words on the chalkboard: **rust, must**
- 3 Model finding the difference for learners, like: **rust, must**
- 4 Explain the difference, like: the /r/ and /m/ sounds are different, but everything else in the word is the same!

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **goat, boat**
- 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: **goat, boat**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **road**
- 2 Ask learners: **What is one sound you could swop in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **toad, load, roam, od, read**

YOU DO...

- 1 Write this word on the chalkboard: **just**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swopped.
must, rust, crust, bust, jest

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: SEARCH THE TEXT

WEEK 3

Text	Second Read (Think Aloud)
<p><u>Wendy Whale to the rescue</u> A little family of clownfish lived on a coral reef in the deep blue sea.</p>	<p>Who lives on the coral reef? Oh, a family of clownfish live on the coral reef.</p>
<p>The little clownfish family were very happy living in the sea. They found lots to eat on the coral reef. They had lots of friends in their little coral community. They usually felt very safe.</p>	<p>Why did the clownfish like living on the coral reef? Oh, they had lots to eat, and lots of friends, and they felt safe.</p>
<p>But one day, while the little clownfish family were eating dinner, they heard someone screaming loudly: 'Help! Help! Help!' 'Oh no! Who is screaming like that?' Papa Clownfish asked. 'What is happening?' cried the three little children, feeling scared. 'I will go find out!' Mama Clownfish said bravely.</p>	<p>Why were the little children feeling scared? Oh! Because they heard someone screaming loudly, and they don't know what is happening!</p>
<p>Mama Clownfish swam to the edge of the coral reef. The little children and Papa Clownfish swam behind her, curious about what was happening. There, they saw Shady Shark chasing their friend, Angie Angelfish. He was threatening to eat her!</p>	<p>--</p>
<p>Mama Clownfish called for Angie to come into the safety of the coral. But poor Angie was so frightened that she swam deeper and deeper into the sea to get away from Shady Shark.</p>	<p>Why did Angie swim deeper and deeper into the sea? Oh! It is because she is so frightened. She really wants to get away from Shady Shark!</p>
<p>'Oh no!' cried the little clownfish children. 'What if our friend Angie gets eaten?' 'We will help!' said Papa Clownfish. 'We can't swim after her, or Shady Shark might eat us too!' said Mama Clownfish.</p>	<p>Why can't the clownfish swim after Angie themselves? Oh! It is because they are too small – they might get eaten!</p>

Week 3 • Theme: What is friendship?

Text	Second Read (Think Aloud)
<p>So, the clownfish family put their heads together. They worked together to make a plan. They knew there was only one creature in the sea who could defend Angie against Shady Shark: they had to find Wendy Whale!</p>	
<p>Papa Clownfish swam quickly back to their coral home. He found his little fishy phone. Then, he called Wendy Whale. 'Wendy, Wendy, please help!' said Papa Clownfish. 'Shady Shark is after Angie Angelfish. Our friend is in real trouble!'</p> <p>'That bully can't hurt me! I'm not scared!' Wendy said. 'I'm coming!'</p>	<p>Why isn't Wendy Whale scared? Oh! Because she thinks that Shady Shark cannot hurt her.</p>
<p>Wendy Whale swam to her little friend Angie Angelfish right away. With a flip of her tail, she scared Shady Shark. Then, she put herself in front of little Angie so that Angie could swim away.</p> <p>'You are a big mean bully!' Wendy Whale shouted. 'Just because you are big and strong doesn't mean you have to threaten smaller creatures!' said Wendy.</p>	<p>Why did Wendy Whale shout at Shady Shark? Oh! Because the shark is mean and threatens smaller creatures. Wendy doesn't think he should do this!</p>
<p>Later that day, Angie Angelfish found Wendy. Angie handed her a special crown she had made for her. 'You are the kindest friend!' Angie said.</p> <p>Wendy Whale wore her friendship crown proudly as she swam through the sea.</p>	<p>Why did Wendy Whale feel proud? Oh! Because Angie made her a special friendship crown.</p>
Follow up questions	Responses
<p>Where is it safe?</p>	<p>It is safe in the coral reef.</p>
<p>How does Wendy Whale help her friends?</p>	<ul style="list-style-type: none"> • She comes as soon as Papa Clownfish calls her. • She scares Shady Shark away with her tail. • She swims in front of Angie so that Shady Shark can't get her. • She shouts at Shady Shark and tells him not to threaten the smaller fish.
Why question	Possible response
<p>Why were the clownfish scared?</p>	<ul style="list-style-type: none"> • They were scared when they heard someone screaming. • They were scared because they didn't know what was happening. • They were scared that Angie might get eaten! • They were scared of Shady Shark! • They were scared to go after Angie themselves, because they might get eaten.



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

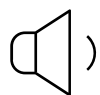
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - trait
 - adventurous
 - generous

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
Different as they seem	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - a The main character in this story is...
 - b She is a good friend when...
 - c I think this story shows the theme of friendship because...
- 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. It also includes some prefixes.

st	oa	p
d	r	u
m	t	b

WEEK 3

MODEL

- 1 Remind learners of the sounds of the week: /**st**/ and /**oa**/
- 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: /**st**/ - /**o**/ - /**p**/ = **stop**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**st**/ or /**oa**/
- 6 Show learners how to make another word, like: /**m**/ - /**u**/ - /**d**/ = **mud**

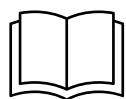
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **st, oa**
- 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): **stop, stamp, stud, rust, must, bust, road, boat, toad, roam, tub, mud, pub etc.**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

ACT OUT THE STORY

TEXT	TEACHER SAYS	LEARNERS DO
A little family of clownfish lived on a coral reef in the deep blue sea.	Let's swim in the sea like fish!	Pretend to swim.
The little clownfish family were very happy living in the sea. They found lots to eat on the coral reef. They had lots of friends in their little coral community. They usually felt very safe.	The clownfish family feels happy and safe. Let's look happy and safe like the clownfish family.	Learners look happy and safe.
But one day, while the little clownfish family were eating dinner, they heard someone screaming loudly: 'Help! Help! Help!' "Oh no! Who is screaming like that?" Papa Clownfish asked. 'What is happening?' cried the three little children, feeling scared. 'I will go find out!' Mama Clownfish said bravely.	Call one learner up to the front of the room to scream 'help' Tell all the other learners: Let's all pretend to be scared like the little clownfish.	One learner: scream 'help' All other learners: <ul style="list-style-type: none"> • Look scared • Say: 'What is happening?'
Mama Clownfish swam to the edge of the coral reef. The little children and Papa Clownfish swam behind her, curious about what was happening. There, they saw Shady Shark chasing their friend, Angie Angelfish. He was threatening to eat her! Mama Clownfish called for Angie to come into the safety of the coral. But poor Angie was so frightened that she swam deeper and deeper into the sea to get away from Shady Shark.	Let's pretend to be Mama Clownfish. Let's call Angie to come to the coral!	Say: 'Come this way Angie!'
'Oh no!' cried the little clownfish children. 'What if our friend Angie gets eaten?' 'We will help!' said Papa Clownfish. 'We can't swim after her, or Shady Shark might eat us too!' said Mama Clownfish. So, the clownfish family put their heads together. They worked together to make a plan. They knew there was only one creature in the sea who could defend Angie against Shady Shark: they had to find Wendy Whale!	Let's pretend to be the clownfish family. Let's try to think of a plan, just like them!	<ul style="list-style-type: none"> • Put their head together with their neighbours. • Say: 'How can we help Angie Angelfish?' • Say: 'Let's find Wendy Whale!'

TEXT	TEACHER SAYS	LEARNERS DO
<p>Papa Clownfish swam quickly back to their coral home. He found his little fishy phone. Then, he called Wendy Whale. 'Wendy, Wendy, please help!' said Papa Clownfish. 'Shady Shark is after Angie Angelfish. Our friend is in real trouble!'</p> <p>'That bully can't hurt me! I'm not scared!' Wendy said. 'I'm coming!'</p>	<p>Let's pretend to be Papa Clownfish. We will swim home and call Wendy Whale.</p>	<ul style="list-style-type: none"> • Pretend to swim home • Pretend to call Wendy Whale on the phone. • Say: 'Wendy, Wendy, please help!'
<p>Wendy Whale swam to her little friend Angie Angelfish right away. With a flip of her tail, she scared Shady Shark. Then, she put herself in front of little Angie so that Angie could swim away.</p> <p>'You are a big mean bully!' Wendy Whale shouted. 'Just because you are big and strong doesn't mean you have to threaten smaller creatures!' said Wendy.</p>	<p>Let's pretend to be Wendy Whale!</p>	<ul style="list-style-type: none"> • Look big like Wendy Whale • Say: 'You are a big mean bully! Just because you are big and strong doesn't mean you have to threaten smaller creatures!'
<p>Later that day, Angie Angelfish found Wendy. Angie handed her a special crown she had made for her. 'You are the kindest friend!' Angie said.</p> <p>Wendy Whale wore her friendship crown proudly as she swam through the sea.</p>	<p>Let's look proud like Wendy!</p>	<ul style="list-style-type: none"> • Pretend to put on a crown. • Pretend to swim with our crown on, looking proud.



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 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 3

TERM 1

Week

4

THEME:

What is friendship?



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: Magazine clippings of friends.
- 5 Do some research on the internet to prepare for the theme. For example: research the International Day of Friendship
- 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 4, Let's write

Activity 2: DBE Workbook 1: Page 5, Let's write

Activity 3: DBE Workbook 1: Page 6, Let's read

Activity 4: Draw a picture of a time you helped a friend, like Wendy Whale.

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Mbuso and Precious laughing together in the Big Book story: Mbuso's sandcastle
- 2 Tell learners that we are continuing our theme: What is friendship?
- 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 did you learn about friendship from Wendy Whale?
 - b What are some traits that good friends have?
 - c What are some things that friends mustn't do?

THEME VOCABULARY

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

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
Different as they seem	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular words as follows. Learners must write these words next to the correct number.
Singular to Plural Words
 - a boat

- b** goat
- c** toad
- d** nest
- e** list

- 4** Next, instruct learners to rewrite the words as plurals, on the line below.
- 5** 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.
- 6** Then, ask learners to point out any patterns they can see, like: where the words change.
- 7** Underline these patterns, like:

Singular to Plural Words

- a** boat
boats
- b** goat
goats
- c** toad
toads
- d** nest
nests
- e** list
lists

- 8** Tell learners to think about these patterns when they are reading or writing.
- 9** Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



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: Mbuso's sandcastle
- 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

Edit

TOPIC: What do you think it means to be a good friend? Write a set of instructions that tell someone how to be a good friend to you.

TASK: Write a set of instructions

PREPARATION:

- Write the editing checklist on the chalkboard before the start of the writing lesson.
- Write your draft on the chalkboard before the lesson. Include one or two mistakes.

EDITING CHECKLIST:

- 1 Did I use the present tense?
- 2 Did I start each instruction with an ordinal (number word)?
- 3 Do I have 6 instructions?
- 4 Did I spell all words correctly?
- 5 Does every sentence start with a capital letter?
- 6 Does every sentence end with a full stop or exclamation mark?

MODEL THE EDITING PROCESS (I DO)

- 1 Read the editing checklist aloud to learners.
- 2 Next, read your draft aloud to learners.
- 3 Go through the checklist, and point out whether your draft is correct, or whether you need to make corrections or improvements.
- 4 Model the correction process for learners.

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

- 1 Hand out exercise books.
- 2 Tell learners to find their draft of the writing task.
- 3 Next, tell learners to go through the editing checklist and make any corrections or improvements that are required.
- 4 As learners work, walk around the room and hold mini-conferences – ensure you work with a different group of learners for every writing task.
- 5 Look for any common errors in learners' writing.

- 6 Call learners to attention and write the commonly made errors on the chalkboard.
- 7 Show learners how to correct these errors.

How to be a good friend

1. First, to be my friend you must share with me.
2. Second, you must always be kind.
3. Third, you must (lisen) to my secrets.
4. Fourth, you mustn't be woule to me.
5. Fifth, you mustn't be mean.
6. Finally, you mustn't (laaf) taugh at me.



Group Guided Reading

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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **dr**
- 2 Say the word: **drop**
- 3 Segment the word into the individual sounds: /**dr**/-/**o**/-/**p**/
- 4 Say the first sound of the word: /**dr**/
- 5 Say the second sound of the word: /**o**/
- 6 Say the last sound of the word: /**p**/
- 7 Write the word on the chalkboard: **drop**
- 8 Model pointing to and blending the sounds to make a word: /**dr**/-/**o**/-/**p**/ = **drop**

WE DO...

- 1 Say the sound: **dr**
- 2 Say the word: **drum**
- 3 Ask learners: What is the first sound in the word? /**dr**/
- 4 Ask learners: What is the second sound in the word? /**u**/
- 5 Ask learners: What is the last sound in the word? /**m**/
- 6 Ask learners to segment the word into each individual sound: /**dr**/-/**u**/-/**m**/
- 7 Write the word on the chalkboard: **drum**
- 8 Instruct learners to blend the sounds in the word with you: /**dr**/-/**u**/-/**m**/ = **drum**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **dr words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a drop
 - b drip
 - c drum
 - d drag
 - e dress
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

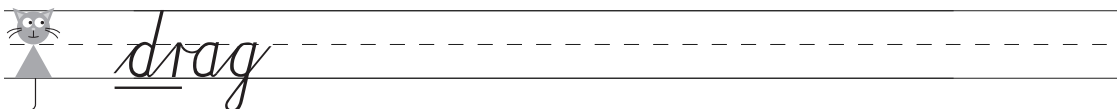
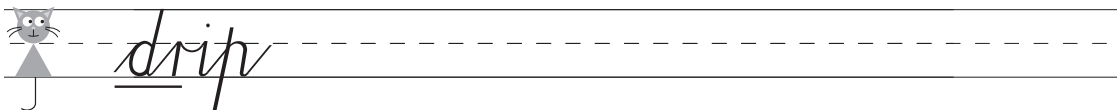
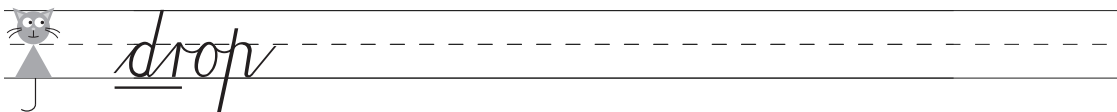
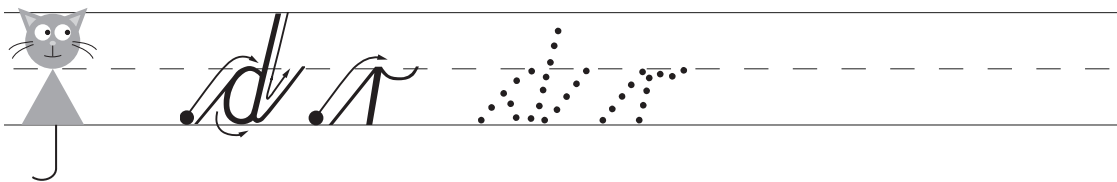



Handwriting:


15 minutes


Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **dr**
- 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.



 dress

 drum

 Do not drag the dress

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER / MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Mbuso's sandcastle</u></p> <p>Ever since Mbuso's mother told him they were going to the beach for the summer holiday, all he could think about was building sandcastles.</p> <p>Mbuso thought about building fancy sandcastles. Mbuso thought about building sandcastles with moats around them, filled with seawater.</p>	<p>I wonder if Mbuso has been to the beach before?</p>
<p>Mbuso and his mother went shopping to get all the things they would need for the beach. While they were waiting in line to pay, Mbuso saw a bucket and spade. 'Mommy, please can I get it?' he begged, 'Please! Please!'</p>	<p>I can infer that Mbuso wants to purchase a bucket and spade to help him make sandcastles at the beach!</p>

Text	First Read (Think Aloud)
<p>The next day, Mbuso and his mother woke up early and walked to the taxi rank. They rode for hours and hours, until Mbuso saw the sea in the distance!</p>	<p>I wonder if this is Mbuso's first time to see the sea?</p>
<p>When they finally reached the beach, Mbuso began digging. He packed the sand inside his new bucket. Then, he used his bucket to make towers for his sandcastle. He used sticks to make flags on top of the towers. He used little white shells to make windows. He dug a moat around the outside of the castle. Then, he filled it with seawater.</p>	<p>Mbuso seems like an expert. I can infer that this is not the first sandcastle he has built, because he knows just what to do!</p>
<p>Mbuso stood back to look at his good work. He turned around to call his mom. 'Mommy!' he yelled, 'Come and look!' Mbuso turned back around just in time to see a girl kick her blue ball into his sandcastle. The whole sandcastle fell to the ground.</p>	<p>Oh no! I wonder how Mbuso feels when his sandcastle is destroyed?</p>
<p>The girl turned around and ran away. Mbuso was left with a big pile of sand.</p> <p>'Hey!' he shouted, 'You ruined my castle!' But the girl did not turn around. She just ran down the beach.</p>	<p>I wonder why the little girl knocked Mbuso's sandcastle down?</p>
<p>Mbuso ran to his mother. 'That girl knocked down my whole sandcastle!' Mbuso said.</p> <p>'Well let's build another one,' his mother said. Mbuso and his mother began to dig in the sand. They used the bucket to make towers. They made even more towers than Mbuso's first sandcastle. They used sticks to make flags. The flags were even bigger than Mbuso's first sandcastle. They found big white shells to make windows. Then, they dug a moat around the outside of the castle. The moat was even deeper than before. They used the bucket to fill the moat with seawater. Then, they built a bridge across the moat.</p>	<p>Oh! I infer that Mbuso's mother wants to help him build a sandcastle to replace the one that was knocked down!</p>
<p>Mbuso and his mother stepped back to look at their work.</p> <p>'Wow, that sandcastle is even better than your first one!' a girl's voice said.</p> <p>Mbuso turned around. The girl with the blue ball was standing behind him.</p> <p>Then she handed Mbuso a perfect purple starfish. 'I brought this for you. To say sorry...' she said.</p>	<p>I can infer that the girl with the blue ball didn't mean to knock down Mbuso's first castle, because she came back with a gift to say sorry!</p>

Text	First Read (Think Aloud)
<p>Mbuso put the starfish on top of the sandcastle. 'There,' he said, 'now it is the best sandcastle ever!'</p> <p>The girl smiled and nodded. 'I'm Precious,' she introduced herself. 'Will you show me how to build one?' she asked, putting her ball down on the sand.</p>	<p>I wonder if Mbuso will teach her how to build a castle, or if he is still feeling upset?</p>
<p>'First we must fill up the bucket with sand!' Mbuso said. Mbuso and Precious began to dig. Precious took a big scoop of sand with the spade and out crawled a tiny crab! Precious was frightened, but Mbuso thought it was hilarious! Soon, Precious also began to laugh. Within minutes the new friends were rolling in the sand laughing. They forgot all about building a sandcastle as they ran to clean off in the waves.</p>	<p>I can infer that making a new friend is even more fun than building sandcastles, because Mbuso forgets about building a sandcastle!</p>
<p>'What did you enjoy most about today?' Mbuso's mother asked later that night.</p> <p>'Well, the sandcastles were cool. But the best part was making friends with Precious,' Mbuso said, smiling. 'I can't wait to see her on the beach tomorrow!'</p>	<p>I wonder if Mbuso feels surprised that his favourite part of the beach was making a new friend, and not building sandcastles?</p>
Follow up questions	Possible responses
<p>Who knocked down Mbuso's castle?</p>	<p>Precious.</p>
<p>How can we infer that Precious felt sorry?</p>	<p>Because she brought Mbuso a starfish.</p>
Why question	Possible responses
<p>Why did Mbuso's mother help him build a sandcastle?</p>	<ul style="list-style-type: none"> • Because his first sandcastle was knocked down. • Because he was upset after his sandcastle was knocked down. • Because she wanted to help him feel better. • Because two people can make an even better sandcastle than one person working alone.

WEEK 4



Group Guided Reading

30 minutes

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

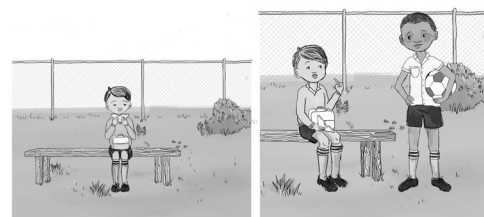
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - shy
 - outgoing
 - accident

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
Different as they seem	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</i>

WEEK 4

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 sounds, blending and segmenting

I DO...

- 1 Say the sound: **ee**
- 2 Say the word: **seem**
- 3 Segment the word into the individual sounds: /s/-/ee/-/m/
- 4 Say the first sound of the word: /s/
- 5 Say the second sound of the word: /ee/
- 6 Say the last sound of the word: /m/
- 7 Write the word on the chalkboard: **seem**
- 8 Model pointing to and blending the sounds to make a word: /s/-/ee/-/m/ = **seem**

WE DO...

- 1 Say the sound: ee
- 2 Say the word: **trees**
- 3 Ask learners: What is the first sound in the word? /tr/
- 4 Ask learners: What is the second sound in the word? /ee/
- 5 Ask learners: What is the last sound in the word? /s/
- 6 Ask learners to segment the word into each individual sound: /tr/-/ee/-/s/
- 7 Write the word on the chalkboard: **trees**
- 8 Instruct learners to blend the sounds in the word with you: /tr/-/ee/-/s/ = **trees**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ee words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a seem
 - b tree
 - c feel
 - d green
 - e bleed
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



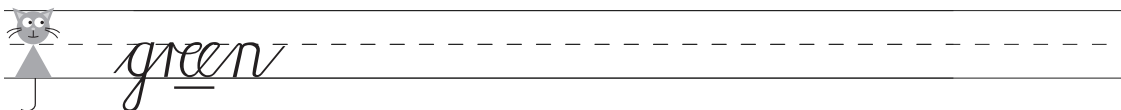
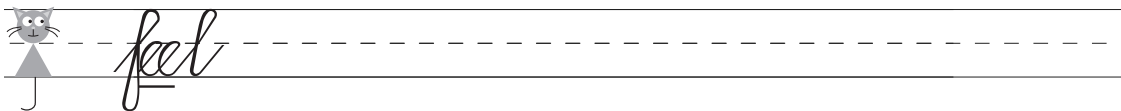
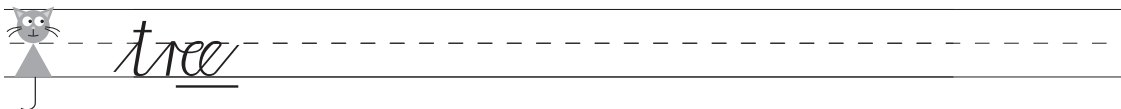
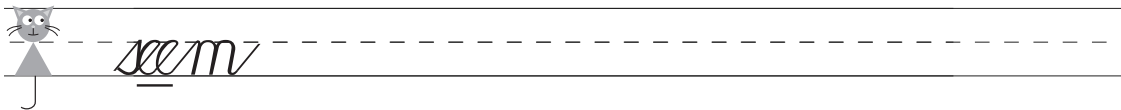
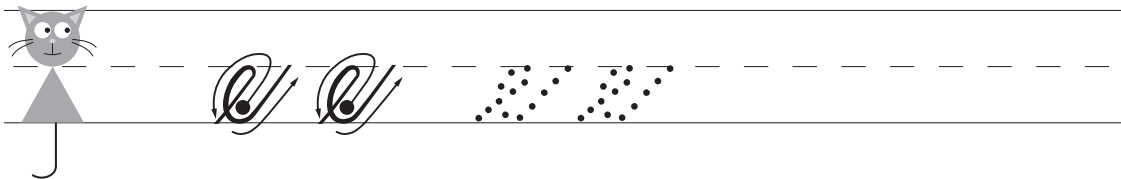
Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **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.

WEEK 4





bleed



I feel the green tree

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: What do you think it means to be a good friend? Write a set of instructions that tell someone how to be a good friend to you.

TASK: Write a set of instructions.

WRITING FRAME:

- 1 First, to be my friend you must...
- 2 Second, you must ...
- 3 Third, you must...
- 4 Fourth, you mustn't...
- 5 Fifth, you mustn't...
- 6 Finally, you mustn't...

PREPARATION: Before the writing lesson, write the edited draft you made on Monday on the chalkboard.

MODELLING THE PUBLISHING PROCESS (I DO)

- 1 Remind learners that on Monday you used the editing checklist to edit your drafts.
- 2 Next, tell learners that today we will publish and present our final piece of writing.
- 3 Show learners how you rewrite your own piece of writing, with a title and date.

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **Instructions: How to be a good friend to ... (your name)**
- 3 Tell learners to neatly rewrite their final piece of writing, with no mistakes.
- 4 If learners have time, they can draw a quick illustration.
- 5 As learners write, walk around the classroom and help learners who are struggling.

LEARNERS PRESENT THEIR WRITING

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Display learners' writing at eye-level to allow them to read each other's writing.

How to be a good friend

1. First, to be my friend you must share with me.
2. Second, you must always be kind
3. Third, you must listen to my secrets.
4. Fourth, you mustn't be ugly to me.
5. Fifth, you mustn't be mean.
6. Finally, you mustn't laugh at me.



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

Letter swap

I DO...

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write these two words on the chalkboard: **drip, drop**
- 3 Model finding the difference for learners, like: **drip, drop**
- 4 Explain the difference, like: the /i/ and /o/ sounds are different, but everything else in the word is the same!

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **feel, peel**
- 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: **feel, peel**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **green**
- 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: **seen, queen, teen, been, greek, greed, grain, gran**

YOU DO...

- 1 Write this word on the chalkboard: **drag**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
drab, drug, wag, rag, sag, mag

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER / MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Mbuso's sandcastle</u></p> <p>Ever since Mbuso's mother told him they were going to the beach for the summer holiday, all he could think about was building sandcastles.</p> <p>Mbuso thought about building fancy sandcastles. Mbuso thought about building sandcastles with moats around them, filled with seawater.</p>	<p>I can infer that Mbuso has been to the beach before, because he knows all about building sandcastles.</p>
<p>Mbuso and his mother went shopping to get all the things they would need for the beach. While they were waiting in line to pay, Mbuso saw a bucket and spade. 'Mommy, please can I get it?' he begged, 'Please! Please!'</p>	<p>I remember that Mbuso uses the bucket to make perfect towers. I infer he is thinking about how to make beautiful sandcastles when he asks for the bucket!</p>
<p>The next day, Mbuso and his mother woke up early and walked to the taxi rank. They rode for hours and hours, until Mbuso saw the sea in the distance!</p>	<p>--</p>
<p>When they finally reached the beach, Mbuso began digging. He packed the sand inside his new bucket. Then, he used his bucket to make towers for his sandcastle. He used sticks to make flags on top of the towers. He used little white shells to make windows. He dug a moat around the outside of the castle. Then, he filled it with seawater.</p>	<p>I infer that Mbuso cares about making a detailed, and beautiful castle – he adds so many extra details!</p>
<p>Mbuso stood back to look at his good work. He turned around to call his mom. 'Mommy!' he yelled, 'Come and look!' Mbuso turned back around just in time to see a girl kick her blue ball into his sandcastle. The whole sandcastle fell to the ground.</p>	<p>I can infer that Mbuso feels proud of his sandcastle, because he wants to show his mother. He must be feeling so upset that it gets knocked down before she can see it!</p>

Text	Second Read (Think Aloud)
<p>The girl turned around and ran away. Mbuso was left with a big pile of sand.</p> <p>'Hey!' he shouted, 'You ruined my castle!' But the girl did not turn around. She just ran down the beach.</p>	<p>I remember that later in the story, Precious apologises! But, at this part of the story, it seems like she meant to knock the castle down, because she runs away without saying anything!</p>
<p>Mbuso ran to his mother. 'That girl knocked down my whole sandcastle!' Mbuso said.</p> <p>'Well let's build another one,' his mother said. Mbuso and his mother began to dig in the sand. They used the bucket to make towers. They made even more towers than Mbuso's first sandcastle. They used sticks to make flags. The flags were even bigger than Mbuso's first sandcastle. They found big white shells to make windows. Then, they dug a moat around the outside of the castle. The moat was even deeper than before. They used the bucket to fill the moat with seawater. Then, they built a bridge across the moat.</p>	<p>I can infer that when two people work together, they can make an even more detailed and beautiful sandcastle than one person working alone!</p>
<p>Mbuso and his mother stepped back to look at their work.</p> <p>'Wow, that sandcastle is even better than your first one!' a girl's voice said.</p> <p>Mbuso turned around. The girl with the blue ball was standing behind him.</p> <p>Then she handed Mbuso a perfect purple starfish. 'I brought this for you. To say sorry...' she said.</p>	<p>I infer that Precious must feel bad about ruining Mbuso's first castle, because she finds him a special gift to apologise!</p>
<p>Mbuso put the starfish on top of the sandcastle. 'There,' he said, 'now it is the best sandcastle ever!'</p> <p>The girl smiled and nodded. 'I'm Precious,' she introduced herself. 'Will you show me how to build one?' she asked, putting her ball down on the sand.</p>	<p>I infer that Mbuso forgives Precious, because he accepts her gift and even adds it onto his beautiful castle!</p>
<p>'First we must fill up the bucket with sand!' Mbuso said. Mbuso and Precious began to dig. Precious took a big scoop of sand with the spade and out crawled a tiny crab! Precious was frightened, but Mbuso thought it was hilarious! Soon, Precious also began to laugh. Within minutes the new friends were rolling in the sand laughing. They forgot all about building a sandcastle as they ran to clean off in the waves.</p>	<p>Mbuso forgot all about his sandcastle. He must be having so much fun with his new friend that sandcastles don't seem as important or exciting anymore.</p>

Text	Second Read (Think Aloud)
<p>'What did you enjoy most about today?' Mbuso's mother asked later that night.</p> <p>'Well, the sandcastles were cool. But the best part was making friends with Precious,' Mbuso said, smiling. 'I can't wait to see her on the beach tomorrow!'</p>	<p>I infer that making a new friend must have been very special for Mbuso – he was so excited about sandcastles, but in the end, it was a new friend that he enjoyed the most!</p>
Follow up questions	Responses
What did Mbuso want to do at the beach?	He wanted to build sandcastles.
What did Mbuso enjoy most about the beach?	He enjoyed making friends with Precious.
Why question	Possible response
Why do you think Mbuso's favourite thing about the beach was making friends with Precious?	<ul style="list-style-type: none"> • Because it is fun to make a new friend. • Because he had more fun building a sandcastle with her than he did building one alone or with his mother. • Because he had fun laughing with Precious. • Because it was more fun to play with Precious than to build sandcastles.



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

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - thoughtful
 - patient
 - apologise

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
Different as they seem	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</i>

WEEK 4

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - a In this story...
 - b My favourite part of the story was when...
 - c I think this story shows the theme of friendship because...
- 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.

dr	ee	a
g	o	p
r	t	s
m	u	n

MODEL

- 1 Remind learners of the sounds of the week: /**dr**/ and /**ee**/
- 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**/ – /**ee**/ – /**t**/ = **meet**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**dr**/ or /**ee**/
- 6 Show learners how to make another word, like: /**n**/ – /**a**/ – /**p**/ = **nap**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **dr, ee**
- 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): **drag, drop, drum, meet, see, seem, teen, green, tree, nap, pan, spot, stop, map, pat** etc

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / I WONDER

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: Mbuso's sandcastle
- 2 They will also talk about something that they still **wonder** about the story.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and something **you wonder about** the story, like: **I liked when** Mbuso adds so many special details to his castle – like the flags and the shell windows. **I wonder** where Mbuso got the idea to add those details?
- 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 **wonder** about 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 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 3

TERM 1

Week

5

THEME:

Determination



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: people who have famously showed determination, like: Nelson Mandela, Malala Yousafzai, Caster Semenya. Write a short description explaining how each of these people showed determination.
- 5 Do some research on the internet to prepare for the theme. For example: Strategies for success!
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

Activity 1: DBE Workbook 1: Page 7, Let's write

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

Activity 3: DBE Workbook 1: Page 8, Let's read

Activity 4: Draw a picture of yourself trying something new.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Zodwa receiving a ribbon in the Big Book story: Zodwa's new shoes
- 2 Tell learners that we are starting a new theme called: Determination
- 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 determination?
 - b What are some things people might be determined to do?
 - c Who is someone who is determined? (This can be someone you know, or a famous person)

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - determined
 - determination
 - achieve

Rhyme or song	Actions
I know I can, I know I can	Use thumbs to point and yourself
Be what I want to be	Show thumbs up
If I work hard at it,	Show your muscles
I'll be where I want to be!	Point up to the sky



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Sentences**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular sentences as follows. Learners must write these sentences next to the correct number:
Singular to Plural Sentences

- a The boy drops the drum.
 - b The dog runs to the tree.
 - c The cat jumps on the boat.
 - d The man feeds the goat.
 - e The goat kicks the teen.
- 4 Next, instruct learners to rewrite the sentences as plurals, on the line below.
 - 5 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.
 - 6 Then, ask learners to point out any patterns they can see, like: where words change.
 - 7 Underline these patterns, like:
Singular to Plural Sentences
 - a The boy dropss the drum.
The boys drop the drum.
 - b The dog runss to the tree.
The dogs run to the tree.
 - c The cat jumpss on the boat.
The cats jump on the boat.
 - d The man feedss the goat.
The men feed the goat.
 - e The goat kickss the teen.
The goats kick the teen.
 - 8 Tell learners to think about these patterns when they are reading or writing.
 - 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



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: Zodwa's new shoes
- 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: Write about a time you were determined to achieve a goal!

TASK: Write a paragraph of at least 8 sentences.

PLANNING STRATEGY: Write a list

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your paragraph, like:
Once I was determined to go to India for a vacation. I needed to save money. I saved and saved. I was careful not to spend money on things I don't really need for a whole year. I didn't buy sweets or new clothes. At the end of the year, I finally had enough money to buy a plane ticket!

MODELLING THE PLANNING STRATEGY (I DO)

- 1 Have the planning frame written on one side of the chalkboard.
- 2 Show learners how you make a list by answering the questions.
- 3 Complete the plan on the other side of the chalkboard.

Planning Questions

- 1 What were you determined to do?
- 2 Why were you determined?
- 3 How did you show determination?
- 4 What made you decide not to give up?
- 5 How did you feel when you finally achieved this task?
- 6 Why is determination important?
- 7 What did you learn from the experience?

Plan

- a Buy a plane ticket.
- b Because I really wanted to visit.
- c I saved and saved. I didn't buy things I don't need. I was careful.
- d Thinking about the plane ticket, thinking about my vacation
- e I felt so happy when I could finally purchase my ticket.
- f Helps you achieve big things.
- g I learned I can do anything if I work hard!

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of a time they were determined to achieve a goal.
- 2 Next, tell learners to **turn and talk** with a partner, to share their stories.
- 3 Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.
- 5 Tell learners they must write their own ideas – they must **not** to copy your plan.
- 6 As learners work, walk around the room and hold mini-conferences.

Planning.

1. Make the socca teem.
2. becos I love socca.
3. I practised and practised.
4. I love socca and my dad will be prod.
5. I felt so excited.
6. It make you never give up.
7. I can do it if I practise



Group Guided Reading

30 minutes

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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **gr**
- 2 Say the word: **green**
- 3 Segment the word into the individual sounds: **/gr/-/ee/-/n/**
- 4 Say the first sound of the word: **/gr/**
- 5 Say the second sound of the word: **/ee/**
- 6 Say the last sound of the word: **/n/**
- 7 Write the word on the chalkboard: **green**
- 8 Model pointing to and blending the sounds to make a word: **/gr/-/ee/-/n/ = green**

WE DO...

- 1 Say the sound: **gr**
- 2 Say the word: **groan**
- 3 Ask learners: What is the first sound in the word? **/gr/**
- 4 Ask learners: What is the second sound in the word? **/oa/**
- 5 Ask learners: What is the last sound in the word? **/n/**
- 6 Ask learners to segment the word into each individual sound: **/gr/-/oa/-/n/**
- 7 Write the word on the chalkboard: **groan**
- 8 Instruct learners to blend the sounds in the word with you: **/gr/-/oa/-/n/ = groan**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **gr words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a grab
 - b green
 - c groan
 - d grin
 - e grub
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

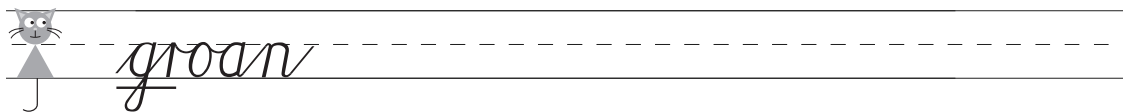
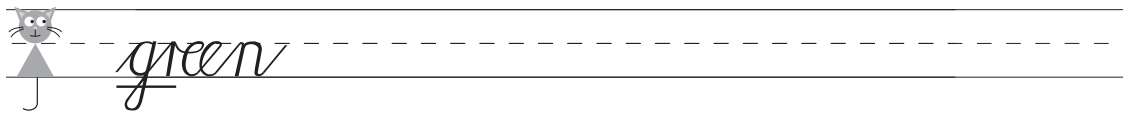
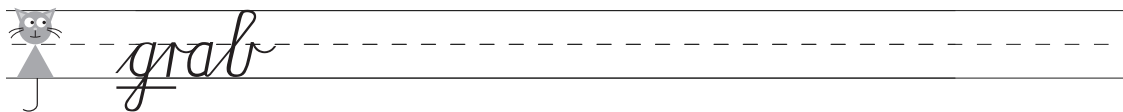
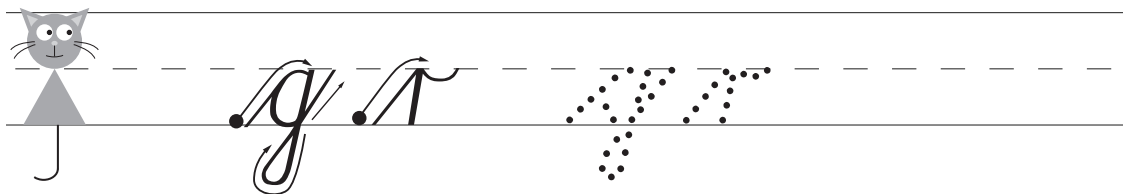



Handwriting:


15 minutes


Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **gr**
- 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.



 *grin*

 *grub*

 *The green tree groans*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: VISUALISE

Text	First Read (Think Aloud)
<p>Zodwa loved to run. She practised running every day. She loved the way the wind felt on her face. She loved the sound her feet made on the ground. She loved that she was always the fastest runner.</p> <p>But Zodwa didn't love when she ran over stones and cut her feet. She didn't love the way the hot ground made her feet burn. And she especially didn't love the way the other children laughed at her bare feet.</p>	<p>--</p>
<p>But, Zodwa's family didn't have money to buy her shoes. 'No matter what, shoes or no shoes, I will run every day!' Zodwa decided.</p>	<p>I can visualise Zodwa running in the hot sun with her bare feet. I can visualise how hot her feet must feel as she runs!</p>

Text	First Read (Think Aloud)
<p>One Saturday, Zodwa went early to the athletics field. The big race was coming up, and she wanted to practise extra hard. She ran around the track. She ran around again. She ran around the track ten times, trying to go faster and faster each time. When she stopped to take a water break, she noticed an older woman watching her run. 'Come here,' the woman called her, smiling. Zodwa ran over to her. 'I see you are a very good runner!' the woman said to Zodwa. 'And, you are a hard worker! But where are your shoes? Your feet must hurt!'</p> <p>Zodwa looked down. Her cheeks felt hot. 'I don't have money for shoes,' she said quietly.</p>	<p>--</p>
<p>'Well, I own the shoe store in town,' the woman said. 'Come visit my shop. I will give you a free pair of shoes!'</p> <p>Zodwa ran home to tell her mother the good news. Then, she and her mother walked to the shoe store. Zodwa found a pair of new green shoes.</p> <p>'Oh, thank you Ma'am!' Zodwa said gratefully.</p> <p>'I hope these will help you to be the best runner at school!' the nice woman replied. 'Oh! And I will be there to see you run the big race!'</p>	<p>I can visualise the shop owner watching Zodwa at the track. I can visualise her thinking that Zodwa is such a hard-working and determined runner.</p>
<p>Zodwa felt so nervous for the shoe shop owner to watch her.</p>	<p>--</p>
<p>'What if I lose and she makes me give the shoes back!' Zodwa worried.</p> <p>'What if she wishes she never gave me shoes!' Zodwa worried.</p> <p>'I don't want to disappoint her!' Zodwa thought. 'I want to win so I can give her my ribbon!'</p> <p>So Zodwa practised day and night. She ran and ran until her legs ached.</p> <p>'I will win!' she thought. 'I must not give up.' Zodwa had never worked so hard in her whole life!</p>	<p>--</p>
<p>--</p>	<p>I can visualise Zodwa waking up early and getting to the field while the sun is rising. I can visualise her getting tired and sweaty, but she keeps practising.</p>
<p>The day of the big race finally came. Zodwa was shaking as she walked to the starting line. But as soon as she began to run, she forgot all of her worries. All she could think about was the ribbon</p>	<p>--</p>

WEEK 5

Text	First Read (Think Aloud)
<p>at the finish line. She ran like the wind; faster than she had ever run!</p> <p>When she got to the finish line, she saw that she was far ahead of any of the other runners.</p> <p>'I won! I won!' she shouted joyfully. She looked around and saw the shoe shop owner waving and cheering. Zodwa beamed.</p>	
<p>As soon as she got her winning ribbon, she ran over to the nice shoe shop owner. 'The ribbon is for you!' Zodwa said. 'I couldn't have won without your help!'</p> <p>The kind woman took the ribbon. 'But, I think you would have won with or without shoes,' she said.</p>	<p>I can visualise Zodwa getting to the finish line and looking around. I can visualise her seeing that she has won, and jumping up and down!</p>
Follow up questions	Possible responses
Who gave Zodwa new shoes?	The shoe shop owner gave Zodwa new shoes.
What colour shoes does Zodwa get?	She gets green shoes.
Why question	Possible responses
Why did the shoe shop owner give shoes to Zodwa?	<ul style="list-style-type: none"> • Because Zodwa's family didn't have enough money to buy her shoes. • Because the shoe shop owner saw how hard-working Zodwa was. • Because Zodwa was a fast runner. • Because the shoe shop owner wanted to help Zodwa when she saw her running with bare feet.



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

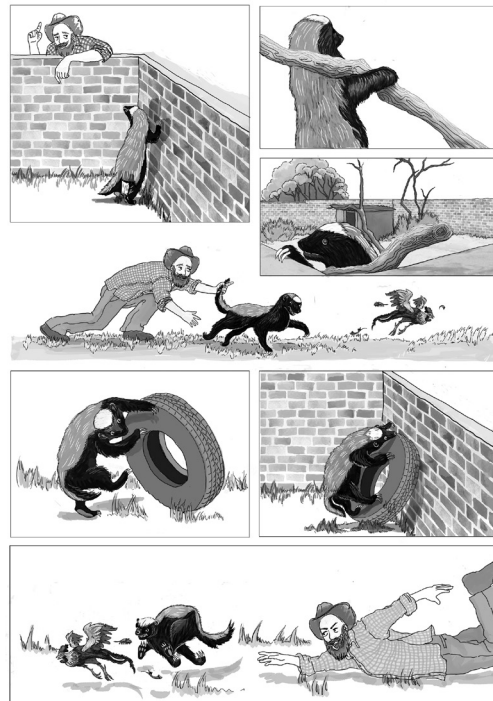
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - talent
 - donate
 - attitude

Rhyme or song	Actions
I know I can, I know I can	Use thumbs to point and yourself
Be what I want to be	Show thumbs up
If I work hard at it,	Show your muscles
I'll be where I want to be!	Point up to the sky

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.



WEEK 5



Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **oo**
- 2 Say the word: **moon**
- 3 Segment the word into the individual sounds: /m/-/oo/-/n/
- 4 Say the first sound of the word: /m/
- 5 Say the second sound of the word: /oo/
- 6 Say the last sound of the word: /n/
- 7 Write the word on the chalkboard: **moon**
- 8 Model pointing to and blending the sounds to make a word: /m/-/oo/-/n/ = **moon**

WE DO...

- 1 Say the sound: **oo**
- 2 Say the word: **spoon**
- 3 Ask learners: What is the first single sound in the word? /s/
- 4 Ask learners: What is the second single sound in the word? /p/
- 5 Ask learners: What is the third single sound in the word? /oo/
- 6 Ask learners: What is the last single sound in the word? /n/
- 7 Ask learners to segment the word into each individual sound: /s/-/p/-/oo/-/n/
- 8 Write the word on the chalkboard: **spoon**
- 9 Instruct learners to blend the sounds in the word with you: /sp/-/oo/-/n/ = **spoon**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **oo words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a moon
 - b spoon
 - c doom
 - d gloom
 - e room
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



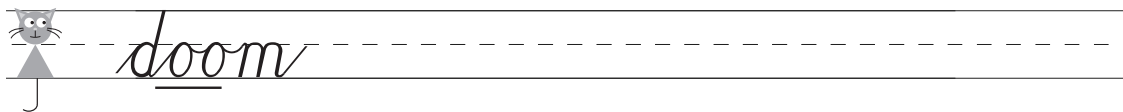
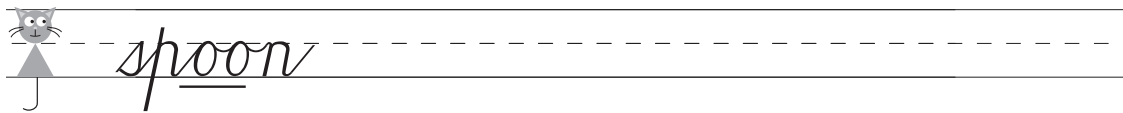
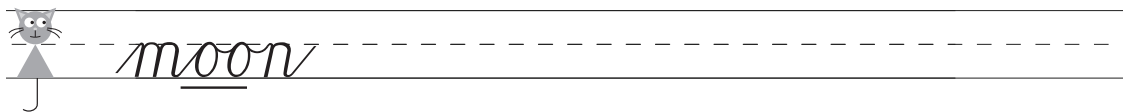
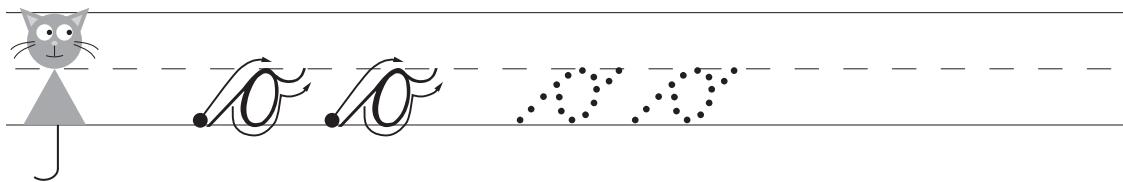
Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: 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.

WEEK 5





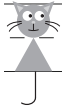
gloom



room



I feel doom and gloom



in the room

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write about a time you were determined to achieve a goal!

TASK: Write a paragraph of at least 8 sentences.

WRITING FRAME:

- 1 Once I felt determined to...
- 2 I achieved this goal by...
- 3 It was difficult, but I...
- 4 In the end...

PREPARATION: Before the writing lesson, write the plan you made on Monday on the chalkboard.

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:

Once I felt determined to save up money for a plane ticket to India. **I achieved this goal by** saving up money for a whole year. I saved and saved, and didn't buy things like new clothes or sweets. **It was difficult, but I** really wanted to visit India, so I worked hard to be disciplined. **In the end** I felt proud of myself for working so hard. I learned that working hard helps you achieve big things!

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **A time I felt determined: Draft**
- 3 Tell learners to find their plan from Monday and think about their ideas.
- 4 Tell learners to complete the writing frame using their plans.
- 5 Tell learners that they can add more sentences or details if they have time.
- 6 Remind learners of the strategies they can use to help them.
- 7 As learners write, walk around the classroom and help learners who are struggling.

A time I was determined to make the socca team.

Once I felt determined to make the socca team because I love socca.

I achieved this goal by practising and practising.

It was difficult, but I love socca so much and my dad would be proud.

In the end, I felt so excited to make the team and I found out that I can do anything if I practise.



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

Letter swap

I DO...

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write these two words on the chalkboard: **doom, room**
- 3 Model finding the difference for learners, like: **doom, room**
- 4 Explain the difference, like: the /d/ and /r/ sounds are different, but everything else in the word is the same!

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **grab, grub**
- 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: **grab, grub**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **grin**
- 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: **grip, grit, grid, gran, grain, green, sin, win, pin, spin**

YOU DO...

- 1 Write this word on the chalkboard: **moon**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
spoon, soon, noon, toon, loon, mood, main, mean, man, men

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: VISUALISE

Text	Second Read (Think Aloud)
<p>Zodwa loved to run. She practised running every day. She loved the way the wind felt on her face. She loved the sound her feet made on the ground. She loved that she was always the fastest runner.</p> <p>But Zodwa didn't love when she ran over stones and cut her feet. She didn't love the way the hot ground made her feet burn. And she especially didn't love the way the other children laughed at her bare feet.</p>	--
<p>But, Zodwa's family didn't have money to buy her shoes. 'No matter what, shoes or no shoes, I will run every day!' Zodwa decided.</p>	I can visualise how determined Zodwa must feel. Even though her feet hurt, she still wants to be a good runner.
<p>One Saturday, Zodwa went early to the athletics field. The big race was coming up, and she wanted to practise extra hard. She ran around the track. She ran around again. She ran around the track ten times, trying to go faster and faster each time. When she stopped to take a water break, she noticed an older woman watching her run. 'Come here,' the woman called her, smiling. Zodwa ran over to her. 'I see you are a very good runner!' the woman said to Zodwa. 'And, you are a hard worker! But where are your shoes? Your feet must hurt!'</p> <p>Zodwa looked down. Her cheeks felt hot. 'I don't have money for shoes,' she said quietly.</p>	--

Text	Second Read (Think Aloud)
<p>'Well, I own the shoe store in town,' the woman said. 'Come visit my shop. I will give you a free pair of shoes!'</p> <p>Zodwa ran home to tell her mother the good news. Then, she and her mother walked to the shoe store. Zodwa found a pair of new green shoes.</p> <p>'Oh, thank you Ma'am!' Zodwa said gratefully.</p> <p>'I hope these will help you to be the best runner at school!' the nice woman replied. 'Oh! And I will be there to see you run the big race!'</p>	<p>I can visualise Zodwa looking down at her shoes. I can visualise how happy she must feel that she finally has shoes to run in. I think she must be feeling very lucky.</p>
<p>Zodwa felt so nervous for the shoe shop owner to watch her.</p> <p>'What if I lose and she makes me give the shoes back!' Zodwa worried.</p> <p>'What if she wishes she never gave me shoes!' Zodwa worried.</p> <p>'I don't want to disappoint her!' Zodwa thought. 'I want to win so I can give her my ribbon!'</p> <p>So Zodwa practised day and night. She ran and ran until her legs ached.</p> <p>'I will win!' she thought. 'I must not give up.' Zodwa had never worked so hard in her whole life!</p>	<p>--</p>
<p>--</p>	<p>I can visualise the way Zodwa feels tired as she runs and runs. But, I visualise her thinking about the shoe shop owner. She is thinking that she wants to impress her! I can visualise the way she keeps running, even when she is tired.</p>
<p>The day of the big race finally came. Zodwa was shaking as she walked to the starting line. But as soon as she began to run, she forgot all of her worries. All she could think about was the ribbon at the finish line. She ran like the wind; faster than she had ever run!</p> <p>When she got to the finish line, she saw that she was far ahead of any of the other runners.</p> <p>'I won! I won!' she shouted joyfully. She looked around and saw the shoe shop owner waving and cheering. Zodwa beamed.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>As soon as she got her winning ribbon, she ran over to the nice shoe shop owner. 'The ribbon is for you!' Zodwa said. 'I couldn't have won without your help!'</p> <p>The kind woman took the ribbon. 'But, I think you would have won with or without shoes,' she said.</p>	<p>I can visualise Zodwa walking up to begin the race, feeling so nervous because she really wants to win! I can visualise her running to the shoe shop owner after the race. I can visualise how proud she feels when she gives the ribbon to her!</p>
Follow up questions	Responses
When did Zodwa practise running?	She practised running day and night.
What did Zodwa get when she won?	She got a ribbon.
Why question	Possible response
Why did Zodwa want to win the race?	<ul style="list-style-type: none"> • Because she loved to run. • Because she wanted to impress the shoe shop owner, who gave her new shoes. • Because she was worried about what the shoe shop owner might think if she didn't win. • She was worried that the shoe shop owner might want to take the shoes back or might wish she hadn't given Zodwa the shoes. • Because she wanted to win the ribbon to give it to the shoes shop owner (to say thank you).



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.
 - goal
 - decision
 - decide

Rhyme or song	Actions
I know I can, I know I can	<i>Use thumbs to point and yourself</i>
Be what I want to be	<i>Show thumbs up</i>
If I work hard at it,	<i>Show your muscles</i>
I'll be where I want to be!	<i>Point up to the sky</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - a In this story...
 - b My favourite character in the story was...because...
 - c I think Zodwa is a determined person because...
- 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.

gr	oo	e
a	b	m
n	r	u
i	s	p

MODEL

- 1 Remind learners of the sounds of the week: **/gr/** and **/oo/**
- 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: **/gr/ - /a/ - /b/ = grab**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/gr/ or /oo/**
- 6 Show learners how to make another word, like: **/m/ - /a/ - /p/ = map**

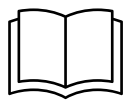
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **gr, 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): **grab, grin, grub, green, moon, room, boom, spoon, noon, men, man, map, nap, pin, sin** etc

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, VISUALISE

WRITTEN COMPREHENSION

- 1 Before the lesson begins, write the following heading, questions and sentence starters on the board.
- 2 Read through the questions with learners, and explain them if necessary.
- 3 Tell learners to turn and talk and discuss these questions with a partner.
- 4 Then, learners must open their exercise books, write the date and heading, and write the answers to the questions.
- 5 In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work.

ZODWA'S NEW SHOES

- 1 Why did Zodwa go to the athletics field on Saturday?
Zodwa went to the athletics field on Saturday because...
- 2 What did the old woman give to Zodwa?
She gave Zodwa...
- 3 What colour shoes did Zodwa receive?
Zodwa received...
- 4 Visualise Zodwa right before her race. What is happening?
I visualise...

ZODWA'S NEW SHOES - ANSWERS

- 1 Why did Zodwa go to the athletics field on Saturday?
Zodwa went to the athletics field on Saturday because the big race was coming up / she wanted to practice running / she wanted to get ready for the big race.
- 2 What did the old woman give to Zodwa?
She gave Zodwa a new pair of shoes for free.
- 3 What colour shoes did Zodwa receive?
Zodwa received green shoes
- 4 Visualise Zodwa right before her race. What is happening?
I visualise Zodwa shaking and looking very nervous! (Or any similar / appropriate answer)



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

- 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 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 entire page, creating a textured, academic atmosphere.

Grade 3

TERM 1

Week

6

THEME:

Determination



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: real photographs of Musa Motha.
- 5 Do some research on the internet to prepare for the theme. For example: other differently abled athletes who have worked hard to achieve great things.
- 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 9, Let's write

Activity 2: DBE Workbook 1: Page 10, Let's read

Activity 3: DBE Workbook 1: Page 11, Let's write

Activity 4: Draw a picture of how you feel when you are working hard.

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Musa Motha dancing in the Big Book story: Musa Motha: A gravity-defying dancer
- 2 Tell learners that we are continuing our theme: Determination
- 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 does determination mean?
 - b What are some things that show someone is determined?
 - c Why is determination important?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - injury
 - amputate
 - disease

Rhyme or song	Actions
I know I can, I know I can	Use thumbs to point and yourself
Be what I want to be	Show thumbs up
If I work hard at it,	Show your muscles
I'll be where I want to be!	Point up to the sky



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: I look at my spoon.
- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
 - a They
 - b We
 - c She

- d** He
- 5** Tell learners to rewrite sentence starting with the word provided.
 - 6** In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
 - 7** Then, ask learners to point out any patterns they can see, like: where the sentence changes.
 - 8** Underline any patterns, like:
 - a** I look at my spoon.
 - b** They look at their spoon.
 - c** We look at our spoon.
 - d** She looks at her spoon.
 - e** He looks at his spoon.
 - 9** Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



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: Musa Motha: A gravity-defying dancer
- 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

Edit

TOPIC: Write about a time you were determined to achieve a goal!

TASK: Write a paragraph of at least 8 sentences.

PREPARATION:

- 1 Write the editing checklist on the chalkboard before the start of the writing lesson.
- 2 Write your draft on the chalkboard before the lesson. Include one or two mistakes.

EDITING CHECKLIST:

- 1 Did I use the past tense?
- 2 Did I use first person ('I' and 'we') ?
- 3 Are my events in the order of when they happened?
- 4 Do I have at least 8 complete sentences?
- 5 Did I spell all words correctly?
- 6 Does every sentence start with a capital letter?
- 7 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

- 1 Read the editing checklist aloud to learners.
- 2 Next, read your draft aloud to learners.
- 3 Go through the checklist, and point out whether your draft is correct, or whether you need to make corrections or improvements.
- 4 Model the correction process for learners.

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

- 1 Hand out exercise books.
- 2 Tell learners to find their draft of the writing task.
- 3 Next, tell learners to go through the editing checklist and make any corrections or improvements that are required.
- 4 As learners work, walk around the room and hold mini-conferences – ensure you work with a different group of learners for every writing task.
- 5 Look for any common errors in learners' writing.
- 6 Call learners to attention and write the commonly made errors on the chalkboard.
- 7 Show learners how to correct these errors.

A time I was determined to make the soccer team.

Once I felt determined to make the soccer team because I love soccer.

I achieved this goal by practising and practising.

It was difficult, but I love soccer so much and my dad would be proud.

In the end, I felt so excited to make the team and I found out that I can do anything if I practise.



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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **sh**
- 2 Say the word: **sheep**
- 3 Segment the word into the individual sounds: /**sh**/-/**ee**/-/**p**/
- 4 Say the first sound of the word: /**sh**/
- 5 Say the second sound of the word: /**ee**/
- 6 Say the last sound of the word: /**p**/
- 7 Write the word on the chalkboard: **sheep**
- 8 Model pointing to and blending the sounds to make a word: /**sh**/-/**ee**/-/**p**/ = **sheep**

WE DO...

- 1 Say the sound: **sh**
- 2 Say the word: **wish**
- 3 Ask learners: What is the first sound in the word? /**w**/
- 4 Ask learners: What is the second sound in the word? /**i**/
- 5 Ask learners: What is the last sound in the word? /**sh**/
- 6 Ask learners to segment the word into each individual sound: /**w**/-/**i**/-/**sh**/
- 7 Write the word on the chalkboard: **wish**
- 8 Instruct learners to blend the sounds in the word with you: /**w**/-/**i**/-/**s**/-/**h**/ = **wish**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **sh words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a sheep
 - b ship
 - c shop
 - d wish
 - e dash
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

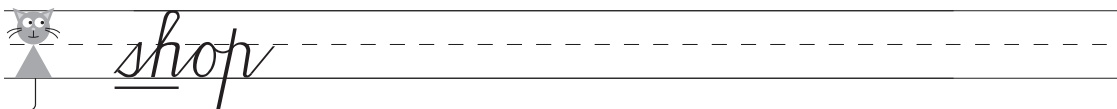
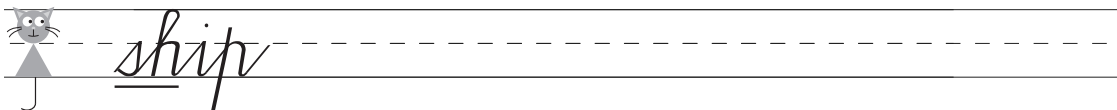
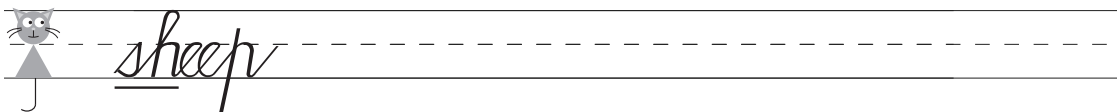
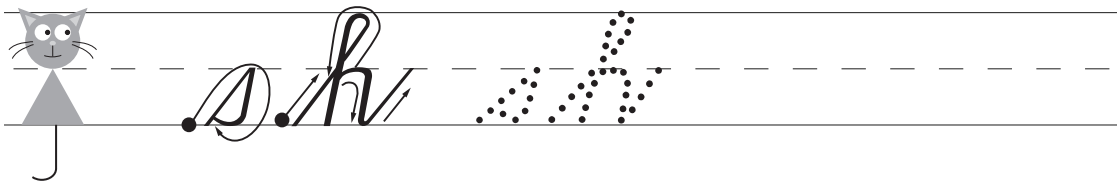



Handwriting:


15 minutes

Write letter(s) / words / sentences in cursive

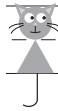
- 1 Teach learners to correctly form the lower case letter(s) in cursive: **sh**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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



 wish

 dash

 The sheep will dash to

 the shop

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER / MAKE EVALUATIONS

Text	First Read (Think Aloud)
This is the story of Musa Motha, an incredible South African dancer.	--
<p>When Musa was very young, he didn't imagine he would become a dancer. His dream was to become a star soccer player. He loved to run down the field, dribbling and kicking the soccer ball.</p> <p>But one day, when Musa was 9 years old, someone kicked his knee in a soccer match. Every night, for weeks after the injury, his knee would swell up. His parents realised that this wasn't a normal knee injury, and decided to take him to the hospital.</p>	His parents realized that there must be a problem with Musa's knee. I wonder what the problem could be?

Text	First Read (Think Aloud)
<p>For six months, no one could figure out what was wrong with Musa's knee. He travelled from hospital to hospital. He met with doctor after doctor. They ran test after test, but they couldn't figure out what was causing Musa's knee to swell.</p> <p>Finally, one of Musa's many doctors decided to do a small surgery called a biopsy. When the result came back, it showed that Musa had Osteosarcoma – a type of cancer that affects the bones. Musa made the difficult decision to have his leg amputated to stop the cancer from spreading.</p>	<p>Musa is very young to have cancer. I make the evaluation that this must have very scary for little Musa!</p>
<p>Musa's amputation meant that he was cancer-free. However, it also meant that his dreams of becoming a soccer star were dashed. He could no longer run down the field, or dribble and kick the ball. But, Musa decided to focus on all the things that his differently-abled body could do.</p>	<p>I see a problem: Musa can no longer play soccer. I think this must have made young Musa very sad. I wonder what Musa will do?</p>
<p>An organisation called 'Reach for a Dream', which helps children who are suffering from life-threatening diseases, bought Musa a sound system. Musa fell in love with music. Through his love for music, Musa realised that there were other ways he could move his body. He began to practice dance.</p>	<p>Musa could no longer play soccer, but I make the evaluation that he was determined to find something else he loved! He found dancing instead!</p>
<p>In 2017, Musa auditioned for the Vuyani Dance Company. He was accepted because of his superb dancing abilities, and because of the unique style he could bring to the stage.</p>	<p>I make the evaluation that Musa must have worked very hard to be accepted into a professional dance company. It must have taken a lot of determination!</p>
<p>At Musa's training for the Vuyani Dance Company, he was the only differently-abled dancer. However, Musa accepted every challenge. He realised that being a dancer with one leg meant working to defy gravity, through strength and balance. Throughout his training, he worked on building a positive relationship with gravity.</p>	<p>All the other dancers have two legs, which makes balancing much easier. I think Musa probably had to work harder than anyone else. I make the evaluation that he is very determined to become an amazing dancer.</p>
<p>After his training, Musa became one of the lead dancers at the Vuyani Dance Company. However, Musa still has to work hard every day.</p> <p>It is not always easy for choreographers to design dance routines to fit Musa's style of dancing. Musa has to help figure out how to adapt dances designed for able-bodied dancers to fit him.</p>	<p>I see that Musa's is determined to become better and better, even after getting accepted into the dance company. He is determined to become the best dancer he can be.</p>
<p>When Musa performs on big stages, most people in the audience have never seen a professional dancer on crutches. People walk</p>	<p>Life must not always be easy for Musa, because people can sometimes think mean things about people with different abilities.</p>

Text	First Read (Think Aloud)
<p>away amazed and inspired by the beauty and grace of his dancing.</p> <p>Musa inspires his audiences to think about people with different abilities. His achievements on stage help to expand people’s minds and break down prejudices about what is possible! He shows people that differently-abled bodies are strong and beautiful.</p>	
<p>Through his dancing, Musa Motha wants to show that nothing is impossible. Sometimes, Musa works so hard that his whole body aches. But, he still finds the strength to get up and keep dancing.</p>	<p>I make the evaluation that Musa works hard every day to be an excellent dancer.</p>
Follow up questions	Possible responses
<p>How old was Musa Motha when he got cancer?</p>	<p>He was nine-years-old.</p>
<p>What did Musa decide to do instead of play soccer?</p>	<p>He decided to become a dancer.</p>
Why question	Possible responses
<p>Why did Musa Motha become a dancer?</p>	<ul style="list-style-type: none"> • Because he could no longer be a soccer player. • Because he fell in love with music. • Because music helped him realise that there were other ways he could move his body. • Because he wanted to focus on all the things his body could do. • Because he practiced and practiced until he was accepted into the Vuyani Dance Company.

WEEK 6



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

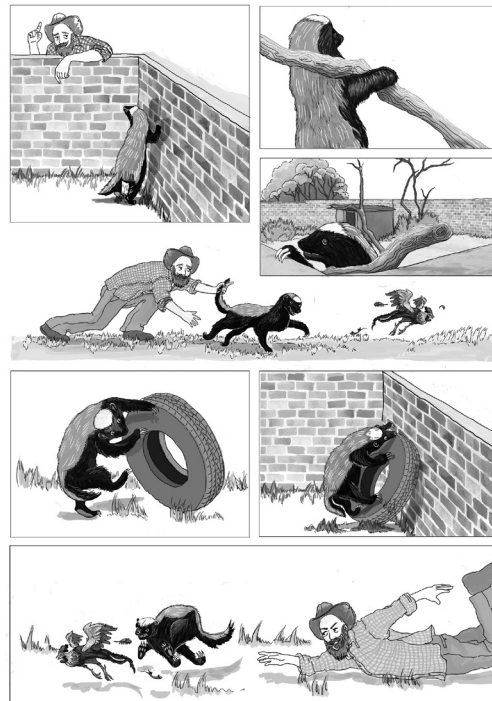
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - gravity
 - defy
 - adapt

Rhyme or song	Actions
I know I can, I know I can	Use thumbs to point and yourself
Be what I want to be	Show thumbs up
If I work hard at it,	Show your muscles
I'll be where I want to be!	Point up to the sky

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 sounds, blending and segmenting

I DO...

- 1 Say the sound: **th**
- 2 Say the word: **thick**
- 3 Segment the word into the individual sounds: /**th**/-/i/-/ck/
- 4 Say the first sound of the word: /**th**/
- 5 Say the second sound of the word: /i/
- 6 Say the last sound of the word: /**ck**/
- 7 Write the word on the chalkboard: **thick**
- 8 Model pointing to and blending the sounds to make a word: /**th**/-/i/-/ck/ = **thick**

WE DO...

- 1 Say the sound: **th**
- 2 Say the word: **moth**
- 3 Ask learners: What is the first sound in the word? /**m**/
- 4 Ask learners: What is the second sound in the word? /**o**/
- 5 Ask learners: What is the last sound in the word? /**th**/
- 6 Ask learners to segment the word into each individual sound: /**m**/-/o/-/th/
- 7 Write the word on the chalkboard: **moth**
- 8 Instruct learners to blend the sounds in the word with you: /**m**/-/o/-/th/ = **moth**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **th words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a thick
 - b thin
 - c think
 - d moth
 - e with
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

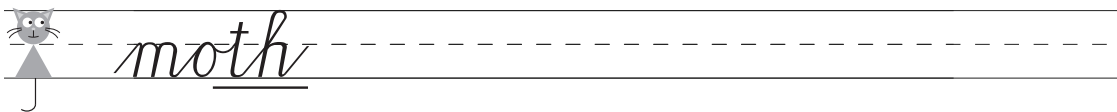
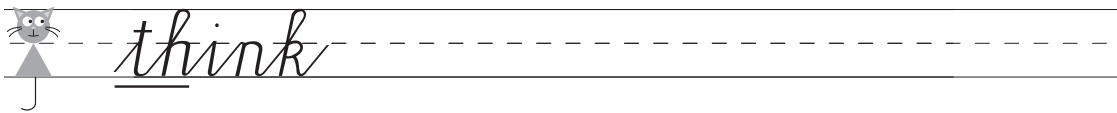
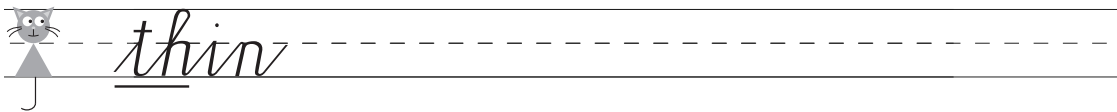
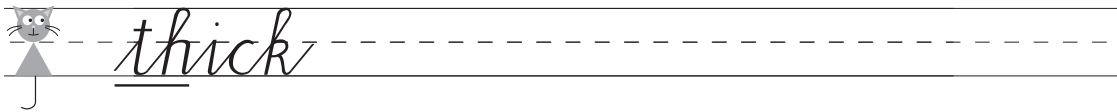
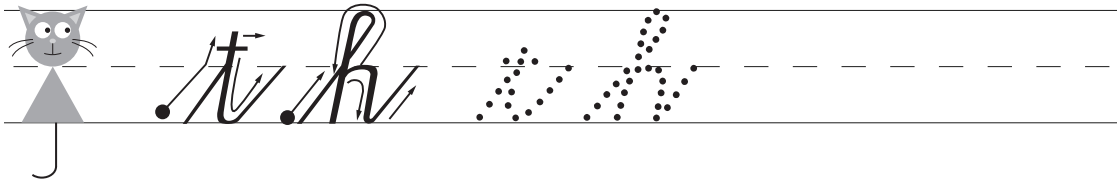



Handwriting:

15 minutes


Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **th**
- 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.



 *with*

 *I will sit and think with*

 *the moth*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

WEEK 6

TOPIC: Write about a time you were determined to achieve a goal!

TASK: Write a paragraph of at least 8 sentences.

WRITING FRAME:

- 1 Once I felt determined to...
- 2 I achieved this goal by...
- 3 It was difficult, but I...
- 4 In the end...

PREPARATION: Before the writing lesson, write the edited draft you made on Monday on the chalkboard.

MODELLING THE PUBLISHING PROCESS (I DO)

- 1 Remind learners that on Monday you used the editing checklist to edit your drafts.
- 2 Next, tell learners that today we will publish and present our final piece of writing.
- 3 Show learners how you rewrite your own piece of writing, with a title and date.

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **A time I was determined to...**
- 3 Tell learners to neatly rewrite their final piece of writing, with no mistakes.
- 4 If learners have time, they can draw a quick illustration.
- 5 As learners write, walk around the classroom and help learners who are struggling.

LEARNERS PRESENT THEIR WRITING

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Display learners' writing at eye-level to allow them to read each other's writing.

A time I was determined to make the soccer team.

Once I felt determined to make the soccer team because I love soccer.

I achieved this goal by practising and practising.

It was difficult, but I love soccer so much and my dad would be proud.

In the end, I felt so excited to make the team and I found out that I can do anything if I practise.



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

Letter swap

I DO...

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write these two words on the chalkboard: **ship, shop**
- 3 Model finding the difference for learners, like: **ship, shop**
- 4 Explain the difference, like: the /i/ and /o/ sounds are different, but everything else in the word is the same!

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **think, thing**
- 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: **think, thing**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **shop**
- 2 Ask learners: **What is one sound you could swop in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **shot, shock, ship, sheep, hop, chop, mop**

YOU DO...

- 1 Write this word on the chalkboard: **thick**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swopped.
thin, think, thing, sick, kick, lick, pick

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER / MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p>This is the story of Musa Motha, an incredible South African dancer.</p>	<p>I remember that Musa is a very determined person, who had to work hard to become a dancer.</p>
<p>When Musa was very young, he didn't imagine he would become a dancer. His dream was to become a star soccer player. He loved to run down the field, dribbling and kicking the soccer ball.</p> <p>But one day, when Musa was 9 years old, someone kicked his knee in a soccer match. Every night, for weeks after the injury, his knee would swell up. His parents realised that this wasn't a normal knee injury, and decided to take him to the hospital.</p>	<p>--</p>
<p>For six months, no one could figure out what was wrong with Musa's knee. He travelled from hospital to hospital. He met with doctor after doctor. They ran test after test, but they couldn't figure out what was causing Musa's knee to swell.</p> <p>Finally, one of Musa's many doctors decided to do a small surgery called a biopsy. When the result came back, it showed that Musa had Osteosarcoma – a type of cancer that affects the bones. Musa made the difficult decision to have his leg amputated to stop the cancer from spreading.</p>	<p>I think it must have been very difficult for Musa to have his leg amputated, especially because Musa loved soccer so much.</p>
<p>Musa's amputation meant that he was cancer-free. However, it also meant that his dreams of becoming a soccer star were dashed. He could no longer run down the field, or dribble and kick the ball. But, Musa decided to focus on all the things that his differently-abled body could do.</p>	<p>Musa must have been disappointed. But I see that he tried to focus on what he could do. I think that shows that he is a determined person, because he didn't let something terrible get in the way of his success.</p>

WEEK 6

Text	Second Read (Think Aloud)
<p>An organisation called 'Reach for a Dream', which helps children who are suffering from life-threatening diseases, bought Musa a sound system. Musa fell in love with music. Through his love for music, Musa realised that there were other ways he could move his body. He began to practice dance.</p>	<p>Musa was determined to open-minded. He didn't get stuck feeling sad about not being able to play soccer. Instead, he was determined to find something else he loved to do.</p>
<p>In 2017, Musa auditioned for the Vuyani Dance Company. He was accepted because of his superb dancing abilities, and because of the unique style he could bring to the stage.</p>	<p>I remember that Musa was the only differently-abled dancer in the Vuyani dance company. I think he must have worked incredibly hard to be accepted. I wonder if the people running the auditions might have been skeptical when they saw him, because they might not have been used to seeing a dancer with only one leg?</p>
<p>At Musa's training for the Vuyani Dance Company, he was the only differently-abled dancer. However, Musa accepted every challenge. He realised that being a dancer with one leg meant working to defy gravity, through strength and balance. Throughout his training, he worked on building a positive relationship with gravity.</p>	<p>--</p>
<p>After his training, Musa became one of the lead dancers at the Vuyani Dance Company. However, Musa still has to work hard every day.</p> <p>It is not always easy for choreographers to design dance routines to fit Musa's style of dancing. Musa has to help figure out how to adapt dances designed for able-bodied dancers to fit him.</p>	<p>Musa is such a hard worker – he doesn't let anything stop him. When the dances don't fit him, he helps change the dances. This shows that he is determined – because he doesn't easily let obstacles get in his way!</p>
<p>When Musa performs on big stages, most people in the audience have never seen a professional dancer on crutches. People walk away amazed and inspired by the beauty and grace of his dancing.</p> <p>Musa inspires his audiences to think about people with different abilities. His achievements on stage help to expand people's minds and break down prejudices about what is possible! He shows people that differently-abled bodies are strong and beautiful.</p>	<p>I make the evaluation that Musa is determined because he doesn't let prejudiced beliefs about differently abled bodies stop him from pursuing his dreams.</p>
<p>Through his dancing, Musa Motha wants to show that nothing is impossible. Sometimes, Musa works so hard that his whole body aches. But, he still finds the strength to get up and keep dancing.</p>	<p>This is really what it means to be determined – that even when things are difficult we keep trying and trying. I make the evaluation that Musa is a good example of determination.</p>

Follow up questions	Responses
Do you feel inspired by Musa Motha? Explain.	I feel inspired by Musa Motha because...
How is Musa different from other dancers?	He is different from other dancers because he only has one leg.
Why question	Possible responses
Why can we say that Musa Motha is a determined person?	<ul style="list-style-type: none"> • Because he found something his body could do after his leg was amputated. • Because he must have been disappointed that he couldn't be a soccer player, but he decided to find something he could do! • Because he focused on the things his body could do. • Because he worked hard to become a dancer. • Because dancing is more difficult for someone with one leg, and Musa must work extra hard. But he tries everything! • Because Musa is a lead dancer. He must work very hard to have become one of the best dancers. • Because people can sometimes think unkind things about differently abled people, but Musa does not let those beliefs stop him from being a great dancer. • Because Musa works to adapt dances so they can fit his style of dancing.



Group Guided Reading

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

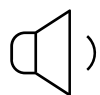
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - crutches
 - inspire
 - prejudices

Rhyme or song	Actions
I know I can, I know I can	<i>Use thumbs to point and yourself</i>
Be what I want to be	<i>Show thumbs up</i>
If I work hard at it,	<i>Show your muscles</i>
I'll be where I want to be!	<i>Point up to the sky</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - a In this story...
 - b I make the evaluation that Musa Motha is a ... person because...
 - c I think this story shows the theme of determination because...
- 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.

sh	th	i
p	o	n
ck	w	k
m	ee	g

MODEL

- 1 Remind learners of the sounds of the week: /**sh**/ and /**th**/
- 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: /**sh**/ - /**i**/ - /**p**/ = **ship**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**sh**/ or /**th**/
- 6 Show learners how to make another word, like: /**p**/ - /**i**/ - /**ck**/ = **pick**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **sh, th**
- 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): **shop, ship, sheep, shin, wish, thin, think, thing, thick, moth, with, pick, mock, king, pink** etc

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, MAKE EVALUATIONS

WRITTEN 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 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:
 - a **This text is about...**(2–3 sentences)
 - b **I liked...**
 - c **I think this text was written to teach me...**
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 6 Model your own example for learners. Say: ***This text is about*** how Musa Motha became a dancer. ***I liked*** seeing Musa Motha dance on his crutches. ***I think this text was written to teach me*** that anything is possible with hard work.
- 7 Give learners time to think about the most important parts of the text.
- 8 Tell learners to **turn and talk** with a partner to share their ideas. / Tell learners to write their own summaries using the frame.
- 9 Call the class back together.
- 10 Ask 1–2 learners to share their summaries with the class.
- 11 Come up with a class summary, like: ***This text is about*** how Musa Motha became a dancer with just one leg. ***We liked*** when Musa got a sound system, and began to dance. ***We think this text was written to teach us*** about someone who was determined, and achieved their dreams!



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

- 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 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.

Grade 3

TERM 1

Week

7

THEME:

Me and my siblings



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of siblings (brothers, sisters, brothers and sisters), a family picture of you and your siblings, ask learners to bring in pictures of their siblings.
- 5 Do some research on the internet to prepare for the theme. For example: common traits of oldest, middle and youngest siblings.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

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

Activity 2: DBE Workbook 1: Page 13, Let's write

Activity 3: DBE Workbook 1: Page 14, Let's read

Activity 4: Draw a picture of something you like to do at home with your siblings.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Marie's teddy bear at the beginning of the Big Book story: Bear gets a haircut
- 2 Tell learners that we are starting a new theme called: Me and my siblings
- 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 are siblings?
 - b How many siblings do you have?
 - c What do you like to do with your siblings?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - ruin
 - annoyed
 - siblings

Rhyme or song	Actions
Brother and sister,	<i>Link arms with the person next to you</i>
Forever best friends.	<i>Sway from side to side</i>
Ready to face,	–
Whatever life sends.	<i>Thumbs up</i>

WEEK 7



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular words as follows. Learners must write these words next to the correct number.

Singular to Plural Words

 - a shop

- b** dish
- c** sheep
- d** thing
- e** moth

- 4** Next, instruct learners to rewrite the words as plurals, on the line below.
- 5** 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.
- 6** Then, ask learners to point out any patterns they can see, like: where the words change.
- 7** Underline these patterns, like:

Singular to Plural Words

- a** shop
shops
- b** dish
dishes
- c** sheep
sheep
- d** thing
things
- e** moth
moths

- 8** Tell learners to think about these patterns when they are reading or writing.
- 9** Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



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: Bear gets a haircut
- 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: Write a paragraph about one of your siblings. (*Learners who do not have any siblings can write about a cousin or a friend*)

TASK: Write a paragraph of at least 8 sentences.

PLANNING STRATEGY: Make a mind-map

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain some thoughts about your sibling, like:
My sister and I don't look alike – no one ever thinks we are really sisters! She is very funny. She is also very kind, and she always talks to me on the phone when I need her.

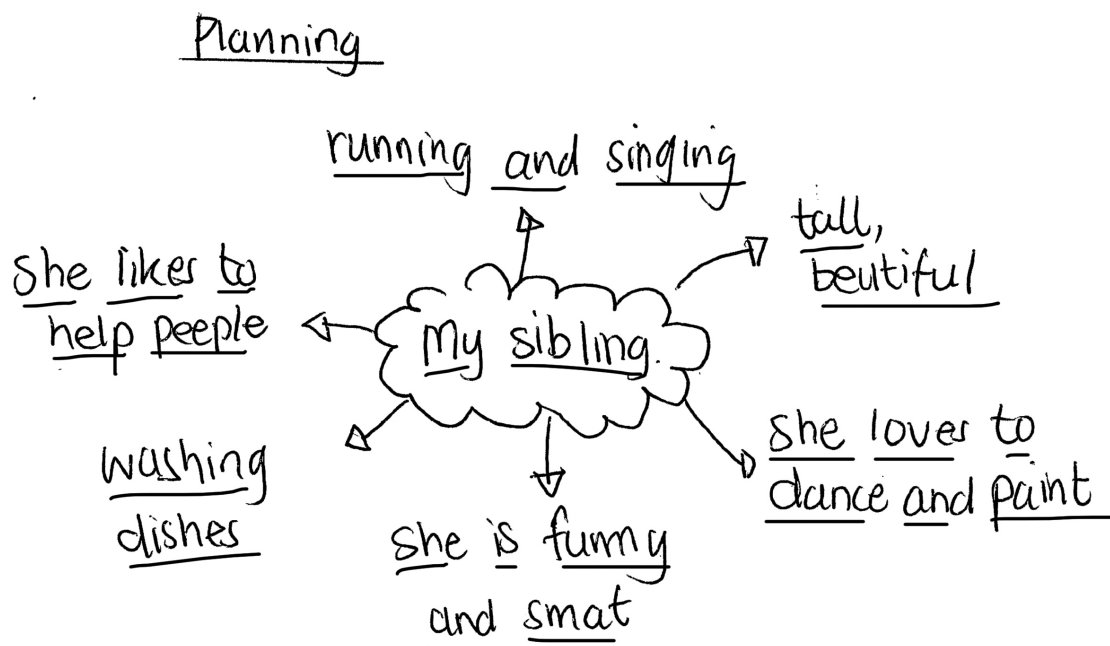
MODELLING THE PLANNING STRATEGY (I DO)

- 1 Draw a mind-map frame on one side of the chalkboard.
- 2 Show learners how you make a mind-map by answering the questions.
- 3 Complete the mind-map on the other side of the chalkboard.

Mind-map plan			Mind-map		
Name?	Age?	What does your sibling look like?	Chelsea	32	Short, beautiful
What is your sibling good at?	My sibling	What interests does your sibling have?	Running Cooking Painting	My sibling	She loves to hike and be outside
Other important facts?	What do you argue about?	What do you love about your sibling?	She is married	Clothing	She is funny and kind

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of.
- 2 Next, tell learners to **turn and talk** with a partner, to share their stories.
- 3 Show learners the mind-map frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.
- 5 Tell learners they must write their own ideas – they must **not** to copy your plan.
- 6 As learners work, walk around the room and hold mini-conferences.





Group Guided Reading

30 minutes

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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **ch**
- 2 Say the word: **chop**
- 3 Segment the word into the individual sounds: /**ch**/-/o/-/p/
- 4 Say the first sound of the word: /**ch**/
- 5 Say the second sound of the word: /o/
- 6 Say the last sound of the word: /p/
- 7 Write the word on the chalkboard: **chop**
- 8 Model pointing to and blending the sounds to make a word: /**ch**/-/o/-/p/ = **chop**

WE DO...

- 1 Say the sound: **ch**
- 2 Say the word: **rich**
- 3 Ask learners: What is the first sound in the word? /r/
- 4 Ask learners: What is the second sound in the word? /i/
- 5 Ask learners: What is the last sound in the word? /ch/
- 6 Ask learners to segment the word into each individual sound: /r/-/i/-/ch/
- 7 Write the word on the chalkboard: **rich**
- 8 Instruct learners to blend the sounds in the word with you: /r/-/i/-/ch/ = **rich**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ch words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a chop
 - b chip
 - c chin
 - d rich
 - e much
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

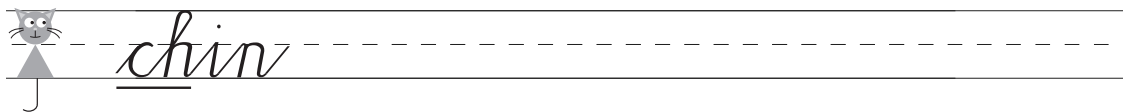
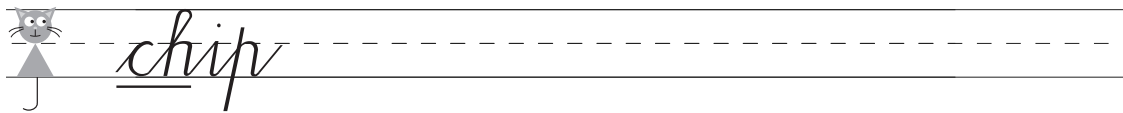
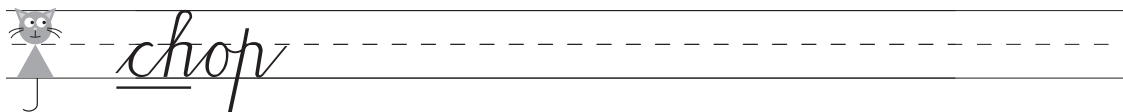
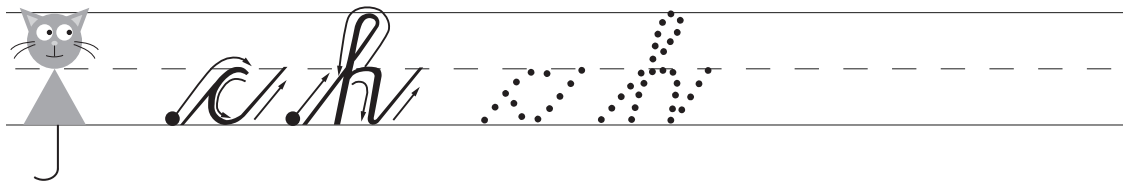


Handwriting:


15 minutes


Write letter(s) / words / sentences in cursive


- 1 Teach learners to correctly form the lower case letter(s) in cursive: **ch**
- 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.

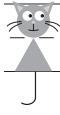


WEEK 7

 *rich*

 *much*

 *The rich man will munch*

 *the chips*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
Marie's teddy was her most special possession. She had slept with her special teddy bear since she was a tiny baby. Every night, she cuddled with the soft teddy. When she felt sad, she cuddled with her soft teddy. When she was at home, Marie always had her teddy with her.	--
Teddy was the one special toy Mom never made Marie share. But, Marie was such a generous big sister – she always let little Josh hold and play with teddy. One afternoon, while Marie and Josh were playing, Josh heard Marie talking to her teddy. 'You are getting so old,' she laughed. She hugged her teddy. 'But I love you anyway!'	I think Marie must be a really kind big sister. She shares her toys even when she doesn't have to!

Text	First Read (Think Aloud)
<p>The next day, while Marie was at school little Josh found some scissors in the kitchen.</p> <p>'I have an idea!' Josh thought. Josh thought about Marie's old teddy. 'I can make Marie's special teddy as good as new!' he thought.</p> <p>Josh took the scissors and cut all the hair off the top of teddy's head.</p> <p>'I bet Marie will be so surprised! she will think she got has a brand new bear!' thought Josh.</p>	<p>Why did Josh cut teddy? I think Josh must cut teddy's hair because he wants to do something nice for his sister. Maybe he also wants to make teddy new, because he heard Marie call her teddy 'old'.</p>
<p>Josh waited and waited for Marie to come home from school. He couldn't wait for her to see the surprise!</p>	<p>I wonder why Josh couldn't wait for Marie to get home? Oh! It must be because he thinks Marie will be so happy to see bear's haircut.</p>
<p>But when Marie got home and saw her teddy, she gasped. 'What happened to teddy?' she shouted at Josh. Josh held up the scissors, smiling. 'I trusted you! Why would you ruin my special teddy?' Marie cried.</p>	<p>I wonder why Josh was confused? Oh! It must be because Josh thought Marie would like bear's new haircut, but instead, Marie was furious!</p>
<p>'Sorry!' Josh shouted. 'I thought I was making your old teddy into a new one!'</p> <p>But Marie ran out of the room, crying.</p> <p>Josh sat all alone. 'I thought Marie would love teddy's new haircut!' Josh thought, confused.</p>	
<p>Marie found her mother. She held her special teddy out for Mom to see. 'Look at what Josh has done. He has ruined my special teddy forever! I don't even want this ugly teddy now!' she cried. She threw the bear on the floor.</p>	<p>--</p>
<p>Later mom called Marie.</p> <p>'I am so sorry Josh gave teddy a haircut that he didn't need!' Mom said. 'But teddy isn't ruined!' Mom explained.</p> <p>Mom handed teddy back to Marie wearing a new, red hat. 'The hat covers teddy's bad haircut,' said mom, smiling. 'And, it looks very cool!'</p> <p>Josh came into the room, carrying a little blue jacket. 'I took this from my own teddy,' Josh said. 'I think your teddy needs it more than mine. He gave the blue jacket to mom, who put it onto teddy.</p> <p>Marie still felt upset, but she took teddy back into her arms. 'Sorry I called you ugly! I love you no matter how you look,' she said. She gave teddy a big hug.</p>	<p>I wonder why Josh brought the blue shirt for teddy? Oh, maybe because he feels so bad that Marie didn't like teddy's haircut. He must want to make Marie feel better.</p>

Follow up questions	Possible responses
What did Josh do to ruin Marie's teddy?	He cut teddy's hair / he gave teddy a haircut
How did mother try to fix Teddy?	<ul style="list-style-type: none">• Mother put a red hat and blue jacket on Teddy.• Mother put clothing on Teddy to cover up the cuts.
Why question	Possible responses
Why did Josh give teddy a haircut?	<ul style="list-style-type: none">• Because he heard Marie say that he bear was old.• Because he wanted to make bear look new.• Because he wanted to do something nice for his sister.



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.
 - trust
 - reaction
 - expected

Rhyme or song	Actions
Brother and sister, Forever best friends.	Link arms with the person next to you Sway from side to side
Ready to face, Whatever life sends.	– Thumbs up

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.



WEEK 7



Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **cr**
- 2 Say the word: **crust**
- 3 Segment the word into the individual sounds: /**cr**/-/**u**/-/**st**/
- 4 Say the first sound of the word: /**cr**/
- 5 Say the second sound of the word: /**u**/
- 6 Say the last sound of the word: /**st**/
- 7 Write the word on the chalkboard: **crust**
- 8 Model pointing to and blending the sounds to make a word: /**cr**/-/**u**/-/**st**/ = **crust**

WE DO...

- 1 Say the sound: **cr**
- 2 Say the word: **crack**
- 3 Ask learners: What is the first single sound in the word? /**cr**/
- 4 Ask learners: What is the second single sound in the word? /**a**/
- 5 Ask learners: What is the last single sound in the word? /**ck**/
- 6 Ask learners to segment the word into each individual sound: /**cr**/-/**a**/-/**ck**/
- 7 Write the word on the chalkboard: **crack**
- 8 Instruct learners to blend the sounds in the word with you: /**cr**/-/**a**/-/**ck**/ = **crack**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **cr words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a crust
 - b crack
 - c crush
 - d crash
 - e crop
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

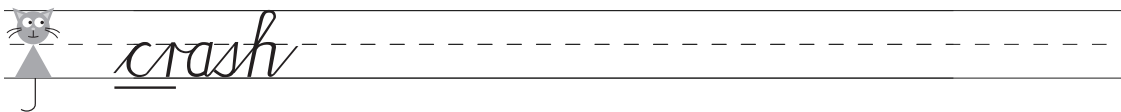
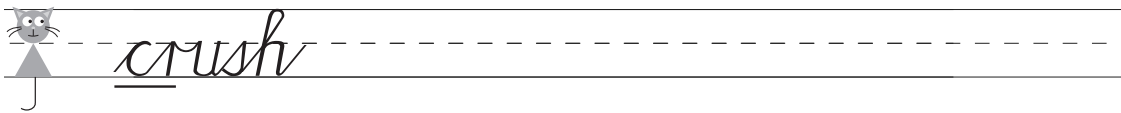
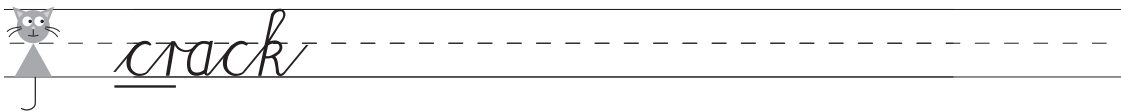
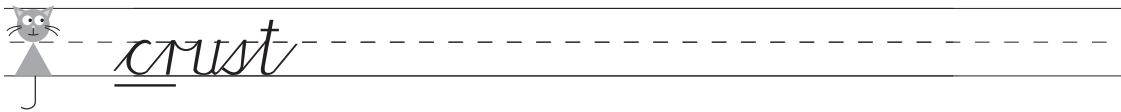
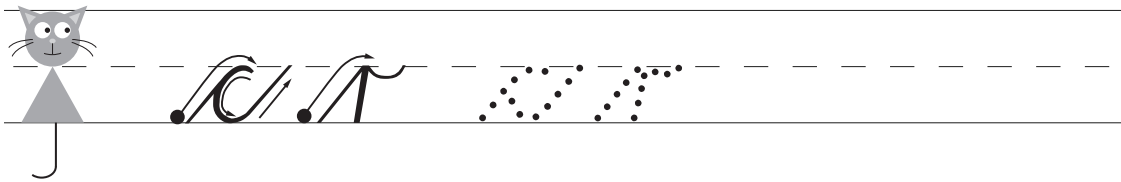


Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **cr**
- 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.



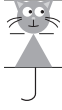
WEEK 7



crop



The crab will crack and



crush the shell

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write a paragraph about one of your siblings. (*Learners who do not have any siblings can write about a cousin or a friend*)

TASK: Write a paragraph of at least 8 sentences.

WRITING FRAME:

- 1 My sibling is...
- 2 He / she is... (describe their age / looks)
- 3 He / she is good at...
- 4 He / she is interested in...
- 5 Sometimes we argue about...
- 6 But, I love him / her because...
- 7 Overall, I think my sibling is...

PREPARATION: Before the writing lesson, write the plan you made on Monday on the chalkboard.

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:

My sister is Chelsea. She is 32 years old. She is short and very beautiful. She is good at cooking and running. She also is a good hiker, and is interested in being in the mountains and outside. Sometimes we argue about clothing – because she takes my clothing and I take hers. Even though that can be annoying, I love her because she is so kind and funny. Overall, I think my sister is the best!

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **My sibling: Draft**
- 3 Tell learners to find their plan from Monday and think about their ideas.
- 4 Tell learners to complete the writing frame using their plans.
- 5 Tell learners that they can add more sentences or details if they have time.
- 6 Remind learners of the strategies they can use to help them.
- 7 As learners write, walk around the classroom and help learners who are struggling.

My sibling, Lungi

My sibling is Lungi.

She is 13 years old and she is tall
and beautiful.

She is good at tuning and singing.

She is interested in dance and paint.

Sometimes, we argue about washing dishes.
But I love her, because she is smart and
funny.

Overall, I think my sibling is great!



Group Guided Reading

30 minutes

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

Letter swap

I DO...

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write these two words on the chalkboard: **chop, chip**
- 3 Model finding the difference for learners, like: **chop, chip**
- 4 Explain the difference, like: the /o/ and /i/ sounds are different, but everything else in the word is the same!

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **crush, crash**
- 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: **crush, crash**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **chin**
- 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: **chip, chick, chill, chain, win, shin, pin, thin**

YOU DO...

- 4 Write this word on the chalkboard: **crack**
- 5 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 6 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 7 Go through the words, and explain which sound has been swapped.
cram, crash, cramp, croak, creak, rack, back, sack, shack

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p>Marie's teddy was her most special possession. She had slept with her special teddy bear since she was a tiny baby. Every night, she cuddled with the soft teddy. When she felt sad, she cuddled with her soft teddy. When she was at home, Marie always had her teddy with her.</p>	<p>Marie must really feel attached to her teddy if she carries it around everywhere!</p>
<p>Teddy was the one special toy Mom never made Marie share. But, Marie was such a generous big sister – she always let little Josh hold and play with teddy.</p> <p>One afternoon, while Marie and Josh were playing, Josh heard Marie talking to her teddy. 'You are getting so old,' she laughed. She hugged her teddy. 'But I love you anyway!'</p>	<p>--</p>
<p>The next day, while Marie was at school little Josh found some scissors in the kitchen.</p> <p>'I have an idea!' Josh thought. Josh thought about Marie's old teddy. 'I can make Marie's special teddy as good as new!' he thought.</p> <p>Josh took the scissors and cut all the hair off the top of teddy's head.</p> <p>'I bet Marie will be so surprised! she will think she got has a brand new bear!' thought Josh.</p>	<p>Josh must have been feelings so helpful and kind while he was cutting teddy's hair – he must have been thinking he was doing something so nice for his sister by making her bear new!</p>
<p>Josh waited and waited for Marie to come home from school. He couldn't wait for her to see the surprise!</p>	<p>Josh couldn't wait for his sister to get home. He must have been so excited to see what Marie would say!</p>

Text	Second Read (Think Aloud)
<p>But when Marie got home and saw her teddy, she gasped. 'What happened to teddy?' she shouted at Josh. Josh held up the scissors, smiling. 'I trusted you! Why would you ruin my special teddy?' Marie cried.</p> <p>'Sorry!' Josh shouted. 'I thought I was making your old teddy into a new one!'</p> <p>But Marie ran out of the room, crying.</p> <p>Josh sat all alone. 'I thought Marie would love teddy's new haircut!' Josh thought, confused.</p>	<p>Marie felt so furious when she saw bear. That must not be the reaction Josh expected! He must be feeling so confused because Marie didn't love bear's new haircut like he thought she would!</p>
<p>Marie found her mother. She held her special teddy out for Mom to see. 'Look at what Josh has done. He has ruined my special teddy forever! I don't even want this ugly teddy now!' she cried. She threw the bear on the floor.</p>	<p>Marie must have felt so upset she didn't even want to look at teddy!</p>
<p>Later mom called Marie.</p> <p>'I am so sorry Josh gave teddy a haircut that he didn't need!' Mom said. 'But teddy isn't ruined!' Mom explained.</p> <p>Mom handed teddy back to Marie wearing a new, red hat. 'The hat covers teddy's bad haircut,' said mom, smiling. 'And, it looks very cool!'</p> <p>Josh came into the room, carrying a little blue jacket. 'I took this from my own teddy,' Josh said. 'I think your teddy needs it more than mine. He gave the blue jacket to mom, who put it onto teddy.</p> <p>Marie still felt upset, but she took teddy back into her arms. 'Sorry I called you ugly! I love you no matter how you look,' she said. She gave teddy a big hug.</p>	<p>At the end, Marie takes teddy and hugs him. She must have felt a little bit better when she saw teddy in the hat. Maybe after some time, she was also feeling more calm and less furious.</p>
<p>Follow up questions</p>	<p>Possible responses</p>
<p>What did Josh do after he gave teddy a haircut?</p>	<p>He waited and waited for Marie to come home.</p>
<p>How did Marie feel when she saw teddy's haircut?</p>	<p>She felt furious!</p>
<p>Why question</p>	<p>Possible responses</p>
<p>Why did Josh feel confused?</p>	<ul style="list-style-type: none"> • Because he thought he was doing something nice for his sister • Because he thought his sister wanted her bear to look new. • Because he thought she would be excited. • His sister wasn't excited like he expected – instead she was furious!



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

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - furious
 - generous
 - possession

Rhyme or song	Actions
Brother and sister, Forever best friends.	<i>Link arms with the person next to you</i>
Ready to face, Whatever life sends.	<i>Sway from side to side</i>
	–
	<i>Thumbs up</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - a In this story...
 - b I can infer that Josh expected Marie to like bear's new haircut because...
 - c One thing this story teaches me about siblings is...
- 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.

ch	cr	u
a	sh	s
t	ck	i
p	o	n

MODEL

- 1 Remind learners of the sounds of the week: /**ch**/ and /**cr**/
- 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: /**ch**/ - /**o**/ - /**p**/ = **chop**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**ch**/ or /**cr**/
- 6 Show learners how to make another word, like: /**s**/ - /**i**/ - /**ck**/ = **sick**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ch, cr**
- 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): **chat, chip, chin, chop, chick, such, crash, crush, crop, crust, sick, pick, tick, tap, sin, pot etc**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE / SEARCH THE TEXT

WRITTEN COMPREHENSION

- 1 Before the lesson begins, write the following heading, questions and sentence starters on the board.
- 2 Read through the questions with learners, and explain them if necessary.
- 3 Tell learners to turn and talk and discuss these questions with a partner.
- 4 Then, learners must open their exercise books, write the date and heading, and write the answers to the questions.
- 5 In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work.

BEAR GETS A HAIRCUT

- 1 What did Marie's brother do while she was at school?
Marie's brother... while she was at school.
- 2 How did Josh think Marie would feel about teddy's haircut?
He thought she would feel...
- 3 How did Marie's mother fix her teddy?
She fixed it by...
- 4 How can we infer that Josh felt sorry?
We can infer he felt sorry because...

BEAR GETS A HAIRCUT - ANSWERS

- 1 What did Marie's brother do while she was at school?
Marie's brother gave her teddy a haircut while she was at school.
- 2 How did Josh think Marie would feel about teddy's haircut?
He thought she would feel excited / happy.
- 3 How did Marie's mother fix her teddy?
She fixed it by putting a red hat on teddy.
- 4 How can we infer that Marie's brother felt sorry?
We can infer he felt sorry because he gave Marie's teddy the jacket from his own teddy.



Group Guided Reading

30 minutes

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.

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 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 entire page, creating a textured, academic atmosphere.

Grade 3

TERM 1

Week

8

THEME:

Me and my siblings



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: photos of your learners and their siblings, photos of other teachers with their siblings, famous siblings (like Prince William and Prince Harry; Beyonce and Jay-Z's children, etc).
- 5 Do some research on the internet to prepare for the theme. For example: How our siblings impact our lives as we grow up.
- 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 15, Let's write

Activity 2: DBE Workbook 1: Page 16, Let's do

Activity 3: DBE Workbook 1: Page 17, Let's write

Activity 4: Draw a picture of how you feel when you argue with your siblings.

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Ntsako and Fanisa in the Big Book story: Go play Fanisa!
- 2 Tell learners that we are continuing our theme: Me and my siblings
- 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 positive aspects of having siblings?
 - b What can make having siblings challenging?
 - c What do you think it means to be a good sibling?
 - d How can we build good relationships with our siblings?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - albino
 - perspective
 - annoyed
 - prejudice

Rhyme or song	Actions
Brother and sister,	<i>Link arms with the person next to you</i>
Forever best friends.	<i>Sway from side to side</i>
Ready to face,	–
Whatever life sends.	<i>Thumbs up</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Sentences**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular sentences as follows. Learners must write these sentences next to the correct number:

Singular to Plural Sentences

- a The man chops the chips.
 - b The sheep eats the grass.
 - c The goose swims in the dam.
 - d The boat has a flag.
 - e The boy stops at the shop.
- 4 Next, instruct learners to rewrite the sentences as plurals, on the line below.
- 5 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.
- 6 Then, ask learners to point out any patterns they can see, like: where words change.
- 7 Underline these patterns, like:

Singular to Plural Sentences

- a The man chops the chips.
The men chop the chips.
 - b The sheep eats the grass.
The sheep eat the grass.
 - c The goose swims in the dam.
The geese swim in the dam or The geese swim in the dams.
 - d The boat has a flag.
The boats have a flag or The boats have flags.
 - e The boy stops at the shop.
The boys stop at the shop or The boys stop at the shops.
- 8 Tell learners to think about these patterns when they are reading or writing.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



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: Go play Fanisa!

- 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

Edit

TOPIC: Write a paragraph about one of your siblings. (*Learners who do not have any siblings can write about a cousin or a friend*)

TASK: Write a paragraph of at least 8 sentences.

PREPARATION:

- 1 Write the editing checklist on the chalkboard before the start of the writing lesson.
- 2 Write your draft on the chalkboard before the lesson. Include one or two mistakes.

EDITING CHECKLIST:

- 1 Did I use the present tense to describe my sibling?
- 2 Did I use the past tense to tell stories about things that have already happened?
- 3 Do I have at least 8 complete sentences?
- 4 Did I spell all words correctly?
- 5 Does every sentence start with a capital letter?
- 6 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

- 1 Read the editing checklist aloud to learners.
- 2 Next, read your draft aloud to learners.
- 3 Go through the checklist, and point out whether your draft is correct, or whether you need to make corrections or improvements.
- 4 Model the correction process for learners.

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

- 1 Hand out exercise books.
- 2 Tell learners to find their draft of the writing task.
- 3 Next, tell learners to go through the editing checklist and make any corrections or improvements that are required.
- 4 As learners work, walk around the room and hold mini-conferences – ensure you work with a different group of learners for every writing task.

- 5 Look for any common errors in learners' writing.
- 6 Call learners to attention and write the commonly made errors on the chalkboard.
- 7 Show learners how to correct these errors.

My sibling, Lungi

My sibling is Lungi.

She is 13 years old and she is tall
and ^{beau}bootifull.

She is good at ⁿruting and singing.

She is interested in dance and paint.

Som^etimes, we arg^{ue}oo about washing dishes.
But I love her, be^{ause}ase she is smart and
funny.

Overall, I think my sibling is great!



Group Guided Reading

30 minutes

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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **oo**
- 2 Say the word: **look**
- 3 Segment the word into the individual sounds: /l/-/oo/-/k/
- 4 Say the first sound of the word: /l/
- 5 Say the second sound of the word: /oo/
- 6 Say the last sound of the word: /k/
- 7 Write the word on the chalkboard: **look**
- 8 Model pointing to and blending the sounds to make a word: /l/-/oo/-/k/ = **look**

WE DO...

- 1 Say the sound: **book**
- 2 Say the word: **book**
- 3 Ask learners: What is the first sound in the word? /b/
- 4 Ask learners: What is the second sound in the word? /oo/
- 5 Ask learners: What is the last sound in the word? /k/
- 6 Ask learners to segment the word into each individual sound: /b/-/oo/-/k/
- 7 Write the word on the chalkboard: **book**
- 8 Instruct learners to blend the sounds in the word with you: /b/-/oo/-/k/ = **book**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **oo words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a book
 - b took
 - c look
 - d shook
 - e crook
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

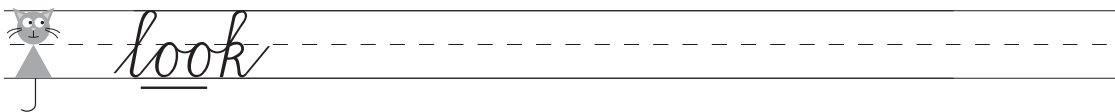
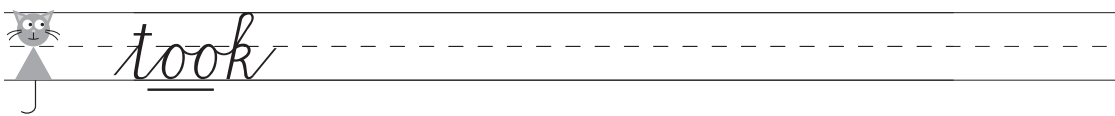
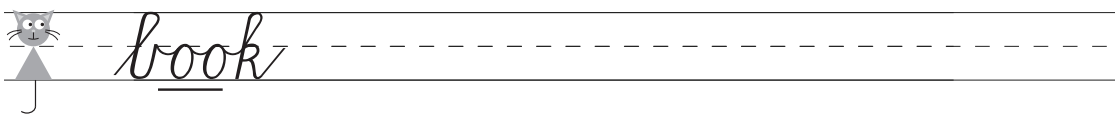
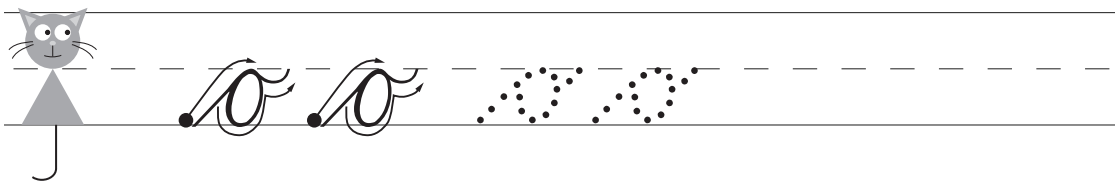



Handwriting:


15 minutes


Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **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.



 shook

 crook

 The crook took the book

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE CONNECTIONS

Text	First Read (Think Aloud)
Front cover <u>Go play Fanisa!</u>	In this story, there are two main characters: Ntsako and Fanisa. Today when we read, we will think about the story from Ntsako's perspective . That means we will think about what she might be thinking or feeling.
Ntsako felt annoyed. Her little sister, Fanisa, had just started Grade 1, and she would not leave Ntsako alone. Fanisa followed Ntsako everywhere. Fanisa was terrified. She looked different from everyone else. She was worried that no one would want to be friends with her.	I have a little sister, just like Ntsako. I love my sister a lot. But if she always followed me around, I think I would feel annoyed too.

WEEK 8

Text	First Read (Think Aloud)
<p>On the first day of school, Ntsako arrived early to greet all her friends. Fanisa stood behind her, holding onto her dress.</p> <p>'Leave me alone!' Ntsako thought.</p> <p>But it was the first morning of school, so she decided to let Fanisa be, just for today.</p>	<p>If I were Ntsako, I think I would feel responsible for caring for my little sister. But I might also feel upset if I couldn't spend time with my friends!</p>
<p>On the second day of school, while Ntsako tried to chat with her friends, Fanisa sat next to her, holding onto her dress.</p> <p>'Why is she always following you around?' her friend Mokgadi asked, laughing.</p> <p>All of Ntsako's friends giggled.</p> <p>Their giggles made Fanisa worry that no one would want to be friends with her. She looked too different.</p>	<p>If I were Ntsako, I would feel responsible for caring for my little sister, but I would also want to spend time with my own friends. I might feel frustrated at my sister for putting me in a hard position.</p>
<p>On the third day of school, during morning assembly, Fanisa stood behind Ntsako, holding onto her skirt.</p>	<p>Ntsako is trying to be kind and let her sister stay near her and this gets her into trouble! If I were Ntsako, I would feel so frustrated about this!</p>
<p>'Ntsako!' her teacher called, looking cross, 'You mustn't bring your sister with you into the Grade 3 line!'</p> <p>Ntsako's friends giggled.</p> <p>Fanisa took their giggles as proof that no one would ever want to be friends with her. She looked too different.</p>	
<p>Ntsako sat in class, her face feeling hot.</p> <p>'This has to stop now!' she thought. The more she thought about Fanisa, the more annoyed she felt. 'She is ruining my life!' she thought.</p>	<p>Ntsako must be feeling unhappy about her first week at school. She can't spend time alone with her friends, her friends are always giggling, and she even got into trouble. Maybe she is thinking about how much easier school was before Fanisa came to school.</p>
<p>When Fanisa ran up to Ntsako at break, Ntsako bent and whispered in her ear, 'Go away! You are ruining my life! Just pretend that you don't know me when we're at school.'</p> <p>Fanisa took her sister's words as the final proof that she would never have friends. 'Even my own sister doesn't want to be friends with me!' she thought with tears in her eyes.</p>	<p>I can make a connection. I love my little sister, but she can make me very upset. One time, she spilled juice on my new dress. I was so angry I told her I hated her. Sometimes, when we're angry with our siblings, we say unkind things to them.</p>
<p>On the fourth day of school, Ntsako sat with her friends at break. Fanisa was nowhere to be seen. Ntsako breathed a sigh of relief. 'It worked!' she thought.</p>	<p>If I were Ntsako, I would be feeling glad that life feels easier – just like before Fanisa ever came to school.</p>

Text	First Read (Think Aloud)
<p>Then, Ntsako opened her lunch bag to find some sweets and a note from her mother.</p> <p>(For my two best girls! Please share! Love, Mom.</p> <p>Ntsako ran off to give Fanisa half of the sweets.</p>	<p>--</p>
<p>Ntsako ran all around the playground. Fanisa was nowhere to be seen.</p> <p>Ntsako ran all around the athletics field. Fanisa was nowhere to be seen.</p> <p>‘Where could she be?’ Ntsako wondered.</p> <p>She ran along the corridor, calling Fanisa’s name. She finally stopped in front of the Grade 1 classroom, where she heard someone crying.</p>	<p>--</p>
<p>Ntsako looked in the classroom. She saw her little sister sitting all alone at the back of the classroom.</p> <p>‘What are you doing in here?’ Ntsako asked gently.</p> <p>Fanisa looked up. ‘I will never have any friends,’ she cried, ‘I look too different!’</p>	<p>If I were Ntsako, I would be feeling guilty that I made my sister cry. I would also be feeling guilty that I didn’t say something to my friends about laughing at my sister.</p>
<p>Ntsako thought about the mean things she had said to her sister. Her stomach flipped.</p> <p>‘No one cares about that!’ she said, ‘my friends were giggling because you are younger than us – not because of the way you look!’</p>	
<p>Ntsako stood up and held out her hand. ‘Come, I’ll show you,’ she said.</p> <p>Fanisa and Ntsako walked outside, over to Ntsako’s friends.</p> <p>‘Mokgadi – please will you find Matuma and bring her here?’ Ntsako asked her friend.</p>	<p>I think seeing Fanisa crying must have reminded Ntsako that she loves her sister, and that she doesn’t want her to be sad.</p>
<p>A few minutes later, Mokgadi came back with her little sister. Fanisa immediately recognised her from class. Fanisa put her face in her hands.</p> <p>‘Matuma – this is my sister Fanisa,’ Ntsako said, ‘she is so smart and kind and funny, I thought you might want to be friends.’</p> <p>Fanisa looked up. She hadn’t expected her sister to say so many nice things about her after all the giggles.</p>	<p>Oh! I think Ntsako must have realised that there was a better way to solve the problem! She can help Fanisa to make her own friends. Then, they can both feel happy at school.</p>

Text	First Read (Think Aloud)
<p>Matuma was smiling. She held out her hand. 'Come, let's go play on the swings,' she said.</p> <p>'Maybe I will have friends after all,' Fanisa thought, as they ran off to play together.</p>	--
Follow up questions	Possible responses
Where did Ntsako find Fanisa crying?	She found her in her classroom, alone.
How would you feel if you were Ntsako, and your younger sibling was following you around?	<i>I think I would feel...</i>
Why question	Possible responses
Why was Fanisa crying in her classroom during break?	<ul style="list-style-type: none"> • Because Ntsako told her that she was ruining her life, and she must leave her alone. • Because Ntsako was unkind to her and it hurt her feelings. • Because Fanisa didn't have any friends. • Because Fanisa thought she would never make any friends. • Maybe because she felt sad that she looked different from everyone else. She felt alone or lonely.



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.
 - guilty
 - uncomfortable
 - comfortable

Rhyme or song	Actions
Brother and sister, Forever best friends.	<i>Link arms with the person next to you</i>
Ready to face, Whatever life sends.	<i>Sway from side to side</i>
	–
	<i>Thumbs up</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.



WEEK 8



Phonemic Awareness and Phonics:

15 minutes

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **ng**
- 2 Say the word: **sing**
- 3 Segment the word into the individual sounds: /s/-/i/-/ng/
- 4 Say the first single sound of the word: /s/
- 5 Say the second single sound of the word: /i/
- 6 Say the last single sound of the word: /ng/
- 7 Write the word on the chalkboard: **sing**
- 8 Model pointing to and blending the sounds to make a word: /s/-/i/-/ng/ = **sing**

WE DO...

- 1 Say the sound: **ng**
- 2 Say the word: **strong**
- 3 Ask learners: What is the first sound in the word? /st/
- 4 Ask learners: What is the second sound in the word? /r/
- 5 Ask learners: What is the third sound in the word? /o/
- 6 Ask learners: What is the last sound in the word? /ng/
- 7 Ask learners to segment the word into each individual sound: /st/-/r/-/o/-/ng/
- 8 Write the word on the chalkboard: **strong**
- 9 Instruct learners to blend the sounds in the word with you: /st/-/r/-/o/-/ng/ = **strong**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ng words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a sing
 - b song
 - c king
 - d swing
 - e sting
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

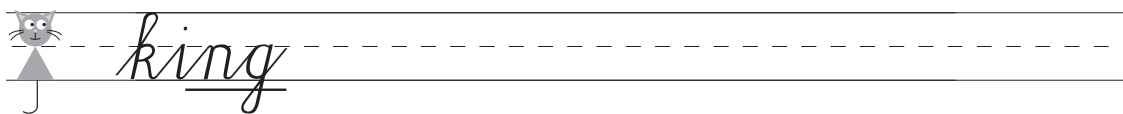
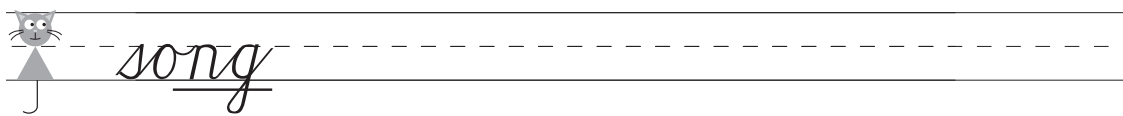
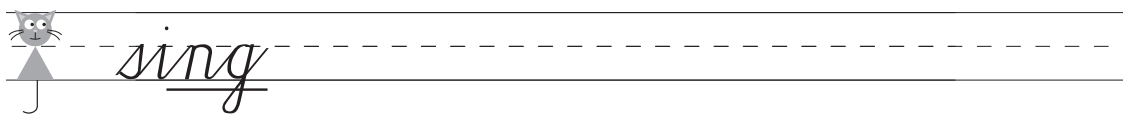
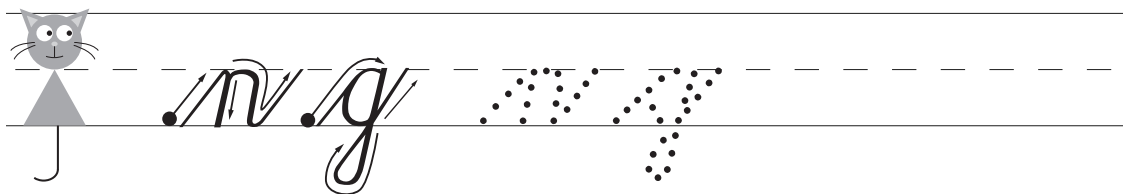


Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **ng**
- 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.





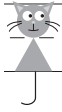
swing



sting



The king will sing a



song on the swing

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Write a paragraph about one of your siblings. (*Learners who do not have any siblings can write about a cousin or a friend*)

TASK: Write a paragraph of at least 8 sentences.

WRITING FRAME:

- 1 My sibling is...
- 2 He / she is... (describe their age / looks)
- 3 He / she is good at...
- 4 He / she is interested in...
- 5 Sometimes we argue about...
- 6 But, I love him / her because...
- 7 Overall, I think my sibling is...

PREPARATION: Before the writing lesson, write the edited draft you made on Monday on the chalkboard.

MODELLING THE PUBLISHING PROCESS (I DO)

- 1 Remind learners that on Monday you used the editing checklist to edit your drafts.
- 2 Next, tell learners that today we will publish and present our final piece of writing.
- 3 Show learners how you rewrite your own piece of writing, with a title and date.

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **My sibling, (name)**
- 3 Tell learners to neatly rewrite their final piece of writing, with no mistakes.
- 4 If learners have time, they can draw a quick illustration.
- 5 As learners write, walk around the classroom and help learners who are struggling.

LEARNERS PRESENT THEIR WRITING

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Display learners' writing at eye-level to allow them to read each other's writing.

My sibling, Lungi

My sibling is Lungi

She is 13 years old and she is tall
and beautiful.

She is good at running and singing.

She is interested in dance and paint.

Sometimes, we argue about washing dishes.

But I love her, because she is smart and
funny.

Overall, I think my sibling is great!



Group Guided Reading

30 minutes

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

Letter swap

I DO...

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write these two words on the chalkboard: **king, ring**
- 3 Model finding the difference for learners, like: **king, ring**
- 4 Explain the difference, like: the /k/ and /r/ sounds are different, but everything else in the word is the same!

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **crook, shook**
- 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: **crook, shook**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **sing**
- 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: **sink, sick, sin, sang, song, king, wing, sting, swing**

YOU DO...

- 1 Write this word on the chalkboard: **look**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
book, shook, crook, brook, look, hook, took

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p><u>Go play Fanisa!</u> FRONT COVER</p>	<p>I remember that last time we read this story, we made connections with Ntsako. We thought about how she might be feeling. Today, we will think about the story from Fanisa's perspective.</p>
<p>Ntsako felt annoyed. Her little sister, Fanisa, had just started Grade 1, and she would not leave Ntsako alone. Fanisa followed Ntsako everywhere.</p> <p>Fanisa was terrified. She looked different from everyone else. She was worried that no one would want to be friends with her</p>	<p>If I were Fanisa, I think I would feel scared on my very first day of school. Beginning something new is always scary. But I think it must be even scarier if you're worried about being different from everyone else too.</p>
<p>On the first day of school, Ntsako arrived early to greet all her friends. Fanisa stood behind her, holding onto her dress.</p> <p>'Leave me alone!' Ntsako thought.</p> <p>But it was the first morning of school, so she decided to let Fanisa be, just for today.</p>	<p>If I were Fanisa, I think I would want to stay near my big sister. I might feel like she could protect me from feeling uncomfortable.</p>
<p>On the second day of school, while Ntsako tried to chat with her friends, Fanisa sat next to her, holding onto her dress.</p> <p>'Why is she always following you around?' her friend Mokgadi asked, laughing.</p> <p>All of Ntsako's friends giggled.</p> <p>Their giggles made Fanisa worry that no one would want to be friends with her. She looked too different.</p>	<p>Fanisa is scared that the other children will not want to be friends with her. I think it must feel more comfortable for Fanisa to spend time with her sister than try to make new friends.</p>

Text	Second Read (Think Aloud)
<p>On the third day of school, during morning assembly, Fanisa stood behind Ntsako, holding onto her skirt.</p> <p>'Ntsako!' her teacher called, looking cross, 'You mustn't bring your sister with you into the Grade 3 line!'</p> <p>Ntsako's friends giggled.</p> <p>Fanisa took their giggles as proof that no one would ever want to be friends with her. She looked too different.</p>	--
<p>Ntsako sat in class, her face feeling hot.</p> <p>'This has to stop now!' she thought. The more she thought about Fanisa, the more annoyed she felt. 'She is ruining my life!' she thought.</p>	--
<p>When Fanisa ran up to Ntsako at break, Ntsako bent and whispered in her ear, 'Go away! You are ruining my life! Just pretend that you don't know me when we're at school.'</p> <p>Fanisa took her sister's words as the final proof that she would never have friends. 'Even my own sister doesn't want to be friends with me!' she thought with tears in her eyes.</p>	<p>I think that Fanisa only feels safe and comfortable at school when she is with Ntsako.</p> <p>If I were Fanisa, I would feel so alone if my sister said this to me!</p>
<p>On the fourth day of school, Ntsako sat with her friends at break. Fanisa was nowhere to be seen. Ntsako breathed a sigh of relief. 'It worked!' she thought.</p>	--
<p>Then, Ntsako opened her lunch bag to find some sweets and a note from her mother.</p> <p>(For my two best girls! Please share! Love, Mom.</p> <p>Ntsako ran off to give Fanisa half of the sweets.</p>	--
<p>Ntsako ran all around the playground. Fanisa was nowhere to be seen.</p> <p>Ntsako ran all around the athletics field. Fanisa was nowhere to be seen.</p> <p>'Where could she be?' Ntsako wondered.</p> <p>She ran along the corridor, calling Fanisa's name. She finally stopped in front of the Grade 1 classroom, where she heard someone crying.</p>	--

Text	Second Read (Think Aloud)
<p>Ntsako looked in the classroom. She saw her little sister sitting all alone at the back of the classroom.</p> <p>'What are you doing in here?' Ntsako asked gently.</p> <p>Fanisa looked up. 'I will never have any friends,' she cried, 'I look too different!'</p> <p>Ntsako thought about the mean things she had said to her sister. Her stomach flipped.</p> <p>'No one cares about that!' she said, 'my friends were giggling because you are younger than us – not because of the way you look!'</p>	<p>If I were Fanisa sitting all alone in my classroom at break, I think I would feel lonely. It might make me feel like no one cared about me.</p>
<p>Ntsako stood up and held out her hand. 'Come, I'll show you,' she said.</p> <p>Fanisa and Ntsako walked outside, over to Ntsako's friends.</p> <p>'Mokgadi – please will you find Matuma and bring her here?' Ntsako asked her friend.</p>	<p>If I were Fanisa, I think this would make me feel better. It would remind me that my sister really does love and care for me.</p>
<p>A few minutes later, Mokgadi came back with her little sister. Fanisa immediately recognised her from class. Fanisa put her face in her hands.</p> <p>'Matuma – this is my sister Fanisa,' Ntsako said, 'she is so smart and kind and funny, I thought you might want to be friends.'</p> <p>Fanisa looked up. She hadn't expected her sister to say so many nice things about her after all the giggles.</p>	<p>Fanisa was so worried about people thinking unkind things about her. If I were Fanisa, I think it would make me feel special to hear my big sister say so many kind things about me.</p>
<p>Matuma was smiling. She held out her hand. 'Come, let's go play on the swings,' she said.</p> <p>'Maybe I will have friends after all,' Fanisa thought, as they ran off to play together.</p>	<p>Fanisa was so worried about making friends that she had never tried. I hope this makes Fanisa realise that she can make friends – it just takes some effort!</p>

Follow up questions	Responses
Who did Fanisa finally make friends with?	She made friends with Matuma.
How do you think you would feel if your older sibling told you that you were ruining their life?	<i>I think I would feel...</i>
Why question	Possible responses
Why was it difficult for Fanisa to make friends?	<ul style="list-style-type: none"> • Because she thought no one would want to be friends with her. • She was scared to try to make friends because she looks different from the other children. • Because she was new at school and she didn't know how to make new friends. • Because she was always following her sister around. This made it hard for her to make friends of her own!



Group Guided Reading

30 minutes

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

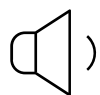
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - lonely
 - clingy
 - independent

Rhyme or song	Actions
Brother and sister, Forever best friends.	<i>Link arms with the person next to you</i> <i>Sway from side to side</i>
Ready to face, Whatever life sends.	– <i>Thumbs up</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - a In this story...
 - b I think Ntsako is...because...
 - c I think this story shows the theme of determination because...
- 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.

oo	ng	s
i	sh	ck
a	o	k
t	b	l

MODEL

- 1 Remind learners of the sounds of the week: /**oo**/ and /**ng**/
- 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: /**b**/ – /**oo**/ – /**k**/ = **book**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**oo**/ or /**ng**/
- 6 Show learners how to make another word, like: /**sh**/ – /**o**/ – /**ck**/

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **oo, ng**
- 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): **book, look, took, shook, sing, sang, song, king, long, sock, lock, sick, lick, bat, sat,**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, MAKE CONNECTIONS

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: Go play Fanisa!
- 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** in the end, Ntsako helped Fanisa make friends with Bombisani. That way, they could both be happy at school. **When** Fanisa is worried about no one liking her for being different, **that reminds me of when** my sister moved to America. She worried that it would be hard to make friends because she was the only African person at her new job.
- 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 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

- 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 is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational fields: science (flasks, beakers, globes, microscopes), mathematics (calculators, rulers, compasses, triangles), arts (pencils, paint palettes, brushes), and general education (books, papers, lightbulbs, gears).

Grade 3

TERM 1

Week

9

THEME:

Imagination



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of famous artworks, different inventions (like a lightbulb, battery).
- 5 Do some research on the internet to prepare for the theme. For example: Activities that help learners use their imaginations!
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

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

Activity 1: DBE Workbook 1: Page 8, Let's read

Activity 2: DBE Workbook 1: Page 19, Let's write

Activity 3: DBE Workbook 1: Page 19, Word work

Activity 4: Use your imagination to draw a picture of a fictional creature.

Monday



Oral Activities

15 minutes

INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Jack and the beanstalk in the Big Book story: Jack and the Beanstalk
- 2 Tell learners that we are starting a new theme called: Imagination
- 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 imagination?
 - b What do we use our imaginations for?
 - c Who has an imagination?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - imagination
 - real
 - pretend

Rhyme or song	Actions
Imagination sets you free	Point to your head
Anything you want you can be	Spread your arms out wide
Close your eyes and let your mind wander	Close your eyes
How wonderful it is to imagine!	Spread your arms out wide



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: He looks at his ring.
- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
 - a I
 - b They
 - c We

- d She
- 5 Tell learners to rewrite sentence starting with the word provided.
- 6 In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 7 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 8 Underline any patterns, like:
 - a He looks at his ring.
 - b I look at my ring.
 - c They look at their ring.
 - d We look at our ring.
 - e She looks at her ring.
- 9 Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



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: Jack and the Beanstalk
- 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: Write a story that is set in a fictional place. Use your imagination!

TASK: Write a story of at least 8 sentences to contribute to a class book entitled: We use our imaginations!

PLANNING STRATEGY: Make a mind-map

INTRODUCE THE WRITING TOPIC

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your story, like:
I am going to write a story about a young princess names Lintle who lives in a faraway land called Beautiful. In Beautiful, everyone is as tiny as an ant.

MODELLING THE PLANNING STRATEGY (I DO)

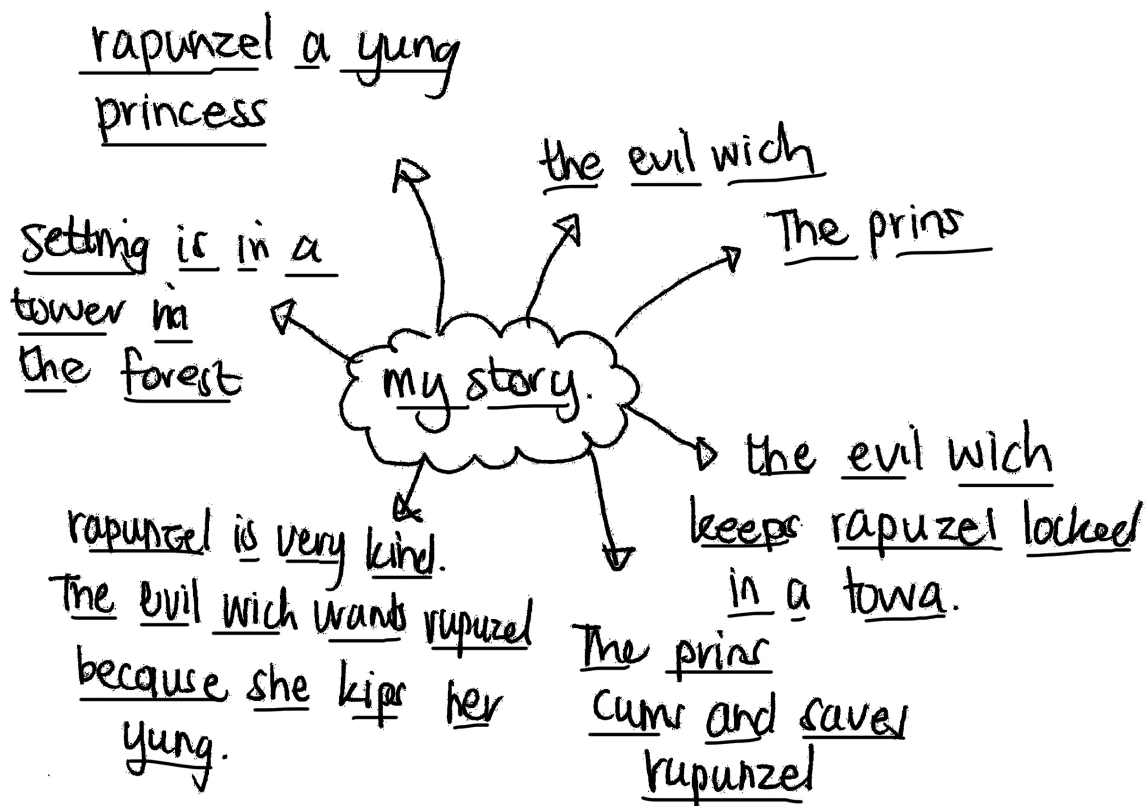
- 1 Draw a mind-map frame on one side of the chalkboard.
- 2 Show learners how you make a mind-map by answering the questions.
- 3 Complete the mind-map on the other side of the chalkboard.

Mind-map plan			Mind-map		
Who is the main character in the story?	Who is the villain in the story?	Are there any other characters?	Lintle – a young princess	Lomusa – the evil auntie	Nomsa – the kind auntie
	My story	What is the problem in the story?		My story	Lomusa keeps the princess locked in her room. She steals all of her food.
What is the setting of the story?	Are there any other important details?	How is the problem in the story solved?	The setting is a land far away called Beautiful. Everyone in this land is tiny.	Lintle is very kind. Lomusa doesn't want Lintle to ever become the Queen because she wants to be the queen.	Nomsa bans the evil auntie from ever coming back into the house

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of a fictional setting for their stories. Tell learners to think of about their main character, and what problem the character will have in the story.
- 2 Next, tell learners to **turn and talk** with a partner, to share their stories.
- 3 Show learners the mind-map frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.
- 5 Tell learners they must write their own ideas – they must **not** to copy your plan.
- 6 As learners work, walk around the room and hold mini-conferences.

Planning.





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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **ar**
- 2 Say the word: **car**
- 3 Segment the word into the individual sounds: /c/-/ar/
- 4 Say the first sound of the word: /c/
- 5 Say the last sound of the word: /ar/
- 6 Write the word on the chalkboard: **car**
- 7 Model pointing to and blending the sounds to make a word: /c/-/ar/ = **car**

WE DO...

- 1 Say the sound: **ar**
- 2 Say the word: **sharp**
- 3 Ask learners: What is the first sound in the word? /sh/
- 4 Ask learners: What is the second sound in the word? /ar/
- 5 Ask learners: What is the last sound in the word? /p/
- 6 Ask learners to segment the word into each individual sound: /sh/-/ar/-/p/
- 7 Write the word on the chalkboard: **sharp**
- 8 Instruct learners to blend the sounds in the word with you: /sh/-/ar/-/p/ = **sharp**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ar words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a car
 - b sharp
 - c cartoon
 - d garden
 - e start
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

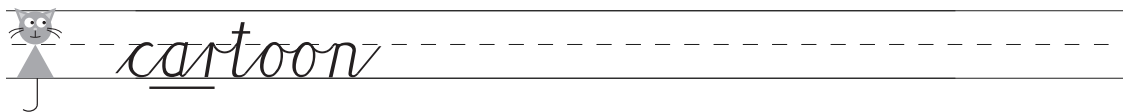
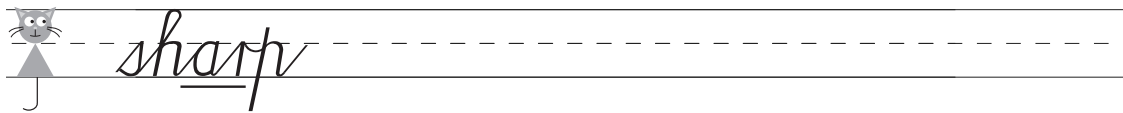
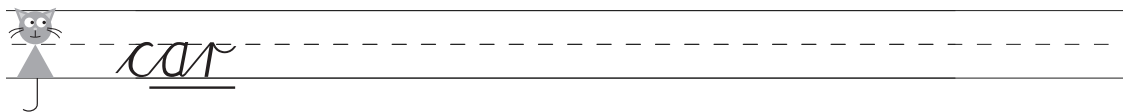
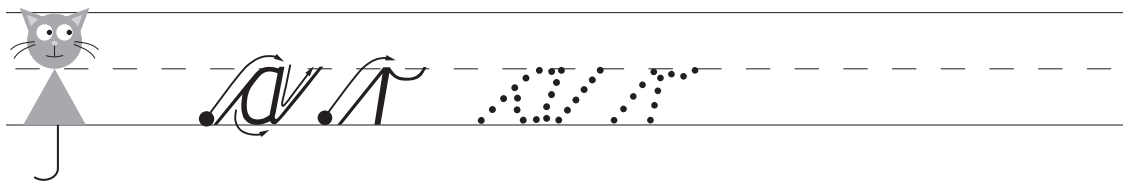



Handwriting:


15 minutes


Write letter(s) / words / sentences in cursive


- 1 Teach learners to correctly form the lower case letter(s) in cursive: **ar**
- 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.



 garden

 start

 I start the car in the

 garden

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: VISUALISE

Text	First Read (Think Aloud)
<p>Once upon a time there was a boy named Jack. Jack lived alone with his mother.</p> <p>His father had died when Jack was just a baby. When his father was still alive, a mean giant stole his magical harp and his magical hen who laid golden eggs.</p> <p>'If only we had our magical hen back, we would have money for food! Take our cow to the market, Jack!'</p>	<p>--</p>
<p>Jack and his mother were very poor. They had no food to eat, and no money. Jack's mother decided that they must sell their only cow.</p>	<p>I can visualise how worried Jack's mother is, because they have no food!</p>

Text	First Read (Think Aloud)
The next morning, Jack went off to the market to sell their cow.	--
On the way, Jack met the butcher. 'I will trade you that cow for these five amazing, magic beans,' the butcher said. Jack wanted those magic beans! He gave the cow to the butcher and took the beans.	I can visualise Jack and the butcher trading items. Jack gives the cow to the butcher. The butcher puts the little beans into Jack's hand.
When Jack got home, he was so excited to show his mother the magic beans. But, she was not impressed. 'You were supposed to get money! And all you brought was some silly beans. You have been tricked!' she said, furious. She threw the beans out of the window.	I can visualise Jack's mother looking furious. I can visualise her thinking about the money Jack was supposed to bring!
'Jack, you foolish boy!' 'But they are magic beans!' That night, there was no money and no food for supper. Jack and his mother were forced to go to bed hungry. 'If only I had sold the cow for money,' he thought, feeling foolish.	I can visualise Jack and his mother going to bed hungry. It must be so hard to fall asleep if you have not eaten.
The next morning Jack looked out the window. There was a very tall beanstalk! Jack decided to climb up the giant beanstalk.	I can visualise Jack climbing higher and higher up into the sky.
When Jack got to the top, he saw a magical harp and a hen who laid golden eggs. 'Those must be my father's things!' Jack thought excitedly. 'This must be the giant who stole from my dad!' Jack thought. He waited until the giant was sleeping. Then, he quietly took back his father's things.	I can visualise Jack waiting and waiting for the giant to sleep so he can take back his father's things.
But as Jack was sneaking back to the beanstalk, he accidentally hit one of the strings on the harp. It made a loud noise! Then, the hen began to cluck too.	I can visualise Jack holding the harp and the hen. He is trying to sneak as carefully as he can. He is tiptoeing so that he will not wake that mean giant up!
The giant woke up. 'You little thief!' the giant yelled. The mean giant chased Jack down the beanstalk. 'Give back that magical harp and that magical hen!' the giant shouted.	I can visualise the giant's loud and scary voice. I can visualise Jack running away as fast as he can!
'Help mother! Quick!' 'You found our hen!'	--

Text	First Read (Think Aloud)
<p>Jack raced down the beanstalk. When he finally saw his house, he called for his mother: 'Come! quick, quick! I have our hen and our harp!'</p> <p>His mother ran outside. She was so happy to see their precious things! 'Now we can have golden eggs every day! We will have all the money we need!' she said.</p> <p>'Yes, but the giant is coming to get us!' Jack cried.</p>	<p>I can visualise Jack's mother looking at the hen and the harp and feeling so happy that Jack took back their precious family objects!</p>
<p>His mother ran to get the axe. Then she chopped as fast as she could. Before the giant could catch Jack, the beanstalk fell down. The giant couldn't get them now!</p>	<p>I can visualise Jack's mother chopping as quickly as she can. I can visualise her looking at the giant and trying to chop faster than he could climb!</p>
<p>Jack and his mother lived happily ever after with their magical harp and magical hen.</p>	<p>I can visualise Jack and his mother collecting the golden eggs, and trading them for food!</p>
Follow up questions	Possible responses
What was stolen from Jack's father?	A magic harp and a hen that lays golden eggs.
What did Jack find in the giant's house?	He found his father's harp and the hen that lays golden eggs.
Why question	Possible responses
Why did Jack take the harp and the hen that lay golden eggs?	<ul style="list-style-type: none"> • Because they belonged to his father. • Because Jack and his mother needed money. • Jack wanted to take back his father's belongings so he and his mother could buy food. • Jack wanted his mother to see that it wasn't a bad decision to trade their cow for the magic beans.



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

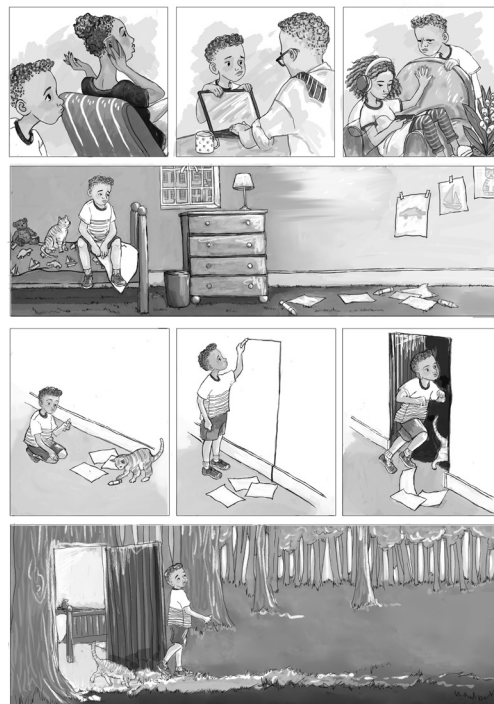
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - beanstalk
 - giant
 - impressed

Rhyme or song	Actions
Imagination sets you free	Point to your head
Anything you want you can be	Spread your arms out wide
Close your eyes and let your mind wander	Close your eyes
How wonderful it is to imagine!	Spread your arms out wide

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

Revise sounds, blending and segmenting

I DO...

- 1 Say the sound: **or**
- 2 Say the word: **born**
- 3 Segment the word into the individual sounds: /b/-/or/-/n/
- 4 Say the first sound of the word: /b/
- 5 Say the second sound of the word: /or/
- 6 Say the last sound of the word: /n/
- 7 Write the word on the chalkboard: **born**
- 8 Model pointing to and blending the sounds to make a word: /b/-/or/-/n/ = **born**

WE DO...

- 1 Say the sound: **or**
- 2 Say the word: **storm**
- 3 Ask learners: What is the first sound in the word? /st/
- 4 Ask learners: What is the second sound in the word? /or/
- 5 Ask learners: What is the last sound in the word? /m/
- 6 Ask learners to segment the word into each individual sound: /st/-/or/-/m/
- 7 Write the word on the chalkboard: **storm**
- 8 Instruct learners to blend the sounds in the word with you: /st/-/or/-/m/ = **storm**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **or words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a born
 - b storm
 - c torch
 - d short
 - e sport
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

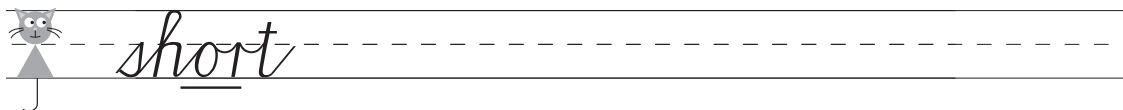
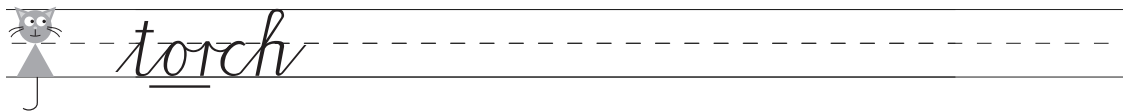
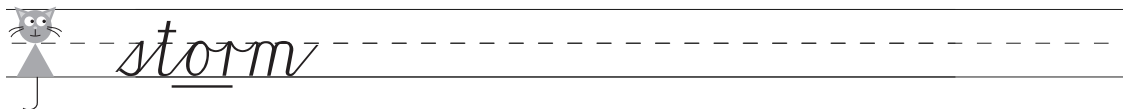
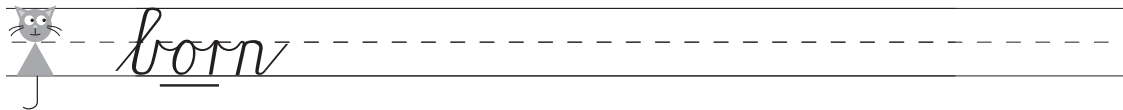
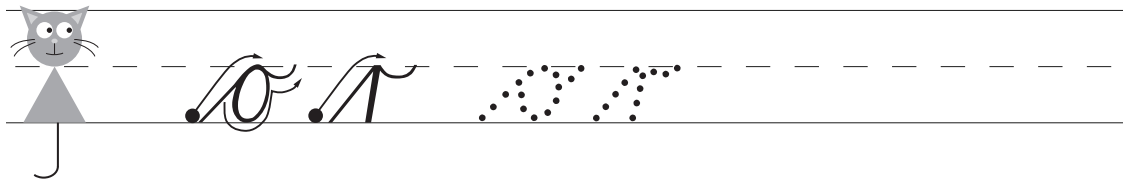


Handwriting:

15 minutes

Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **or**
- 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.





sport



I need a torch in the storm

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Draft

TOPIC: Write a story that is set in a fictional place. Use your imagination!

TASK: Write a story of at least 8 sentences to contribute to a class book entitled: We use our imaginations!

WRITING FRAME:

- 1 Once upon a time... *(tell us about the setting and the characters)*
- 2 One day... *(explain the problem)*
- 3 But then... *(explain how the problem gets solved)*
- 4 In the end... *(what is the moral of the story?)*

PREPARATION: Before the writing lesson, write the plan you made on Monday on the chalkboard.

MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:

Once upon a time there was a young, kind princess named Lintle. Lintle lived in the land of Beautiful, far far away. In this land, everyone was as tiny as an ant! Lintle lived with her tiny aunts Lomusa and Nomsa. Nomsa was kind, just like Lintle. Lomusa was evil. **One day** Nomsa had to travel to a distant city for work. Lintle was left home alone with Lomusa. Lomusa locked her in her room, and didn't share any food with her! She thought she would die. **But then**, Nomsa came home early from her trip. She saw what Lomusa had done, and told her to leave forever. **In the end**, Lomusa learned not to be mean to others. Lintle and Nomsa lived alone, and happily ever after!

LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **My story: Draft**
- 3 Tell learners to find their plan from Monday and think about their ideas.
- 4 Tell learners to complete the writing frame using their plans.
- 5 Tell learners that they can add more sentences or details if they have time.
- 6 Remind learners of the strategies they can use to help them.
- 7 As learners write, walk around the classroom and help learners who are struggling.

My story: Rapunzel

Once upon a time in a tower in the forest, there was a young princess called Rapunzel.

One day, an evil witch locked Rapunzel in a tower. She wanted to keep Rapunzel to keep her young.

But then a prince came and saved Rapunzel from the tower.

In the end, they lived together forever.



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

Letter swap

I DO...

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write these two words on the chalkboard: **car, tar**
- 3 Model finding the difference for learners, like: **car, tar**
- 4 Explain the difference, like: the /c/ and /t/ sounds are different, but everything else in the word is the same!

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **born, horn**
- 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: **born, horn**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **sharp**
- 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: **shark, shard, ship, shop, sheep, harp, carp, tarp**

YOU DO...

- 1 Write this word on the chalkboard: **born**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
corn, horn, torn, morn, worn, been, bun, ban

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: VISUALISE

Text	Second Read (Think Aloud)
<p>Once upon a time there was a boy named Jack. Jack lived alone with his mother.</p> <p>His father had died when Jack was just a baby. When his father was still alive, a mean giant stole his magical harp and his magical hen who laid golden eggs.</p> <p>'If only we had our magical hen back, we would have money for food! Take our cow to the market, Jack!'</p>	<p>--</p>
<p>Jack and his mother were very poor. They had no food to eat, and no money. Jack's mother decided that they must sell their only cow.</p>	<p>I can visualise Jack and his mother wishing that they had their magical objects back!</p>
<p>The next morning, Jack went off to the market to sell their cow.</p>	<p>--</p>
<p>On the way, Jack met the butcher. 'I will trade you that cow for these five amazing, magic beans,' the butcher said. Jack wanted those magic beans! He gave the cow to the butcher and took the beans.</p>	<p>I can visualise Jack's excitement when he hears that there are magic beans!</p>
<p>When Jack got home, he was so excited to show his mother the magic beans. But, she was not impressed.</p> <p>'You were supposed to get money! And all you brought was some silly beans. You have been tricked!' she said, furious.</p> <p>She threw the beans out of the window.</p>	<p>I can visualise Jack looking surprised when his mother shouts at him and throws the beans as far as she can!</p>

Text	Second Read (Think Aloud)
<p>'Jack, you foolish boy!'</p> <p>'But they are magic beans!'</p> <p>That night, there was no money and no food for supper. Jack and his mother were forced to go to bed hungry.</p> <p>'If only I had sold the cow for money,' he thought, feeling foolish.</p>	<p>I can visualise Jack laying in his bed, feeling so hungry. I can visualise him thinking about what his mother said: that he was tricked. I can see him feelings so silly for the trade he made.</p>
<p>The next morning Jack looked out the window. There was a very tall beanstalk! Jack decided to climb up the giant beanstalk.</p>	<p>I can visualise Jack looking so surprised. I can visualise him thinking: 'Wow! They really were magic beans!'</p>
<p>When Jack got to the top, he saw a magical harp and a hen who laid golden eggs. 'Those must be my father's things!' Jack thought excitedly.</p> <p>'This must be the giant who stole from my dad!' Jack thought. He waited until the giant was sleeping. Then, he quietly took back his father's things.</p>	<p>I can visualise Jack's excitement when he sees his father's magical objects. I can visualise him thinking: 'Hey! Those belong to us!' I can visualise him thinking that his mother would feel so happy if he brought those things back! She wouldn't be angry about his silly trade anymore!</p>
<p>But as Jack was sneaking back to the beanstalk, he accidentally hit one of the strings on the harp. It made a loud noise! Then, the hen began to cluck too.</p>	<p>I can visualise how angry the giant is when he wakes up! His face must look scary!</p>
<p>The giant woke up. 'You little thief!' the giant yelled. The mean giant chased Jack down the beanstalk.</p> <p>'Give back that magical harp and that magical hen!' the giant shouted.</p>	<p>I can visualise Jack trying to get down the beanstalk as fast as he can! I think he must have slipped many times!</p>
<p>'Help mother! Quick!'</p> <p>'You found our hen!'</p>	<p>--</p>
<p>Jack raced down the beanstalk. When he finally saw his house, he called for his mother: 'Come! quick, quick! I have our hen and our harp!'</p> <p>His mother ran outside. She was so happy to see their precious things! 'Now we can have golden eggs every day! We will have all the money we need!' she said.</p> <p>'Yes, but the giant is coming to get us!' Jack cried.</p>	<p>I can visualise Jack feeling so scared that the giant is about to catch him. I can visualise him screaming loudly for his mother to help him.</p>
<p>His mother ran to get the axe. Then she chopped as fast as she could. Before the giant could catch Jack, the beanstalk fell down. The giant couldn't get them now!</p>	<p>I can visualise Jack's mother working so hard to chop down the beanstalk! I can visualise the sweat running down her face!</p>
<p>Jack and his mother lived happily ever after with their magical harp and magical hen.</p>	<p>I can visualise Jack sitting with his mother, feeling so happy. I can visualise him thinking that he made a good choice when he traded that cow for those beans!</p>

Follow up questions	Responses
What did Jack sell his cow for?	Jack sold his cow for 5 magic beans.
Who bought the cow from Jack?	The butcher bought the cow from Jack.
Why question	Possible responses
Why did Jack feel excited when he saw the magical harp and magical hen?	<ul style="list-style-type: none"> • Jack was excited because he found his father’s magical items. • Jack was excited because he thought he could get them back. • Jack was excited because his mom wants those object back. • Jack is excited because if he brings those objects back to his mother, she will not be angry anymore. • Jack is excited because if he brings those objects back to his mother, she will not think he made a silly trade. • Jack is excited because if he brings those objects back to his mother, they will not be poor anymore.



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.
 - magic
 - harp
 - creature

Rhyme or song	Actions
Imagination sets you free	Point to your head
Anything you want you can be	Spread your arms out wide
Close your eyes and let your mind wander	Close your eyes
How wonderful it is to imagine!	Spread your arms out wide

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - a In this story...
 - b My favourite part of the story was when...because...
 - c I think this story shows the theme of imagination because...
- 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.

ar	or	n
c	s	h
t	p	m
oo	a	k

MODEL

- 1 Remind learners of the sounds of the week: /**ar**/ and /**or**/
- 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**/ - /**ar**/ = **car**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**ar**/ **or** /**or**/
- 6 Show learners how to make another word, like: /**t**/ - /**oo**/ - /**k**/ = **took**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ar, or**
- 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): **car, tar, par, start, cart, sharp, cartoon, start, horn, storm, torch, short, sport, moon, spoon, took, hook, pan, man etc**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

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 Explain that today, we will visualise how Jack and his mother lived happily ever after! Explain that learners will need to use their imaginations to make up something that isn't in the text.
- 3 **Model** how you **visualise and illustrate** Jack and his mother living happily every after, like: I visualise Jack and his mother sitting at a big table, with lots of delicious food. They look very happy because they are sharing their food with many friends.
- 4 Draw your own picture on the chalkboard of Jack, his mother, and lots of friends sitting at a big table which is covered in lots of food.
- 5 Next, tell learners that they are going to visualise Jack and his mother living happily every after.
- 6 Ask learners to close their eyes and relax. Ask them to think about what Jack and his mother could do with their magical harp and magical hen.
- 7 Ask learners to open their eyes, and draw what that they have visualised.
- 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 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

- 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 3

TERM 1

Week

10

THEME:

Imagination



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: fairy-tale books, pictures of mythical creatures
- 5 Do some research on the internet to prepare for the theme. For example: Stacey Fru
- 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 20, Let's do

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

Activity 3: DBE Workbook 1: Page 21, Let's write

Activity 4: Draw a picture of something you imagine doing in the future!

Monday



Oral Activities

15 minutes

RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Stacey Fru speaking to Matric learners in the Big Book story: Stacey's first book
- 2 Tell learners that we are continuing our theme: Imagination
- 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 can imagine?
 - b How do we use our imaginations?
 - c Why is imagination important?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - villain
 - fiction
 - nonfiction

Rhyme or song	Actions
Imagination sets you free	Point to your head
Anything you want you can be	Spread your arms out wide
Close your eyes and let your mind wander	Close your eyes
How wonderful it is to imagine!	Spread your arms out wide



Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular words as follows. Learners must write these words next to the correct number.
Singular to Plural Words
 - a car

- b** horn
- c** book
- d** child
- e** mouse

- 4** Next, instruct learners to rewrite the words as plurals, on the line below.
- 5** 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.
- 6** Then, ask learners to point out any patterns they can see, like: where the words change.
- 7** Underline these patterns, like:

Singular to Plural Words

- a** car
cars
- b** horn
horns
- c** book
books
- d** child
children
- e** mouse
mice

- 8** Tell learners to think about these patterns when they are reading or writing.
- 9** Instruct learners to take a coloured pencil and correct their own work.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



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: Stacey's first book
- 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

Edit

TOPIC: Write a story that is set in a fictional place. Use your imagination!

TASK: Write a story of at least 8 sentences to contribute to a class book entitled: We use our imaginations!

PREPARATION:

- 1 Write the editing checklist on the chalkboard before the start of the writing lesson.
- 2 Write your draft on the chalkboard before the lesson. Include one or two mistakes.

EDITING CHECKLIST:

- 1 Did I use the past tense?
- 2 Did I use my imagination to make up a pretend setting?
- 3 Is there a problem in my story?
- 4 Does the problem in my story get solved?
- 5 Did I spell all words correctly?
- 6 Does every sentence start with a capital letter?
- 7 Does every sentence end with proper punctuation?

MODEL THE EDITING PROCESS (I DO)

- 1 Read the editing checklist aloud to learners.
- 2 Next, read your draft aloud to learners.
- 3 Go through the checklist, and point out whether your draft is correct, or whether you need to make corrections or improvements.
- 4 Model the correction process for learners.

LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

- 1 Hand out exercise books.
- 2 Tell learners to find their draft of the writing task.
- 3 Next, tell learners to go through the editing checklist and make any corrections or improvements that are required.
- 4 As learners work, walk around the room and hold mini-conferences – ensure you work with a different group of learners for every writing task.

- 5 Look for any common errors in learners' writing.
- 6 Call learners to attention and write the commonly made errors on the chalkboard.
- 7 Show learners how to correct these errors.

My story: Rupunzel

Once upon a time in a tower^{er} in the forest, there^h was a young^{young} princess called Rupunzel.

One day, an evil witch locked Rupunzel in a tower. She wanted to keep^{keep} Rupunzel to keep^{keep} her young^o.

But then a prince comes and saves Rupunzel from the tower.

In the end, they lived together forever.



Group Guided Reading

30 minutes

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, blending and segmenting

I DO...

- 1 Say the sound: **ur**
- 2 Say the word: **turn**
- 3 Segment the word into the individual sounds: /t/-/ur/-/n/
- 4 Say the first sound of the word: /t/
- 5 Say the second sound of the word: /ur/
- 6 Say the last sound of the word: /n/
- 7 Write the word on the chalkboard: **turn**
- 8 Model pointing to and blending the sounds to make a word: /t/-/ur/-/n/ = **turn**

WE DO...

- 1 Say the sound: **ur**
- 2 Say the word: **nurse**
- 3 Ask learners: What is the first sound in the word? /n/
- 4 Ask learners: What is the second sound in the word? /ur/
- 5 Ask learners: What is the last sound in the word? /se/
- 6 Ask learners to segment the word into each individual sound: /n/-/ur/-/se/
- 7 Write the word on the chalkboard: **nurse**
- 8 Instruct learners to blend the sounds in the word with you: /n/-/ur/-/se/ = **nurse**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ur words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a turn
 - b nurse
 - c hurt
 - d burst
 - e burnt
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

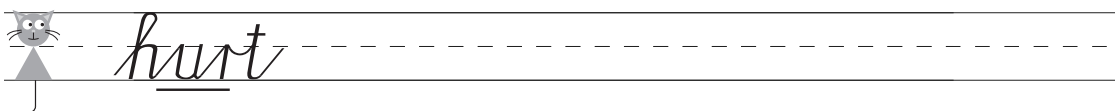
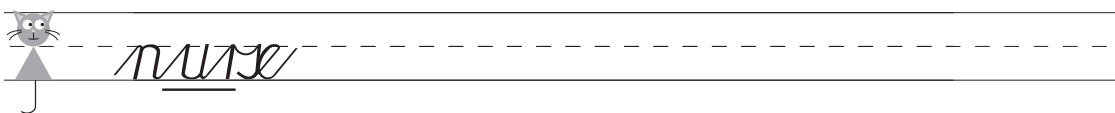
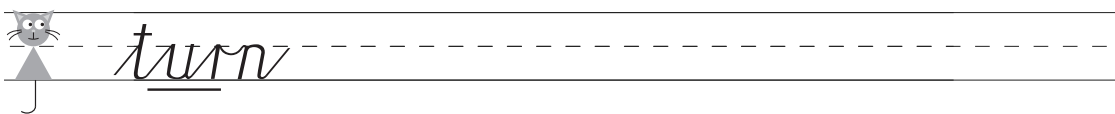
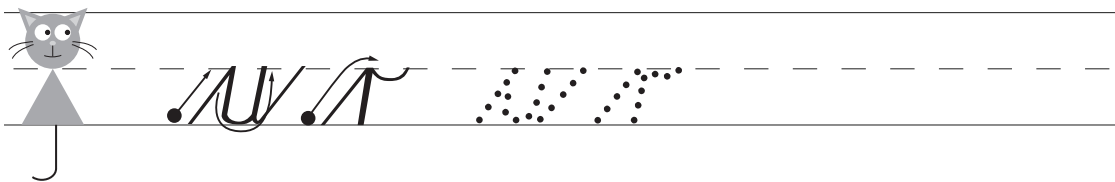



Handwriting:


15 minutes


Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **ur**
- 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.



 *burst*

 *burnt*

 *The nurse is hurt and burnt*

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: SEARCH THE TEXT

Text	First Read (Think Aloud)
<p>Stacey Fru was born in 2007 in Johannesburg, South Africa. As an infant, Stacey would sit in the laps of her parents as they read book after book to her. They pointed to the colourful pictures as Stacey cooed and giggled.</p>	<p>Where is Stacey from? Oh, I learn that she is from Johannesburg.</p>
<p>When she was a tiny toddler, she would sit on the floor in front of her big bookshelf, pulling out book after book. She loved flipping through the pages, looking at the colourful pictures. She loved reading each and every word.</p>	<p>What did Stacey love to do? I learn that she loved to read books from the time she was very small!</p>
<p>Stacey imagined that the books she was reading were written and illustrated by children, just like her. She decided she wanted to be like them. She wanted to write her own book, and so she did.</p>	<p>Who did think she wrote books? Oh, I learn that she thought other children wrote books.</p>

Text	First Read (Think Aloud)
<p>One day, when Stacey was just seven years old, Stacey's mother walked into her bedroom. 'Look! It's the last page of my book!' Stacey announced, holding up her final page. Her mother saw the stack of completed pages sitting on Stacey's desk. 'I want to publish it,' Stacey said confidently, 'so other children can read it!'</p>	<p>How old was Stacey when she wrote her first book? I learn that she was just seven years old.</p>
<p>That night, Stacey's parents sat together in bed. 'Did you know Stacey wrote a whole book?' Stacey's mother asked. 'She wrote a book?' her father asked, 'What's it called?' 'It's called <i>Smelly Cats</i>. She says she wants to publish it. I wonder if that is possible?' her mother wondered aloud.</p>	<p>What was the title of Stacey's first book? I learn here that it is called <i>Smelly Cats</i>.</p>
<p>Stacey's parents read the book. They were unsure. 'I wonder if it could ever be published?' her father asked. 'Stacey is so young! How could a seven-year-old publish a book?' her mother wondered aloud.</p>	<p>How did Stacey's parents feel? I learn that they feel unsure about Stacey's book being published.</p>
<p>But, they wanted to help Stacey achieve her dreams. Stacey's mother passed her work on to a professional editor. The editor read each and every word of <i>Smelly Cats</i>. 'I think this should be published!' he said. Stacey beamed with pride.</p>	<p>Who did Stacey's mother pass her work onto? I learn that she passed it to an editor.</p>
<p>When <i>Smelly Cats</i> was finally published, Stacey helped organise a book launch, so she could tell other children and parents all about her book. 'I wrote this book all by myself,' Stacey told her audience. 'I think it is important for more children – especially African children – to express ourselves through writing!'</p>	<p>What did Stacey organise? Oh! I learn that she organized a book launch, to announce the publication of her book!</p>

Text	First Read (Think Aloud)
<p>The attention that <i>Smelly Cats</i> received went far beyond the book launch. This book was approved by the South African Department of Basic Education, meaning that children are allowed to read this book at school!</p> <p>In 2015, Stacey won an award – the Best Early Childhood Development Publication. Her parents proudly watched Stacey go up on stage to accept her award.</p> <p>‘She’s so self-disciplined!’ her mother said</p> <p>‘We never should have doubted her!’ her father said.</p> <p>‘We must never doubt her ideas again!’ her mother agreed.</p> <p>Stacey’s parents beamed with pride.</p>	<p>What award did Stacey’s book win? She won the Best Early Childhood Development Publication!</p>
<p>Since writing <i>Smelly Cats</i>, Stacey has continued to write books for children like her. But her work goes beyond writing.</p> <p>Stacey has become a philanthropist. She started her own Foundation, which works to donate books, computers, clothing and food to those in need.</p>	<p>--</p>
<p>Stacey has also used her success to become a motivator and an activist. In this role, she gives talks which she hopes will educate and inspire children, just like her.</p>	<p>What other work does Stacey do? I learn here that she does work as a philanthropist, motivator, and activist.</p>
<p>At Stacey’s first speech, she inspired hundreds of Matric learners.</p> <p>‘You are never too young or old to live your dream!’ she said.</p>	<p>Who did Stacey speak to in her first big speech? Oh! I learn that she spoke to hundreds of Matric learners.</p>
<p>Follow up questions</p>	<p>Possible responses</p>
<p>What was the title of Stacey’s first book?</p>	<p>The title of her book was <i>Smelly Cats</i>.</p>
<p>How old was Stacey when she wrote her first book?</p>	<p>She was just seven years old.</p>
<p>Why question</p>	<p>Possible responses</p>
<p>Why were Stacey’s parents doubtful?</p>	<ul style="list-style-type: none"> • Because they didn’t know if Stacey was too young to write a book. • Because they didn’t know if her book could get published. • Maybe they didn’t know if her book was good enough to get published.



Group Guided Reading

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

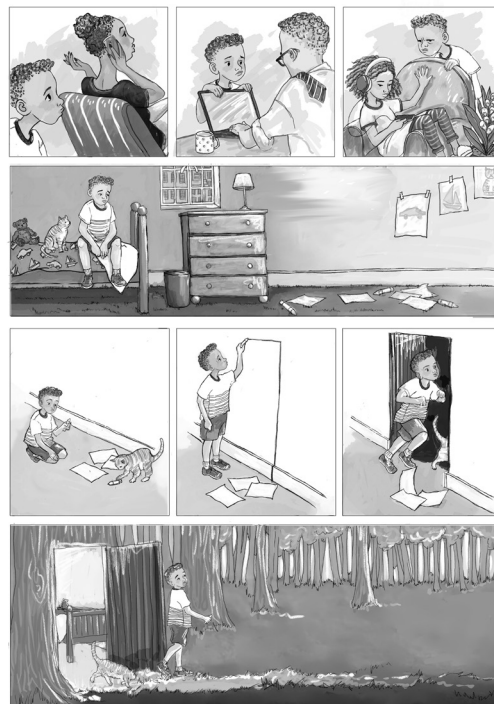
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - doubt
 - confidence
 - activist

Rhyme or song	Actions
Imagination sets you free	Point to your head
Anything you want you can be	Spread your arms out wide
Close your eyes and let your mind wander	Close your eyes
How wonderful it is to imagine!	Spread your arms out wide

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 sounds, blending and segmenting

I DO...

- 1 Say the sound: **ir**
- 2 Say the word: **bird**
- 3 Segment the word into the individual sounds: /b/-/ir/-/d/
- 4 Say the first sound of the word: /b/
- 5 Say the second sound of the word: /ir/
- 6 Say the last sound of the word: /d/
- 7 Write the word on the chalkboard: **bird**
- 8 Model pointing to and blending the sounds to make a word: /b/-/ir/-/d/ = **bird**

WE DO...

- 1 Say the sound: **ir**
- 2 Say the word: **third**
- 3 Ask learners: What is the first sound in the word? /th/
- 4 Ask learners: What is the second sound in the word? /ir/
- 5 Ask learners: What is the last sound in the word? /d/
- 6 Ask learners to segment the word into each individual sound: /th/-/ir/-/d/
- 7 Write the word on the chalkboard: **third**
- 8 Instruct learners to blend the sounds in the word with you: /th/-/ir/-/d/ = **third**

YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ir words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
 - a bird
 - b third
 - c thirst
 - d chirp
 - e first
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

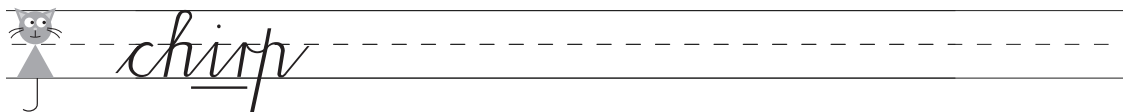
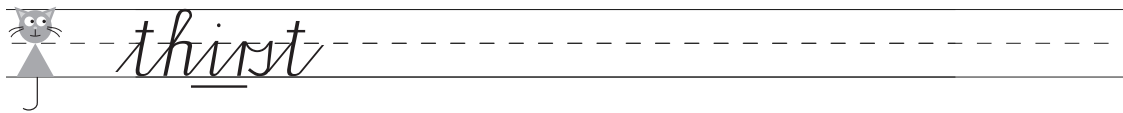
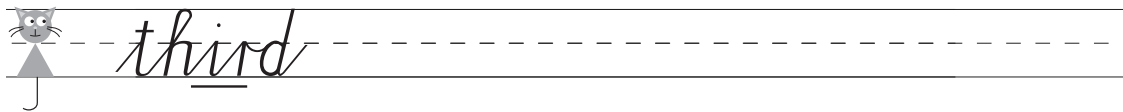
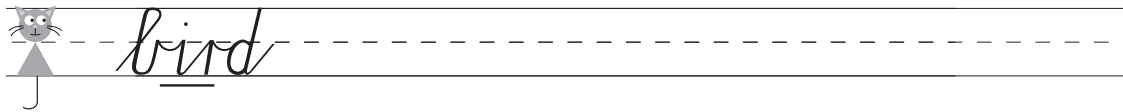
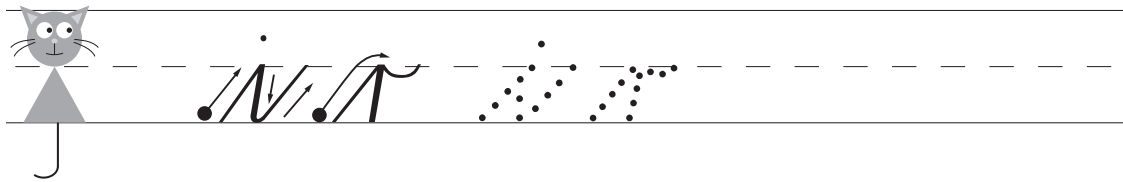



Handwriting:

15 minutes

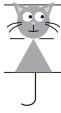
Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **ir**
- 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.



 first

 The third ird will chirp

 first

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Publish and present

TOPIC: Write a story that is set in a fictional place. Use your imagination!

TASK: Write a story of at least 8 sentences to contribute to a class book entitled: We use our imaginations!

WRITING FRAME:

- 1 Once upon a time... (*tell us about the setting and the characters*)
- 2 One day... (*explain the problem*)
- 3 But then... (*explain how the problem gets solved*)
- 4 In the end... (*what is the moral of the story?*)

PREPARATION: Before the writing lesson, write the edited draft you made on Monday on the chalkboard.

MODELLING THE PUBLISHING PROCESS (I DO)

- 1 Remind learners that on Monday you used the editing checklist to edit your drafts.
- 2 Next, tell learners that today we will publish and present our final piece of writing.
- 3 Show learners how you rewrite your own piece of writing, with a title and date.

LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **My imaginary place**
- 3 Tell learners to neatly rewrite their final piece of writing, with no mistakes.
- 4 If learners have time, they can draw a quick illustration.
- 5 As learners write, walk around the classroom and help learners who are struggling.

LEARNERS PRESENT THEIR WRITING

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Compile learners' work into a class book. Make the book available in the reading corner for learners to read.

My story: Rapunzel

Once upon a time in a tower in the forest, there was a young princess called Rapunzel.

One day, an evil witch locked Rapunzel in a tower. She wanted to keep Rapunzel to keep her young.

But then a prince comes and saves Rapunzel from the tower.

In the end, they lived together forever.



Group Guided Reading

30 minutes

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

Letter swap

I DO...

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write these two words on the chalkboard: **turn, burn**
- 3 Model finding the difference for learners, like: **turn, burn**
- 4 Explain the difference, like: the /t/ and /b/ sounds are different, but everything else in the word is the same!

WE DO...

PART 1

- 1 Write these two words on the chalkboard: **bird, third**
- 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: **bird, third**
- 4 Explain the difference between the two words.

PART 2

- 1 Next, write this word on the chalkboard: **thirst**
- 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: **third, thirds, thirty, frirst, thrust**

YOU DO...

- 1 Write this word on the chalkboard: **nurse**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.
purse, curse, noose, nurd, nurl

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p>Stacey Fru was born in 2007 in Johannesburg, South Africa. As an infant, Stacey would sit in the laps of her parents as they read book after book to her. They pointed to the colourful pictures as Stacey cooed and giggled.</p>	<p>Why did Stacey sit in her parents' laps? I learn that she sat in their laps while they read her books.</p>
<p>When she was a tiny toddler, she would sit on the floor in front of her big bookshelf, pulling out book after book. She loved flipping through the pages, looking at the colourful pictures. She loved reading each and every word.</p>	<p>Why did Stacey like to sit in front of her bookshelf? Oh, it was so she could read many books.</p>
<p>Stacey imagined that the books she was reading were written and illustrated by children, just like her. She decided she wanted to be like them. She wanted to write her own book, and so she did.</p>	<p>What inspired Stacey to write her own book? I learn that she thought other children were writing all the books in her bookshelf, and she wanted to be like them!</p>
<p>One day, when Stacey was just seven years old, Stacey's mother walked into her bedroom. 'Look! It's the last page of my book!' Stacey announced, holding up her final page. Her mother saw the stack of completed pages sitting on Stacey's desk. 'I want to publish it,' Stacey said confidently, 'so other children can read it!'</p>	<p>Why did Stacey want to publish her book? Oh! So other children could read it!</p>
<p>That night, Stacey's parents sat together in bed. 'Did you know Stacey wrote a whole book?' Stacey's mother asked. 'She wrote a book?' her father asked, 'What's it called?' 'It's called <i>Smelly Cats</i>. She says she wants to publish it. I wonder if that is possible?' her mother wondered aloud.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>Stacey's parents read the book. They were unsure.</p> <p>'I wonder if it could ever be published?' her father asked.</p> <p>'Stacey is so young! How could a seven-year-old publish a book?' her mother wondered aloud.</p>	<p>Why did Stacey's parents feel unsure? Oh, I learn that they were unsure if Stacey was too young to have her book published.</p>
<p>But, they wanted to help Stacey achieve her dreams. Stacey's mother passed her work on to a professional editor.</p> <p>The editor read each and every word of <i>Smelly Cats</i>.</p> <p>'I think this should be published!' he said.</p> <p>Stacey beamed with pride.</p>	<p>Why did Stacey beam? Oh! She beamed because she felt so proud when the editor said her book should be published!</p>
<p>When <i>Smelly Cats</i> was finally published, Stacey helped organise a book launch, so she could tell other children and parents all about her book.</p> <p>'I wrote this book all by myself,' Stacey told her audience. 'I think it is important for more children – especially African children – to express ourselves through writing!'</p>	<p>Why did Stacey want to organize a book launch? I think it was because she wanted to tell other people all about her book, and to inspire other children to write too!</p>
<p>The attention that <i>Smelly Cats</i> received went far beyond the book launch. This book was approved by the South African Department of Basic Education, meaning that children are allowed to read this book at school!</p> <p>In 2015, Stacey won an award – the Best Early Childhood Development Publication. Her parents proudly watched Stacey go up on stage to accept her award.</p> <p>'She's so self-disciplined!' her mother said</p> <p>'We never should have doubted her!' her father said.</p> <p>'We must never doubt her ideas again!' her mother agreed.</p> <p>Stacey's parents beamed with pride.</p>	<p>Why did Stacey's parents beam with pride? It must be because she wrote a whole book, and then her book won an award!</p>
<p>Since writing <i>Smelly Cats</i>, Stacey has continued to write books for children like her. But her work goes beyond writing.</p> <p>Stacey has become a philanthropist. She started her own Foundation, which works to donate books, computers, clothing and food to those in need.</p>	<p>Why did Stacy start a Foundation? I learn that she started a Foundation to donate things to others in need.</p>

Text	Second Read (Think Aloud)
Stacey has also used her success to become a motivator and an activist. In this role, she gives talks which she hopes will educate and inspire children, just like her.	Why does Stacey give talks? Oh! I learn here that she hopes her talks will educate and inspire other children.
At Stacey's first speech, she inspired hundreds of Matric learners. 'You are never too young or old to live your dream!' she said.	Why did Stacey give a speech to Matric learners? Oh! Because she wanted to inspire them to live their dreams.
Follow up questions	Responses
How did Stacey's parents feel when she first wanted to publish her book?	<ul style="list-style-type: none"> • They felt doubtful. • They felt unsure about whether she was too young to publish a book. • They didn't know if anyone would publish her book.
Why did Stacey's parents feel proud of Stacey?	<ul style="list-style-type: none"> • Because she won an award. • Because she published a book. • Because she was so self-disciplined.
Why question	Possible responses
Why did Stacey tell the Matric learners, <i>'You are never too young or old to live your dream?'</i>	<ul style="list-style-type: none"> • Because she wanted to inspire them to live their dreams. • Because she gives speeches to educate and inspire other children like her. • Because she was very young and achieved her dream. • The fact that Stacey published a book at age seven is proof that you are never too young to live your dreams. Stacey wants all children to know that!



Group Guided Reading

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.
 - publish
 - editor
 - beam

Rhyme or song	Actions
Imagination sets you free	Point to your head
Anything you want you can be	Spread your arms out wide
Close your eyes and let your mind wander	Close your eyes
How wonderful it is to imagine!	Spread your arms out wide

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - a Last week we read a story about...
 - b This week we read a story about...
 - c I preferred to read...because...
- 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.

ur	ir	b
d	s	t
f	n	h
c	e	a

MODEL

- 1 Remind learners of the sounds of the week: **/ur/** and **/ir/**
- 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: **/f/ - /ur/ = fur**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/ur/ or /ir/**
- 6 Show learners how to make another word, like: **/ch/ - /a/ - /t/ = chat**

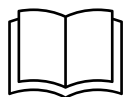
LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ur, ir**
- 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): **fur, turn, hurt, burn, nurse, burst, burnt, bird, third, thirst, first, hat, bat, chase, base etc**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

WRITTEN 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 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:
 - a **This text is about...**(2–3 sentences)
 - b **I liked...**
 - c **I think this text was written to teach me...**
- 5 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- 6 Model your own example for learners. Say: ***This text is about*** a girl named Stacey Fru. ***I liked*** the title of Stacey’s book: *Smelly cats*. ***I think this text was written to teach me*** that I can use my imagination to achieve big things!.
- 7 Give learners time to think about the most important parts of the text.
- 8 Tell learners to **turn and talk** with a partner to share their ideas. / Tell learners to write their own summaries using the frame.
- 9 Call the class back together.
- 10 Ask 1–2 learners to share their summaries with the class.
- 11 Come up with a class summary, like: ***This text is about*** a girl named Stacey Fru who wrote her own book when she was only seven-years-old. ***We liked*** when Stacey beamed with pride. ***We think this text was written to teach us*** about how we can use our imaginations to help us in real life..



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

- 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.