

Grade 2

TERM 2

English

HOME

LANGUAGE

Lesson

Plan

DISCLAIMER/EDITING PROCESS

Dear Colleagues,

Welcome to the NECT Home Language Programme!

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

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

- 1** Send an email to the relevant email address:
xitsonga@homelanguage.co.za
tshivenda@homelanguage.co.za
sepedi@homelanguage.co.za
siswati@homelanguage.co.za
isizulu@homelanguage.co.za
isindebele@homelanguage.co.za
isixhosa@homelanguage.co.za
sesotho@homelanguage.co.za
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 5 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

grumpy	journey	surgery	disappointed	anxious	competition
comfort	joy	finally	expression	audition	rehearsals
shaky	tremble	bold	confident	nerves	audience
succeed	fail	mistake	accident	on purpose	scramble
scrambled eggs	careless	careful	tripped	crack	smashed
break	practice	doodle	study	guilty	expert
difficult	easy	arrogant	ignore	apologise	safe
unsafe	responsible	responsibility	frightened	hurry	distracted
adventure	risk	regret	dangerous	brave	warn
warning	dare	daring	swept away	brave	
foolish	irresponsible	tradition	celebration	culture	community
clay	design	generation	pass down	religion	holiday
beliefs	wedding	diverse	ceremony	veil	sari
yarmulke	mehndi	meaning	guest	bride	groom
fact	fiction	true	untrue	chameleon	camouflage
behaviours	squirt	inky	bother	attacker	overhear
misinterpret	Mars	space	imagination	aliens	planet
rumour	article	research			

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

nch	ow	dge	o-e	kn	ir
er	ue	wr	ew	c (soft c)	aw
au	oi	ph	oy	or	ea

Learners should be able to break the following words into syllables

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

READING

Learners should be able to decode the following words

lunch	munch	bunch	bench	stench	drench
slow	blow	bow	tow	row	grow
edge	ledge	hedge	fudge	nudge	budge
note	joke	rope	vote	home	stone
know	knee	kneel	knot	knit	knife
bird	shirt	birth	thirty	chirp	first
her	term	verb	germ	herd	herb
glue	clue	sue	blue	true	write
wrote	wrong	wrap	wrist	wreck	new
news	few	stew	dew	knew	city
cent	ice	nice	spice	rice	yawn
dawn	lawn	law	hawk	August	fraud
pause	launch	haunt	because	coin	oil
soil	boil	foil	toil	phone	photo
phase	phonic	dolphin	phrase	toy	boy
joy	enjoy	ploy	coy	for	fork
pork	horn	thorn	born	bread	head
dead	read	dread	lead		

Learners should be able to read the following words by sight

beautiful	visit	cousin	journey	excited	proud
dream	relax	stage	remember	careful	break
always	friends	maybe	easy	thought	problems
where	wrong	already	dark	frightened	want

could	brave	afraid	anything	about	because
clay	soil	magic	when	watch	wedding
wore	married	wear	different	giraffe	use
higher	their	tongues	might	there	believe
true	imagined				

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

Gugu's brother read that there might be water on Mars! Was this true? Was this news true? Gugu imagined. She imagined Mars. Gugu imagined. She imagined water on Mars. She believes her brother. She believes her brother because he knows. She believes her brother because he knows about space. Gugu imagined. She imagined what a photo of Mars would look like. Gugu imagined. She imagined launching into space. Gugu imagined. She imagined taking the first photo of water on Mars! Maybe she will be the first person to take a photo of water on Mars!

COMPREHENSION

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

GROUP GUIDED READING

- 1 Learners should be able to read aloud from own graded reading book in an ability based group with teacher
- 2 Learners should be able to use phonetic knowledge, contextual clues and recognise sight words when reading
- 3 Learners should be able to begin to self monitor word recognition and comprehension



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 2 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 2 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.

4 Term 2 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 2 Big Book

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

6 Term 2 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 2 Reading Worksheets x 10

Ten Reading Worksheets are provided for the term – one for every week from Week 1 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.



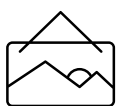
Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	READING WORKSHEET
1	We have feelings!	Dintle visits Dumi	1
2	We have feelings!	Nyasha on stage	2
3	Making mistakes	Jabu scrambles eggs	3
4	Making mistakes	Lindelani's easy maths test	4
5	Being safe and responsible	Duma and his friends get lost	5
6	Being safe and responsible	Vusi and the riverbed	6
7	Traditions	My grandmother's story	7
8	Traditions	A tale of three weddings	8
9	Fact or fiction?	Did you know?	9
10	Fact or fiction?	Gugu's big discovery	10



Term 2 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 2, 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

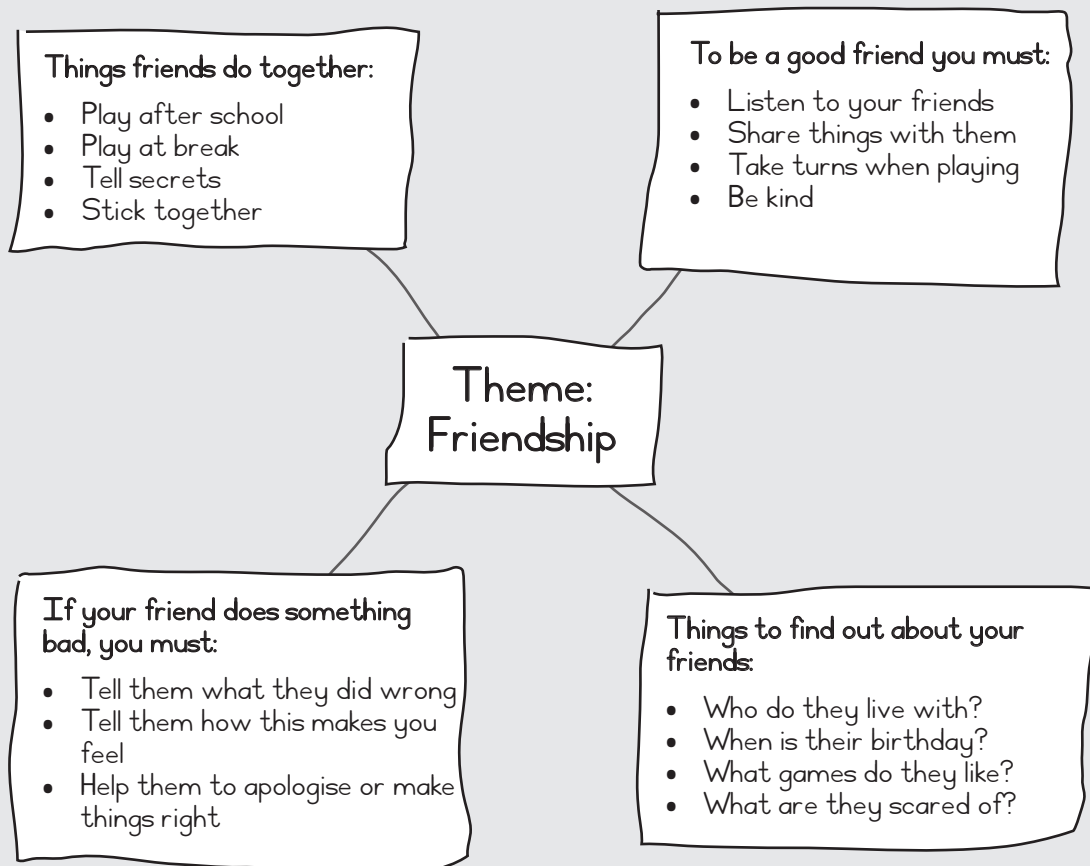
Objective: *To consolidate learners' knowledge of new vocabulary. To learn through play.*

- 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.

igh-	i	p	-s
d	t	a	-un
l	e	ck	o

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>

Core Methodologies

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	<p><i>Learners need to work out parts of a story by making inferences – they need to learn to 'read between the lines'. To do this, they must use what is written, together with what they already know to try and work out what is not explicitly written down.</i></p>
Steps	<ol style="list-style-type: none"> 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	<p>When we evaluate a text, we make a judgement about an aspect of the text.</p>
Objective	<p><i>Learners must be taught that they must always evaluate what they read, and must be able to support or justify their evaluations.</i></p>

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 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 2

TERM 2

Week

1

THEME:

We have feelings



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of people showing different feelings (happy, sad, excited, etc.)
- 5 Do some research on the internet to prepare for the theme. For example: research on when we have feelings or where feelings come from.
- 6 Make sure all learner exercise books and DBE Workbooks are 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 26, Let's read

Activity 2: DBE Workbook 1: Page 27, Let's write

Activity 3: DBE Workbook 1: Page 28 & 29, Let's do

Activity 4: Draw a picture of how you feel right now.

Monday



Oral Activities

15 minutes

WEEK 1

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

- 1 Show learners front cover of the Big Book story: Dintle visits Dumi
- 2 Tell learners that we are starting a new theme called: We have feelings
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What are some examples of feelings?
 - b When do we have feelings?
 - c What feelings do you like to have?
 - d What feelings do you not like to have?

THEME VOCABULARY

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

Rhyme or song	Actions
The expression on my face	<i>Point to your face</i>
Is like a picture book!	<i>Pretend to open a book</i>
You can see how I feel inside	<i>Point to yourself</i>
By the way I look.	<i>Shake your head</i>
A yawn tells you that I'm tired	<i>Pretend to yawn</i>
A smile, I feel glad.	<i>Smile and put your fingers on your cheeks</i>
Red cheeks say I'm angry	<i>Look angry</i>
A frown, I'm feeling sad.	<i>Frown</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a pray
 - b high
 - c hike
 - d swim
 - e kind
 - f meat
 - g scrap
 - h catch
 - i key
 - j page
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

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: Dintle visits Dumi
- 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

WEEK 1

TOPIC: Write a list of things that make you feel happy and things that make you feel grumpy.

TASK: Write a list with headings. This will be part of a class book for the reading corner.

WRITING FRAME: Things that make me happy

- 1 _____
- 2 _____

MODELLING

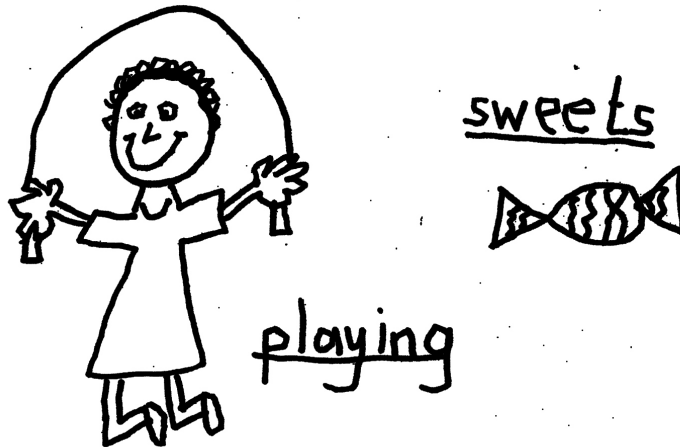
- 1 Explain that today, learners will write about **things that make them feel happy**.
- 2 Read the writing frame to learners.
- 3 Point out the **heading** (*Things that make me happy*). Explain that a heading tells us what the list will be about.
- 4 Explain that today we will make a **list**. This means we will choose two things that make us happy and write each one next to a number.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Tell learners some ideas you have for filling in the writing frame, like: There are many different things that make me happy. I am going to think of things that make me happiest. I love spending time with my sister, reading, and singing in my church choir.
- 7 Explain which words you will write. **Draw a line for each word**.
- 8 Use **modelling** to complete the first item on the list: **1**. I feel happy when I spend time with my sister.
- 9 Use **modelling** to complete the second item on the list: **2**. I feel happy when I read on my sofa.
- 10 **Say words slowly like a tortoise and write the sounds you know**.
- 11 **Use resources**, like sight words and theme vocabulary words.
- 12 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Ask learners: What are some things that make you feel happy?
- 2 Instruct learners to **think before they write**.
- 3 Call on 2–3 learners to tell you one thing that makes them feel happy.
- 4 They must say: I feel happy...
- 5 Explain that learners will now write a list about what makes them happy!

WRITING

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



Things that make me happy

1. sweets
2. playing



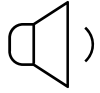
Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**nch**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that end with /**nch**/?
- 4 Brainstorm words with learners, like: **lunch, crunch, bench**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____




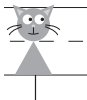
Handwriting:

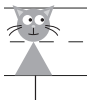
15 minutes


Write new letter(s) / words / sentences


- 1 Teach learners to correctly form the upper and lower case letter(s): **nch**
- 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.

 nch nch nch nch nch nch


 lunch lunch

 munch munch

 bunch bunch

 bench bench

 stench stench

 drench drench

 I will munch my lunch.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

WEEK 1

COMPREHENSION STRATEGIES: SEARCH THE TEXT

Text	First Read (Think Aloud)
<p>Dintle's Aunt Mbali had surgery. She was recovering at home. 'Aunt Mbali needs help at home!' Dintle's mother said. 'We're leaving early. Pack your bag for the weekend!' Dintle's mother said.</p> <p>Dintle felt sad that her Aunt Mbali wasn't well. But, she felt excited to see her cousin Dumi. Dintle packed her clothes and her toothbrush. Then, she made a beautiful card for Aunt Mbali. She drew flowers on the front and wrote a nice message inside. 'This will make her feel better!' Dintle thought as she admired her hard work.</p>	<p>Why did Dintle feel excited? Oh! She felt excited to visit her cousin Dumi!</p>
<p>Dintle's mother woke her up very early. 'Come! Hurry!' her mother said, 'It is a long journey and we don't want to get there too late!'</p> <p>Dintle felt grumpy that she had to wake up so early. But, she was excited to see her cousin Dumi. She got dressed and then she and her mother left for the taxi rank.</p>	<p>Why did Dintle feel excited? Oh! She felt excited that she would see her cousin Dumi soon.</p>
<p>Dintle and her mother spent all day in the taxi. By the time they arrived at Aunt Mbali's house, it was already 8 o'clock. When Dumi saw Dintle, she shouted with joy. 'Come! Let's go play!'</p> <p>'Not tonight!' Dumi's mother said. 'It's already dark outside! You must eat dinner and get ready for bed!'</p> <p>Dintle felt so excited to see her cousin Dumi. But, she felt disappointed that it was too late to play. Dintle ate her dinner quietly. She listened to Aunt Mbali tell her mother all about her surgery.</p>	<p>Why did Dintle feel excited? Oh! She felt so excited to see her cousin Dumi!</p>
<p>For the next two days, Dintle and Dumi played together. They read books, they played soccer, and they caught frogs by the river. Dintle felt so happy to be with her cousin Dumi. But, Dintle also felt anxious because she knew that the time with her cousin would soon come to an end.</p>	<p>Why did Dintle feel happy? Oh, I can see that she is so happy to be with her cousin Dumi.</p>

Text	First Read (Think Aloud)
<p>On Sunday evening Dintle's mother said, 'We will go home tomorrow! You can't miss any more days of school.' Dintle knew that this time would come, but she still felt sad. She didn't feel at all excited about going home.</p> <p>Dumi and Dintle went back to Dumi's bedroom. 'We got you an early birthday present!' Dumi said, handing Dintle a box. Dintle opened the box to find a fluffy teddy bear!</p>	<p>--</p>
<p>Dintle's mother woke her up very early. 'Come! Hurry!' her mother said, 'It is a long journey and we don't want to get home too late!'</p> <p>Dintle felt so sad to be leaving her cousin Dumi. But, as she sat in the taxi, she felt excited to show all her friends at school her new teddy bear!</p>	<p>Why did Dintle feel excited? Oh! She felt excited to show all her school friends her new Teddy that Dumi gave to her!</p>
Follow up questions	Possible responses
<p>How did Dintle feel when she had to wake up early?</p>	<p>She felt grumpy.</p>
<p>What was inside the box Dumi gave to Dintle?</p>	<p>There was a teddy bear inside the box.</p>
Why question	Possible responses
<p>Why did Dintle feel excited?</p>	<ul style="list-style-type: none"> • She felt excited to see her cousin Dumi. • She felt excited to go visit her cousin. • She felt excited to show her friends her new teddy bear. • Maybe she felt excited to tell her friends about her time with Dumi.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 1**.
- 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

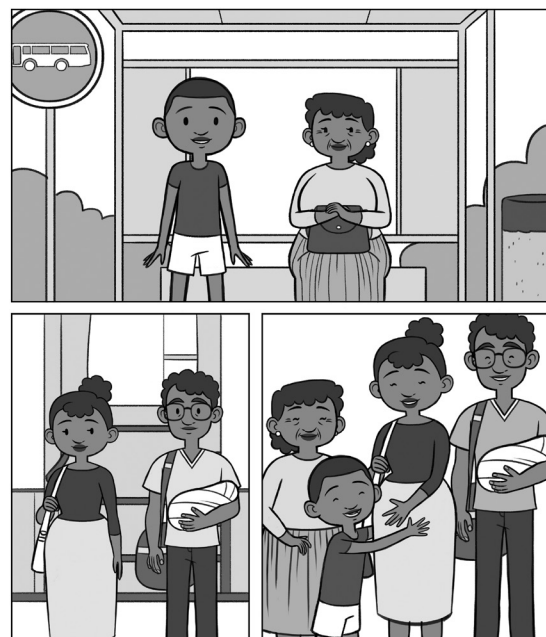
THEME VOCABULARY

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

Rhyme or song	Actions
The expression on my face	<i>Point to your face</i>
Is like a picture book!	<i>Pretend to open a book</i>
You can see how I feel inside	<i>Point to yourself</i>
By the way I look.	<i>Shake your head</i>
A yawn tells you that I'm tired	<i>Pretend to yawn</i>
A smile, I feel glad.	<i>Smile and put your fingers on your cheeks</i>
Red cheeks say I'm angry	<i>Look angry</i>
A frown, I'm feeling sad.	<i>Frown</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /ow/ (long O)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that end with /ow/?
- 4 Brainstorm words with learners, like: **sn**ow, **sl**ow, **gr**ow

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

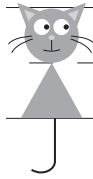








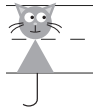
Handwriting:

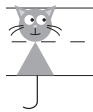
15 minutes

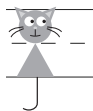
Write new letter(s) / words / sentences

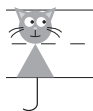
- 1 Teach learners to correctly form the upper and lower case letter(s): **ow**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

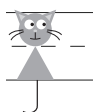
      

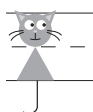
 slow slow

 blow blow

 bow bow

 tow tow

 row row

 grow grow

 The tree is slow to grow.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write a list of things that make you feel happy and things that make you feel grumpy.

TASK: Write a list with headings. This will be part of a class book for the reading corner.

WRITING FRAME: Things that make me feel grumpy

1 _____

2 _____

_____ and _____ make me feel happy, but _____ and _____ make me feel grumpy.

MODELLING

- 1 Explain that today, learners will add to their writing from Monday.
- 2 Today they will add a different heading. They will then add three items to their list under the new heading.
- 3 Then, they will summarise their list in a full sentence.
- 4 Read the new writing frame to learners.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Explain some ideas you have for filling in the new parts of writing frame, like: There are some things that really make me grumpy. I don't like being woken up – I feel grumpy if I am asleep and someone wakes me up. I also feel grumpy when I don't get enough sleep.
- 7 Explain which words you will write. **Draw a line for each word.**
- 8 Use modelling to complete the first item on the list: **1. I feel grumpy when someone wakes me up.**
- 9 Use modelling to complete the second item on the list: **2. I feel grumpy when I don't get enough sleep at night.**
- 10 Use **modelling** to fill in the last sentence of the writing frame. Explain that this last sentence is a summary of our lists and headings, like: My sister and reading make me feel happy, but not enough sleep and being woken up make me feel grumpy.
- 11 **Say words slowly like a tortoise and write the sounds you know.**
- 12 Use **resources** (sight words, theme vocabulary word) to add labels to your drawing, like: grumpy, feel, etc.
- 13 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about things that made us happy.
- 2 Today we will write about things that make us feel grumpy instead.
- 3 Ask learners: What are some things that make you feel grumpy?
- 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 Instruct learners to **turn and talk** with a partner about their ideas.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you one thing that makes them feel grumpy.
- 9 They must say: I feel grumpy when...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

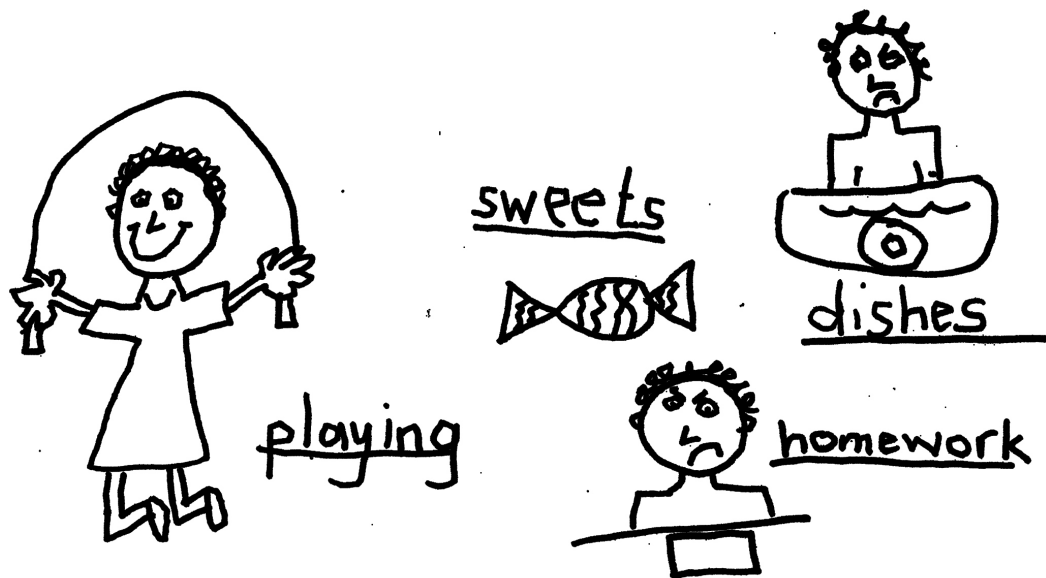
WRITING

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

TURN AND TALK

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

Compile all of the learners' work from this week into a book. Put it into the reading corner for the learners to read in their independent reading time.



Things that make me happy

1. sweets.
2. playing.

Things that make me grumpy

1. homework.
2. washing dishes.

Sweets and playing make me feel happy, but homework and washing dishes make me feel grumpy.



Group Guided Reading

30 minutes

WEEK 1

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

WEEK 1

READING STRATEGIES: SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p>Dintle's Aunt Mbali had surgery. She was recovering at home. 'Aunt Mbali needs help at home!' Dintle's mother said. 'We're leaving early. Pack your bag for the weekend!' Dintle's mother said.</p> <p>Dintle felt sad that her Aunt Mbali wasn't well. But, she felt excited to see her cousin Dumi. Dintle packed her clothes and her toothbrush. Then, she made a beautiful card for Aunt Mbali. She drew flowers on the front and wrote a nice message inside. 'This will make her feel better!' Dintle thought as she admired her hard work.</p>	<p>Why did Dintle feel sad? Oh! She felt sad that her Aunt Mbali was sick!</p>
<p>Dintle's mother woke her up very early. 'Come! Hurry!' her mother said, 'It is a long journey and we don't want to get there too late!'</p> <p>Dintle felt grumpy that she had to wake up so early. But, she was excited to see her cousin Dumi. She got dressed and then she and her mother left for the taxi rank.</p>	<p>Why did Dintle feel grumpy? Oh! She felt grumpy about waking up so early!</p>
<p>Dintle and her mother spent all day in the taxi. By the time they arrived at Aunt Mbali's house, it was already 8 o'clock. When Dumi saw Dintle, she shouted with joy. 'Come! Let's go play!'</p> <p>'Not tonight!' Dumi's mother said. 'It's already dark outside! You must eat dinner and get ready for bed!'</p> <p>Dintle felt so excited to see her cousin Dumi. But, she felt disappointed that it was too late to play. Dintle ate her dinner quietly. She listened to Aunt Mbali tell her mother all about her surgery.</p>	<p>Why did Dintle feel disappointed? Oh! She felt disappointed because it was too late to play.</p>
<p>For the next two days, Dintle and Dumi played together. They read books, they played soccer, and they caught frogs by the river. Dintle felt so happy to be with her cousin Dumi. But, Dintle also felt anxious because she knew that the time with her cousin would soon come to an end.</p>	<p>Why was Dintle feeling anxious? Oh! She felt anxious because she knows that soon she will have to go home!</p>

Text	Second Read (Think Aloud)
<p>On Sunday evening Dintle's mother said, 'We will go home tomorrow! You can't miss any more days of school.' Dintle knew that this time would come, but she still felt sad. She didn't feel at all excited about going home.</p> <p>Dumi and Dintle went back to Dumi's bedroom. 'We got you an early birthday present!' Dumi said, handing Dintle a box. Dintle opened the box to find a fluffy teddy bear!</p>	<p>Why did Dintle feel sad? She feels sad that she will have to go home!</p>
<p>Dintle's mother woke her up very early. 'Come! Hurry!' her mother said, 'It is a long journey and we don't want to get home too late!'</p> <p>Dintle felt so sad to be leaving her cousin Dumi. But, as she sat in the taxi, she felt excited to show all her friends at school her new teddy bear!</p>	<p>Why did Dintle feel sad? Oh! She felt sad that she had to leave her cousin Dumi!</p>
Follow up questions	Possible responses
<p>Why did Dintle and her mother go to visit Dumi?</p>	<p>Because Dumi's mother, Aunt Mbali, had surgery and needed help.</p>
<p>What made Dintle feel disappointed?</p>	<p>She felt disappointed that it was too late to play when they arrived at Dumi's house.</p>
Why question	Possible responses
<p>Why didn't Dintle just feel excited?</p>	<ul style="list-style-type: none"> • She felt sad because Aunt Mbali was sick. • She felt grumpy because she had to wake up early. • She felt disappointed because it was too late to play when they finally got to Dumi's house. • She felt anxious because she knew she would have to leave Dumi's house and she didn't want to! • She felt sad to finally go home.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 1**.
- 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

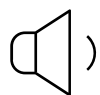
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - comfort
 - joy
 - finally

Rhyme or song	Actions
The expression on my face	<i>Point to your face</i>
Is like a picture book!	<i>Pretend to open a book</i>
You can see how I feel inside	<i>Point to yourself</i>
By the way I look.	<i>Shake your head</i>
A yawn tells you that I'm tired	<i>Pretend to yawn</i>
A smile, I feel glad.	<i>Smile and put your fingers on your cheeks</i>
Red cheeks say I'm angry	<i>Look angry</i>
A frown, I'm feeling sad.	<i>Frown</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
Dintle and her mother...
Dintle feels...when...
Dintle has mixed feelings 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.

nch	ow	l
u	s	t
b	m	e
r	d	g

MODEL

- 1 Remind learners of the sounds of the week: /**nch**/ and /**ow**/
- 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: /l/ - /u/ - /nch/ = **lunch**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**nch**/ or /**ow**/
- 6 Show learners how to make another word, like: /s/ - /e/ - /t/ = **set**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **nch, ow**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **lunch, munch, bunch, bench, stench, drench, slow, blow, bow, tow, row, grow, set, get, bet, drum, rub, grub**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, SEARCH THE TEXT

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about two details they thought were important in the story: Dintle visits Dumi
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of **details** from the story, like: **One important detail** was that Dintle’s aunt had surgery. **Another important detail** was that Dintle felt both sad and excited to leave her cousin’s house.
- 3 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 4 Instruct learners to think about what **details they think were particularly important** in the story.
- 5 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 6 Explain and correct any common problems to learners.
- 7 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners’ own ideas!*)



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 1**.
- 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

WEEK 1

- 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, thematic background.

Grade 2

TERM 2

Week

2

THEME:

We have feelings



Classroom Preparation:

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: pictures of childrens feeling very happy.
- 5 Do some research on the internet to prepare for the theme. For example: research what makes people happy.
- 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 30, Let's read

Activity 2: DBE Workbook 1: Page 31 & 32, Let's write

Activity 3: DBE Workbook 1: Page 34, Let's read

Activity 4: Draw a picture of something that makes you feel joy

Monday



Oral Activities

15 minutes

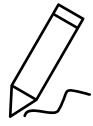
RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE (SECOND WEEK OF THE THEME)

- 1 Show learners the picture of Nyasha peeking out on stage in the Big Book: Nyasha on stage
- 2 Tell learners that we are continuing our theme: We have feelings
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a How many feelings can people have at one time?
 - b What are the most common feelings?
 - c Are there any feelings you know about but have never felt yourself?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - expression
 - audition
 - rehearsals

Rhyme or song	Actions
The expression on my face	<i>Point to your face</i>
Is like a picture book!	<i>Pretend to open a book</i>
You can see how I feel inside	<i>Point to yourself</i>
By the way I look.	<i>Shake your head</i>
A yawn tells you that I'm tired	<i>Pretend to yawn</i>
A smile, I feel glad.	<i>Smile and put your fingers on your cheeks</i>
Red cheeks say I'm angry	<i>Look angry</i>
A frown, I'm feeling sad.	<i>Frown</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a lunch
 - b munch
 - c bench
 - d bunch
 - e stench
 - f slow
 - g blow
 - h grow
 - i tow
 - j bow
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

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: Nyasha on stage
- 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 about a time you had mixed feelings.

TASK: Draw a quick picture and write a paragraph (of five sentences) on a personal experience.

WRITING FRAME: Once, I felt...and...at the same time.

I had these mixed feelings because...

MODELLING

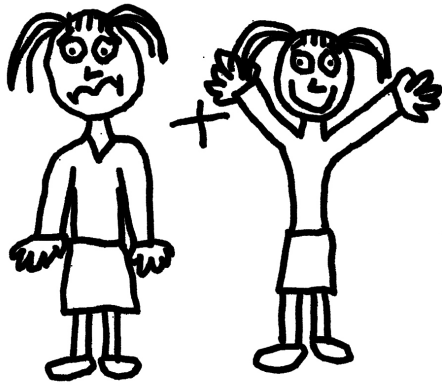
- 1 Explain that today, learners will write about their own personal experience with having mixed feelings.
- 2 Read the writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Tell learners your idea for filling in the writing frame, like: I had mixed feelings when I went for a run. I wanted to stay home and watch TV but I also knew I should go because running is healthy for my body.
- 5 Use **modelling** to draw a quick picture of your idea, like: You deciding if you should go for a run.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame: **Once, I felt** lazy **and** ambitious at the same time. **I had these mixed feelings because** I wanted to run but I didn't want to run at the same time.
- 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 two feelings did you have at the same time? Why?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Instruct learners to **turn and talk** with a partner about their mixed feelings.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you which feelings they will write about.
- 7 They must say: I felt...and...at the same time...
- 8 Explain that learners will now use the writing frame to draw and write their own ideas!

WRITING

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



scared excited

Once, I felt scared and excited
at the same time. I had
these mixed feelings because I
had a spelling test.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**dge**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /**dge**/?
- 4 Brainstorm words with learners, like: **edge, wedge, fudge**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **edge, ledge, hedge, fudge, nudge, budge**
- 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.



Handwriting:

15 minutes

Write new letter(s) / words / sentences

- 1 Teach learners to correctly form the upper and lower case letter(s): **dge**
- 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.



 edge edge

 ledge ledge

 hedge hedge

 fudge fudge

 nudge nudge

 budge budge

 Do not go to the edge of

 the ledge.
ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
Nyasha dreamt of being an actor. And today, Nyasha had his first chance for fame. It was the auditions for the school play. Nyasha had memorised the lines he needed to say. He had practiced his facial expressions in the mirror, so he would look happy and sad in all the right places. He felt ready. But as he waited for his turn to take the stage, his stomach filled with butterflies.	This is Nyasha's first time to audition for a play, so I infer that he might be nervous. We can all feel especially nervous when we do something for the first time.
After his audition, Mrs Tsiki told him the roles would be posted outside the hall first thing in the morning. Nyasha felt like he had done a good job in his audition. But, he was worried that he might feel disappointed if he thought that way and didn't get the part. His excitement and his nerves kept him awake all night.	I infer that Nyasha feels good, but cautious because it is his first time auditioning for a play. He is taking a risk!
When Nyasha got to school, he ran to the hall. There was his name! On the paper! He had been cast in exactly the role he wanted.	This is the first time Nyasha has ever seen his name on a cast list! I infer that must be very exciting!
He ran to the yard to tell his friends. But it was so early no one else was there. The news was ready to burst out of his mouth. When he finally saw Andrew coming through the school gate, he shouted it across the yard.	--
For weeks and weeks, Nyasha went to play rehearsals after school. He memorised the lines he needed to say. He practiced his facial expressions in the mirror, so that he would look happy and sad in all the right places. The day before the big assembly he felt ready. He couldn't wait to be on stage in front of everyone.	I infer that Nyasha is working extra hard because it is his first time in a play! He is so excited to be a real actor.
The night before the assembly, Nyasha lay in bed thinking about the other children admiring his acting skills. He thought about how all the other children would clap for him after his perfect performance. But, he was worried that he might mess up if he thought that way. His excitement and his nerves kept him awake all night.	Nyasha has never performed on stage before. I infer that he is nervous about his first big performance!

Text	First Read (Think Aloud)
The next day, Nyasha waited for his turn to take the stage. As he peeked out at the huge audience, he couldn't wait to perform – he would be famous at school! But at the same time, he wanted to run away. He began to sweat as he thought about remembering all of his lines.	This is the first time Nyasha is going to perform for a big audience! I infer that he feels both nervous and excited for everyone to watch him.
Nyasha took a deep breath as he took his entrance.	--
When Nyasha first got on stage, his voice was shaky. His hands were trembling. He said his first line. He remembered it. He said his second line. Nyasha began to relax. He felt confident. His voice sounded bolder. His hands stopped trembling.	This is Nyasha's first time on stage! I infer that Nyasha must feel scared at first!
At the end of the play, Nyasha stood with the other cast members in the center of the stage and took a bow. He listened to the applause and the cheers. He was beaming. He felt so proud of himself. He couldn't wait to play his next role. He began to feel like all his dreams might come true!	Nyasha took a risk by trying something new. He must be proud that his risk paid off!
Follow up questions	Possible responses
What are the different feelings Nyasha felt throughout the story?	Excited, nervous, anxious, worried, proud, etc.
Would you like to be on a stage like Nyasha? Why or why not?	<ul style="list-style-type: none"> • <i>I would like to be on stage because...</i> • <i>I would not like to be on stage because...</i>
Why question	Possible responses
Think about a time you tried something new. How did you feel before, during and afterwards?	<i>I felt...</i>



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 2**.
- 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

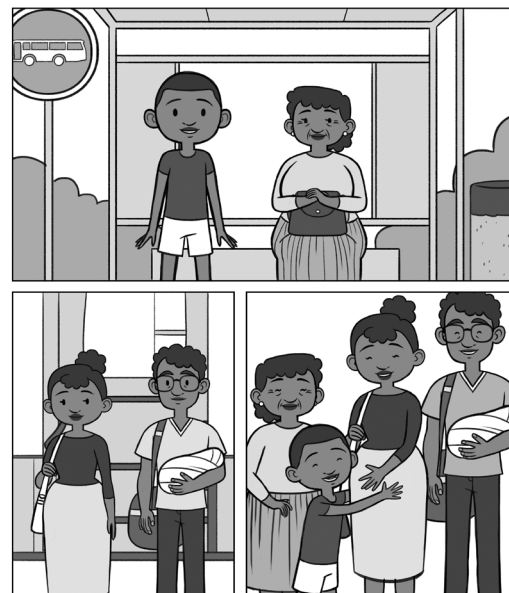
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - shaky
 - tremble
 - bold
 - confident

Rhyme or song	Actions
The expression on my face	<i>Point to your face</i>
Is like a picture book!	<i>Pretend to open a book</i>
You can see how I feel inside	<i>Point to yourself</i>
By the way I look.	<i>Shake your head</i>
A yawn tells you that I'm tired	<i>Pretend to yawn</i>
A smile, I feel glad.	<i>Smile and put your fingers on your cheeks</i>
Red cheeks say I'm angry	<i>Look angry</i>
A frown, I'm feeling sad.	<i>Frown</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**o-e**/ (long O)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /**o-e**/?
- 4 Brainstorm words with learners, like: **home, stone, joke**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

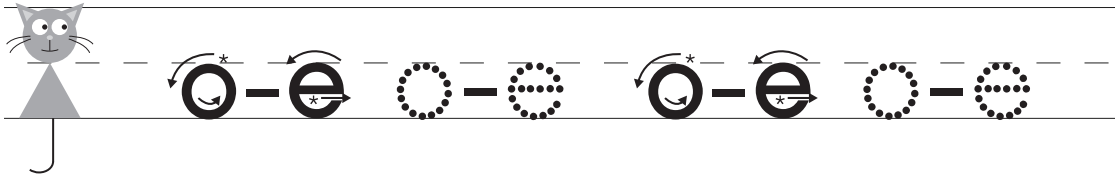



Handwriting:

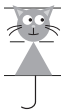
15 minutes


Write new letter(s) / words / sentences

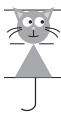
- 1 Teach learners to correctly form the upper and lower case letter(s): **o-e**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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





 note note

 joke joke

 rope rope

 vote vote

 home home

 stone stone

 I left a note at home.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write a story about a time you had mixed feelings.

TASK: Draw a quick picture and writes a paragraph (of five sentences) on a personal experience.

WRITING FRAME: Once, I felt...and...at the same time.

I had these mixed feelings because...

Then...

In the end...

MODELLING

- 1 Explain that today, learners will add sentences to their writing from Monday.
- 2 Read the new writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Explain some ideas you have for filling in the writing frame, like: Then, I thought about my feelings and realized I should try not to feel lazy. I decided that I should go for my run. I felt like a hard worker and happy in the end.
- 5 Explain which words you will write. **Draw a line for each word.**
- 6 Use **modelling** to complete the writing frame, like: **Then** I decided that I should try not to feel lazy. I went for my run! **In the end** I felt happy and hardworking.
- 7 **Say words slowly like a tortoise and write the sounds you know.**
- 8 **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: anxious, joy, audience, etc.
- 9 **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 a time we had mixed feelings.
- 2 Today we will add sentences to our writing.
- 3 Ask learners: What happened when you had mixed feelings? How did the feeling impact 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 Instruct learners to **turn and talk** with a partner about their mixed feelings.
- 7 Give learners 2–3 minutes to turn and talk.

- 8 Call on 3–4 learners to tell you how they felt in the end.
- 9 They must say: In the end...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

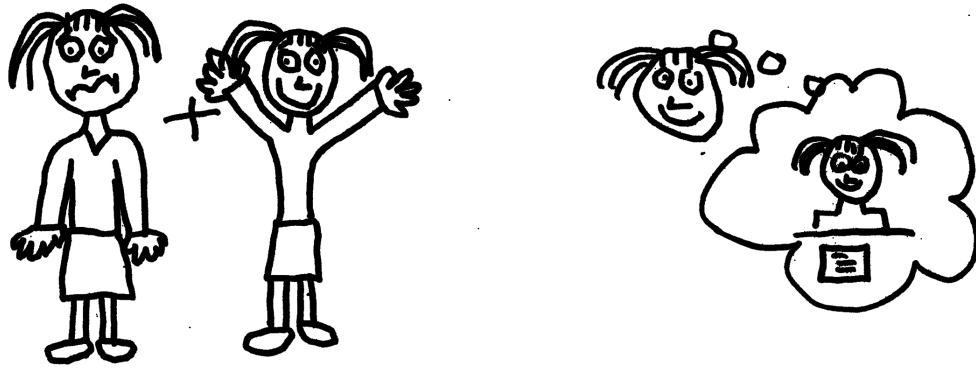
WRITING

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

TURN AND TALK

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

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



scared excited

Once, I felt scared and excited
at the same time. I had
these mixed feelings because I
had a spelling test.
Then I remembered that I had
learnt my words. In the end
I got all the words right.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
Nyasha dreamt of being an actor. And today, Nyasha had his first chance for fame. It was the auditions for the school play. Nyasha had memorised the lines he needed to say. He had practiced his facial expressions in the mirror, so he would look happy and sad in all the right places. He felt ready. But as he waited for his turn to take the stage, his stomach filled with butterflies.	Sometimes when we feel nervous, it feels like there are butterflies in our stomach. I infer that Nyasha feels nervous!
After his audition, Mrs Tsiki told him the roles would be posted outside the hall first thing in the morning. Nyasha felt like he had done a good job in his audition. But, he was worried that he might feel disappointed if he thought that way and didn't get the part. His excitement and his nerves kept him awake all night.	I infer that Nyasha feels anxious about getting a role in the play because he can't sleep all night! He must be wondering if he did well enough to be cast!
When Nyasha got to school, he ran to the hall. There was his name! On the paper! He had been cast in exactly the role he wanted.	I can infer that Nyasha must feel very proud of himself, because he practiced and worked hard to get the role!
He ran to the yard to tell his friends. But it was so early no one else was there. The news was ready to burst out of his mouth. When he finally saw Andrew coming through the school gate, he shouted it across the yard.	Nyasha was up all night hoping for the role, so I infer that he is very excited to tell his friends about his success!
For weeks and weeks, Nyasha went to play rehearsals after school. He memorised the lines he needed to say. He practiced his facial expressions in the mirror, so that he would look happy and sad in all the right places. The day before the big assembly he felt ready. He couldn't wait to be on stage in front of everyone.	--
The night before the assembly, Nyasha lay in bed thinking about the other children admiring his acting skills. He thought about how all the other children would clap for him after his perfect performance. But, he was worried that he might mess up if he thought that way. His excitement and his nerves kept him awake all night.	Oh! I infer that Nyasha is feeling both excited and anxious! He wants to do well in his first big performance, but he is worried that he might mess up!

Text	Second Read (Think Aloud)
<p>The next day, Nyasha waited for his turn to take the stage. As he peeked out at the huge audience, he couldn't wait to perform – he would be famous at school! But at the same time, he wanted to run away. He began to sweat as he thought about remembering all of his lines.</p>	<p>--</p>
<p>Nyasha took a deep breath as he took his entrance.</p>	<p>I infer that Nyasha is trying to calm himself down as he goes onto the stage.</p>
<p>When Nyasha first got on stage, his voice was shaky. His hands were trembling. He said his first line. He remembered it. He said his second line. Nyasha began to relax. He felt confident. His voice sounded bolder. His hands stopped trembling.</p>	<p>I can infer that as Nyasha says his lines successfully, he feels less and less nervous about being on stage.</p>
<p>At the end of the play, Nyasha stood with the other cast members in the center of the stage and took a bow. He listened to the applause and the cheers. He was beaming. He felt so proud of himself. He couldn't wait to play his next role. He began to feel like all his dreams might come true!</p>	<p>When we do something well like Nyasha, we feel happy and proud. I predict that Nyasha will perform in many more plays, because the experience made him feel good about himself!</p>
Follow up questions	Responses
<p>How can we infer that Nyasha felt nervous?</p>	<ul style="list-style-type: none"> • Because he had butterflies in his stomach. • Because he couldn't sleep. • Because he felt like he wanted to run away from the stage. • Because he was sweating.
<p>Have you ever felt more than one feeling at the same time?</p>	<p><i>I felt...and also...when...</i></p>
Why question	Possible responses
<p>Why did Nyasha feel excited and nervous at the same time?</p>	<ul style="list-style-type: none"> • Because it was his first time in a play. • Because he really wanted to be in the play, but it is scary when you try something new / do something for the first time. • Because he was excited about doing well but nervous that he could fail.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 2**.
- 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

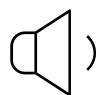
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - nerves
 - audience
 - succeed
 - fail

Rhyme or song	Actions
The expression on my face	<i>Point to your face</i>
Is like a picture book!	<i>Pretend to open a book</i>
You can see how I feel inside	<i>Point to yourself</i>
By the way I look.	<i>Shake your head</i>
A yawn tells you that I'm tired	<i>Pretend to yawn</i>
A smile, I feel glad.	<i>Smile and put your fingers on your cheeks</i>
Red cheeks say I'm angry	<i>Look angry</i>
A frown, I'm feeling sad.	<i>Frown</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 Nyasha feels...when...
 Nyasha has mixed feelings 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.

dge	o-e	e
l	h	u
b	n	t
m	s	k
j	v	f

MODEL

- 1 Remind learners of the sounds of the week: /**dge**/ and /**o-e**/
- 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: /e/ – /dge/ = **edge**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**dge**/ or /**o-e**/
- 6 Show learners how to make another word, like: /f/ – /u/ – /n/ = **fun**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **dge, o-e**
- 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): **edge, ledge, hedge, fudge, nudge, budge, note, joke, vote, home, stone, fun, bun, sun, bet, ten, tent, hen**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

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.

NYASHA ON STAGE

- 1 What kept Nyasha awake all night?
...kept him awake all night.
- 2 How did Nyasha feel when he first got on stage?
Nyasha felt...
- 3 Why did Nyasha shout across the school yard?
He shouted because...

NYASHA ON STAGE

- 1 What kept Nyasha awake all night?
Nyasha's excitement and his nerves kept him awake all night.
- 2 How did Nyasha feel when he first got on stage?
Nyasha felt scared / nervous / anxious / worried.
- 3 Why did Nyasha shout across the school yard?
He shouted because he was excited to tell his friend his news.



Group Guided Reading

30 minutes

GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 2**.
- 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 2

TERM 2

Week

3

THEME:

Making mistakes



Classroom Preparation

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: a picture of someone making a mistake.
- 5 Do some research on the internet to prepare for the theme. For example: lessons we can learn about making mistakes.
- 6 Make sure all learner exercise books and DBE Workbooks are 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 35 & 36, Let's write

Activity 2: DBE Workbook 1: Page 37, Let's write

Activity 3: DBE Workbook 1: Page 38 & 39, Let's read

Activity 4: Draw a picture of how you feel when you make a mistake

Monday



Oral Activities

15 minutes

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

- 1 Show learners the picture of Jabu running with eggs in the Big Book story: Jabu scrambles eggs
- 2 Tell learners that we are starting a new theme called: Making mistakes
- 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 mistake?
 - b What are some common mistakes?
 - c How do people feel when they make mistakes?

WEEK 3

THEME VOCABULARY

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

Rhyme or song	Actions
I make mistakes, All the time!	<i>Point to yourself</i> --
Mistakes happen, And it is fine.	<i>Shrug your shoulders</i> --
I make mistakes, It's how I learn.	<i>Point one finger to your temple</i> --
All we can do is try our best, But life is not an exam or test!	<i>Point your finger</i> <i>Shake your head (no)</i>



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a edge
 - b ledge
 - c hedge
 - d fudge
 - e nudge
 - f note
 - g joke
 - h rope
 - i vote
 - j stone
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Jabu scrambles eggs
- 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 made a mistake.

TASK: Draw a picture and write a paragraph (of five sentences) on a personal experience.

WRITING FRAME: I made the mistake of...

I made this mistake because...

WEEK 3

MODELLING

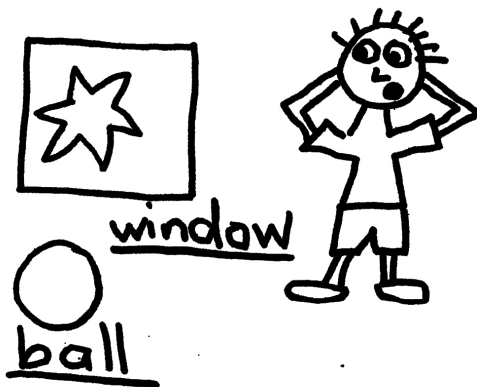
- 1 Explain that today, learners will write about a time they made a mistake.
- 2 Read the writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Tell learners your idea for filling in the writing frame, like: I made the mistake of hitting another car while driving. Luckily, nothing too bad happened! But, I made the mistake because I was trying to look at the map while driving. The other car stopped, but I didn't see in time!
- 5 Use **modelling** to draw a quick picture of your idea, like: Your car hitting the back of another car.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame: **I made the mistake of** hitting another car. **I made this mistake because** I looked at my map. I looked away from the road.
- 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 was a mistake you once made? Why did it happen?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Instruct learners to **turn and talk** with a partner about what they will write about.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you about their mistake.
- 7 They must say: **I made the mistake of...**
- 8 Explain that learners will now use the writing frame to draw and write their own ideas!

WRITING

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



I made the mistake of breaking
a window. I made this mistake
because I did not look when
I kicked my ball.



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

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**kn**/ (silent **k**)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that begin with /**kn**/?
- 4 Brainstorm words with learners, like: **know, knew, knit**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____




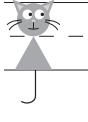
Handwriting:

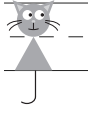
15 minutes

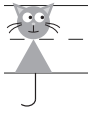
Write new letter(s) / words / sentences

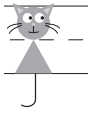
- 1 Teach learners to correctly form the upper and lower case letter(s): **kn**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

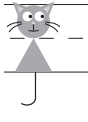
 kn kn kn kn kn kn

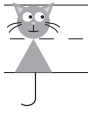
 know know

 knee knee

 kneel kneel

 knot knot

 knit knit

 knif e knif e

 I will kneel when I knit.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER, MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p><u>Jabu scrambles eggs</u></p> <p>Jabu's mother was busy preparing dinner.</p> <p>'I'm going to play soccer with my friends!' Jabu called, running out the door.</p> <p>'Wait!' Jabu's mother called. 'Please go to the shop and buy a dozen eggs and a bottle of milk,' said his mother as she handed him a shopping list and some money.</p> <p>Jabu didn't want to go to the shop, but he smiled and said, 'Okay Mom!'</p> <p>'Thank you! Please be careful not to break the eggs,' said his mother.</p> <p>'Don't worry Mama, I am always careful,' Jabu replied as he walked out the door.</p>	<p>I wonder why Jabu's mother tells him to be careful? I wonder if Jabu has ever broken eggs before?</p>
<p>Jabu walked to the shop. When he got there, he read his shopping list. He collected the eggs and the milk. Then he went to the register to pay. He handed the money to the shopkeeper.</p> <p>'Thank you! Carry these carefully so you don't break the eggs,' said the shopkeeper.</p> <p>'Don't worry Mr. Gumede, I am always careful,' Jabu replied as he walked out the door.</p>	<p>Oh! Both Jabu's mother and the shopkeeper tell Jabu to be careful! I wonder he has broken eggs before?</p>
<p>Jabu walked very carefully towards his house. He didn't want to break the eggs!</p> <p>But then, Jabu heard his friends. He could hear them laughing. He could hear them kicking the ball.</p> <p>'As soon as I drop off the eggs and milk, I will come back play,' Jabu thought.</p> <p>Jabu kept walking very carefully towards his house. He didn't want to break the eggs!</p> <p>But then Jabu's heard his friend Sam call his name. 'Jabu, come and play! We need you!' Sam called.</p>	<p>I wonder if Jabu will go home first, or if he will go play with his friends? I wonder what will happen to the eggs if he decides to play soccer?</p>
<p>'Well, maybe just one kick! Mom will never know!' Jabu thought, as he ran towards his friends. He tried to run carefully. He didn't want to break the eggs!</p>	<p>Oh no! Jabu is running with eggs! I wonder if he can really play soccer without breaking the eggs?</p>

WEEK 3

Text	First Read (Think Aloud)
<p>But as Jabu began to run towards his friends, he tripped over a rock in the path. The tray of eggs fell onto the ground. There were cracked eggs everywhere. Jabu was covered in slimy eggs!</p> <p>'Oh no!' Jabu cried, 'What will I tell my mother?'</p> <p>'Just tell her you made scrambled eggs!' Sam joked.</p> <p>Sam and Jabu laughed and laughed.</p>	<p>Jabu is covered in eggs. Sam makes a funny joke. Sam and Jabu laugh and laugh. But, I wonder if Jabu's mother will think it's funny like they do?</p>
Follow up questions	Possible responses
<p>What must Jabu buy at the shop?</p>	<p>He must buy eggs and milk.</p>
<p>Who called Jabu to play soccer?</p>	<p>His friend Sam called him to come and play.</p>
Why question	Possible responses
<p>Why did Jabu decide to play soccer?</p>	<ul style="list-style-type: none"> • Because his friend Sam called him to come and play. • He thought he could play soccer without breaking the eggs. • He thought he would just go take one kick. • He thought his mother would never know!



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

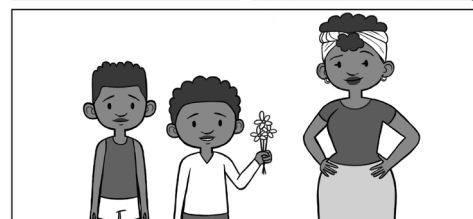
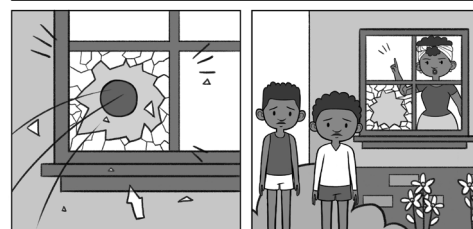
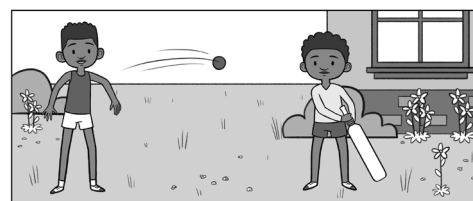
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - scramble
 - scrambled eggs
 - careless
 - careful

WEEK 3

Rhyme or song	Actions
I make mistakes, All the time!	<i>Point to yourself</i> --
Mistakes happen, And it is fine.	<i>Shrug your shoulders</i> --
I make mistakes, It's how I learn.	<i>Point one finger to your temple</i> --
All we can do is try our best, But life is not an exam or test!	<i>Point your finger</i> <i>Shake your head (no)</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: **/ir/**
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound **/ir/**?
- 4 Brainstorm words with learners, like: **bird, skirt, shirt**

INTRODUCE NEW WORDS

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

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____




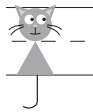
Handwriting:

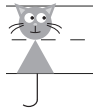
15 minutes

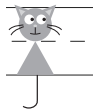
Write new letter(s) / words / sentences

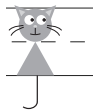
- 1 Teach learners to correctly form the upper and lower case letter(s): **ir**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

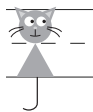
 ir ir ir ir

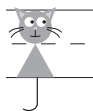
 bird bird

 shirt shirt

 birth birth

 thirty thirty

 chirp chirp

 first first

 The bird will chirp first.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about a time you made a mistake.

TASK: Draw a picture and write a paragraph (of five sentences) on a personal experience.

WRITING FRAME: I made the mistake of...

I made this mistake because...

When I made this mistake, I felt...

Making this mistake taught me...

In the end...

MODELLING

- 1 Explain that today, learners will add sentences to their writing from Monday.
- 2 Read the new writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Explain some ideas you have for filling in the writing frame, like: I felt scared and upset when I made this mistake, because I had damaged someone else's car. Making this mistake taught me to be more careful when driving. I learnt I must pull to the side of the road if I need to look at my map! In the end, I learnt an important lesson.
- 5 Explain which words you will write. **Draw a line for each word.**
- 6 Use **modelling** to complete the writing frame, like: **When I made this mistake, I felt** terrible. **Making this mistake taught me** to be a more careful driver. **In the end** I think I learnt a good lesson about being careful!
- 7 **Say words slowly like a tortoise and write the sounds you know.**
- 8 **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: careful, mistake, smash, etc.
- 9 **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 a time we made a mistake.
- 2 Today we will add sentences to our writing.
- 3 Ask learners: How did you feel when you made your mistake? What did you learn?
- 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 Instruct learners to **turn and talk** with a partner about their mistakes.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what they learnt from their mistake.
- 9 They must say: Making a mistake taught me...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

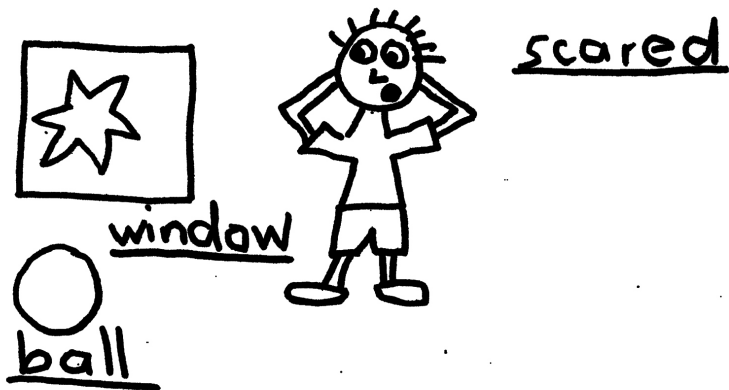
WRITING

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

TURN AND TALK

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

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



I made the mistake of breaking a window. I made this mistake because I did not look when I kicked my ball.

When I made this mistake, I felt scared. Making this mistake taught me to look before I kick my ball. In the end I learnt a good lesson.



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

Segmenting and Blending

I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **know**
- 3 Segment the word into the individual sounds: /**kn**/ – /**ow**/
- 4 Say the beginning sound of the word: /**kn**/
- 5 Say the end sound of the word: /**ow**/
- 6 Write the word on the chalkboard: **know**
- 7 Model pointing and blending the sounds to make a word: /**kn**/ – /**ow**/ = **know**
- 8 Repeat this with a word from the Wednesday lesson: **bird**

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER, MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>Jabu scrambles eggs</u></p> <p>Jabu's mother was busy preparing dinner.</p> <p>'I'm going to play soccer with my friends!' Jabu called, running out the door.</p> <p>'Wait!' Jabu's mother called. 'Please go to the shop and buy a dozen eggs and a bottle of milk,' said his mother as she handed him a shopping list and some money.</p> <p>Jabu didn't want to go to the shop, but he smiled and said, 'Okay Mom!'</p> <p>'Thank you! Please be careful not to break the eggs,' said his mother.</p> <p>'Don't worry Mama, I am always careful,' Jabu replied as he walked out the door.</p>	<p>I can make the evaluation that Jabu wants to be a helpful person. He wants to go play soccer, but he doesn't argue with his mother about going to the shop! He just smiles and says 'okay.'</p>
<p>Jabu walked to the shop. When he got there, he read his shopping list. He collected the eggs and the milk. Then he went to the register to pay. He handed the money to the shopkeeper.</p> <p>'Thank you! Carry these carefully so you don't break the eggs,' said the shopkeeper.</p> <p>'Don't worry Mr. Gumede, I am always careful,' Jabu replied as he walked out the door</p>	<p>I can make the evaluation that Jabu must break things often. I can make this evaluation because everyone is telling him to be careful! That makes me think he must have broken things before.</p>
<p>Jabu walked very carefully towards his house. He didn't want to break the eggs!</p> <p>But then, Jabu heard his friends. He could hear them laughing. He could hear them kicking the ball.</p> <p>'As soon as I drop off the eggs and milk, I will come back play,' Jabu thought.</p> <p>Jabu kept walking very carefully towards his house. He didn't want to break the eggs!</p> <p>But then Jabu's heard his friend Sam call his name. 'Jabu, come and play! We need you!' Sam called.</p>	<p>--</p>
<p>'Well, maybe just one kick! Mom will never know!' Jabu thought, as he ran towards his friends. He tried to run carefully. He didn't want to break the eggs!</p>	<p>I can make the evaluation that Jabu isn't very careful. Everyone told him to be careful! And now, we can see that he is running with eggs. If Jabu were a careful person he would go home first and then play soccer!</p>

WEEK 3

Text	Second Read (Think Aloud)
<p>But as Jabu began to run towards his friends, he tripped over a rock in the path. The tray of eggs fell onto the ground. There were cracked eggs everywhere. Jabu was covered in slimy eggs!</p> <p>'Oh no!' Jabu cried, 'What will I tell my mother?'</p> <p>'Just tell her you made scrambled eggs!' Sam joked.</p> <p>Sam and Jabu laughed and laughed.</p>	<p>Oh no! Jabu breaks all the eggs. I can make the evaluation that this isn't the first time this has happened, because everyone told Jabu to be careful.</p>
Follow up questions	Possible responses
<p>How do you think Jabu's mother will feel when he gets home?</p>	<p>I think she will feel...because...</p>
<p>How do you think Jabu feels when he drops the eggs? Why?</p>	<p>I think he feels...because...</p>
Why question	Possible responses
<p>Do you think Jabu is a careful person? Explain your answer!</p>	<ul style="list-style-type: none"> • No I think he is not a careful person. I think this because his mother and the shopkeeper both tell him to be careful. If they thought he was careful, they would not need to remind him. • No I think he is not a careful person because he decides to play soccer while he still has the eggs! • I do not think he is a careful person because he runs towards his friends with the eggs! • If Jabu were a careful person, he would have taken the eggs home first. I don't think he is careful because he doesn't go home first – he goes to play soccer.



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.
 - tripped
 - crack
 - smash
 - break

WEEK 3

Rhyme or song	Actions
I make mistakes,	<i>Point to yourself</i>
All the time!	--
Mistakes happen,	<i>Shrug your shoulders</i>
And it is fine.	--
I make mistakes,	<i>Point one finger to your temple</i>
It's how I learn.	--
All we can do is try our best,	<i>Point your finger</i>
But life is not an exam or test!	<i>Shake your head (no)</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 - In this story...
 - Jabu's mistake was...
 - I think Jabu's mother will feel...
- 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.

kn	ir	ee
l	o	t
sh	f	s
th	b	e
i	w	d

MODEL

- 1 Remind learners of the sounds of the week: /**kn**/ 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: /**kn**/ – /**ow**/ = **know**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**kn**/ or /**ir**/
- 6 Show learners how to make another word, like: /**w**/ – /**e**/ – /**t**/ = **wet**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **kn, 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): **know, knee, kneel, knot, knit, knife, bird, shirt, birth, first, third, wet, set, sheet, feed, weed, lost, wish**



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

TEXT	TEACHER SAYS	LEARNERS DO
<p>Jabu's mother was busy preparing dinner.</p> <p>'I'm going to play soccer with my friends!' Jabu called, running out the door.</p> <p>'Wait!' Jabu's mother called. 'Please go to the shop and buy a dozen eggs and a bottle of milk,' said his mother as she handed him a shopping list and some money.</p> <p>Jabu didn't want to go to the shop, but he smiled and said, 'Okay Mom!'</p> <p>'Thank you! Please be careful not to break the eggs,' said his mother.</p> <p>'Don't worry Mama, I am always careful,' Jabu replied as he walked out the door.</p>	<p>Split the class into two groups. Assign the groups as follows:</p> <p>Group 1: Jabu</p> <p>Group 2: Jabu's mother</p>	<p>Group 1 says: <i>I'm going to play soccer with my friends!</i></p> <p>Group 2 says: <i>Wait! Please go to the shop and buy a dozen eggs and a bottle of milk</i></p> <p>Group 1 says: <i>Okay Mom.</i></p> <p>Group 2 says: <i>Thank you! Please be careful not to break the eggs.</i></p> <p>Group 1 says: <i>Don't worry Mama, I am always careful!</i></p>
<p>Jabu walked to the shop. When he got there, he read his shopping list. He collected the eggs and the milk. Then he went to the register to pay. He handed the money to the shopkeeper.</p> <p>'Thank you! Carry these carefully so you don't break the eggs,' said the shopkeeper.</p> <p>'Don't worry Mr. Gumede, I am always careful,' Jabu replied as he walked out the door.</p>	<p>Explain that now, Group 2 will act as the shopkeeper!</p>	<p>Group 2 says: <i>Carry these carefully so you don't break the eggs.</i></p> <p>Group 2: <i>Don't worry Mr. Gumede, I am always careful!</i></p>
<p>Jabu walked very carefully towards his house. He didn't want to break the eggs!</p> <p>But then, Jabu heard his friends. He could hear them laughing. He could hear them kicking the ball.</p> <p>'As soon as I drop off the eggs and milk, I will come back play,' Jabu thought.</p> <p>Jabu kept walking very carefully towards his house. He didn't want to break the eggs!</p> <p>But then Jabu's heard his friend Sam call his name. 'Jabu, come and play! We need you!' Sam called.</p>	<p>Let's walk home carefully like Jabu!</p> <p>Assign one learner to be Sam.</p>	<p>Everyone must pretend to hold eggs and walk carefully.</p> <p>Sam says: <i>Jabu come and play! We need you!</i></p>
<p>'Well, maybe just one kick! Mom will never know!' Jabu thought, as he ran towards his friends. He tried to run carefully. He didn't want to break the eggs!</p>	<p>Let's pretend we are Jabu. What are we thinking?</p>	<p><i>We all say: Maybe just one kick! Mom will never know!</i></p>

TEXT	TEACHER SAYS	LEARNERS DO
<p>But as Jabu began to run towards his friends, he tripped over a rock in the path. The tray of eggs fell onto the ground. There were cracked eggs everywhere. Jabu was covered in slimy eggs!</p> <p>'Oh no!' Jabu cried, 'What will I tell my mother?'</p> <p>'Just tell her you made scrambled eggs!' Sam joked.</p> <p>Sam and Jabu laughed and laughed.</p>	<p>All of the eggs spilled. You are Jabu! What do you do?</p>	<p>Shout: <i>Oh no! What will I tell my mother?</i></p>



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 2

TERM 2

Week

4

THEME:

Making mistakes



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: pictures of different people making mistakes.
- 5 Do some research on the internet to prepare for the theme. For example: why people make mistakes.
- 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 40 & 41, Let's write

Activity 2: DBE Workbook 1: Page 42 & 43, Let's read

Activity 3: DBE Workbook 1: Page 44, Let's write

Activity 4: Draw a picture of Jabu's mistake

Monday



Oral Activities

15 minutes

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

- 1 Show learners the picture of Lindelani doodling in the Big Book: Lindelani's easy maths test
- 2 Tell learners that we are continuing our theme: Making mistakes
- 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 Why do people make mistakes?
 - b Do you think mistakes are always bad?
 - c How do mistakes help or benefit us?
 - d How can mistakes hurt us or be bad for us?

WEEK 4

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - practice
 - doodle
 - study

Rhyme or song	Actions
I make mistakes,	<i>Point to yourself</i>
All the time!	--
Mistakes happen,	<i>Shrug your shoulders</i>
And it is fine.	--
I make mistakes,	<i>Point one finger to your temple</i>
It's how I learn.	--
All we can do is try our best,	<i>Point your finger</i>
But life is not an exam or test!	<i>Shake your head (no)</i>



Handwriting

15 minutes

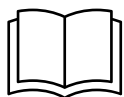
- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a know
 - b knee
 - c kneel
 - d knot
 - e knife
 - f bird
 - g shirt
 - h birth
 - i first
 - j chirp
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

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: Lindelani's easy maths test
- 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: Pretend you are Lindelani writing in your diary after this experience.

TASK: Write a diary entry that expresses how you feel.

WRITING FRAME: Dear Diary,

I...

MODELLING

- 1 Explain that today, learners will pretend that they are Lindelani writing in her diary. They will write about what happened.
- 2 Explain that a diary is a place where we write about things we have experienced or learnt. We can write our feelings and even our deep secrets. This is because a diary is meant to only be read by the person who writes in it! It is a private place to think and reflect in writing.
- 3 Read the writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for filling in the writing frame, like: If I were Lindelani, I would start by writing about what I did wrong. This is important because it would help me reflect on my mistake.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Explain that we will write the diary as if we are Lindelani. We will try to think about what she might say.
- 8 Use **modelling** to complete the writing frame:
Dear Diary,
I made a mistake this week at school. I thought I was so good at maths. I didn't study and I failed my test.
- 9 **Say words slowly like a tortoise and write the sounds you know.**
- 10 Use **resources**, like sight words and theme vocabulary words.
- 11 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS:

- 1 Ask learners: What do you think Lindelani would say happened? How would she explain her mistake?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own words – they should **not** copy your words!

- 4 Instruct learners to **turn and talk** with a partner about what Lindelani would say about her mistake..
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you what they will write about.
- 7 They must say: I think Lindelani would say: I...
- 8 Explain that learners will now use the writing frame write their own ideas!

WRITING:

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



Dear Diary,
I made a mistake and did not
learn for my test.



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

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /er/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /er/?
- 4 Brainstorm words with learners, like: **her, verb, germ**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

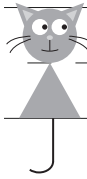


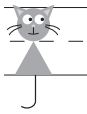
Handwriting:

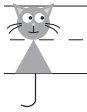
15 minutes

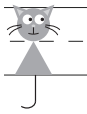
Write new letter(s) / words / sentences

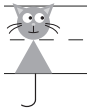
- 1 Teach learners to correctly form the upper and lower case letter(s): **er**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

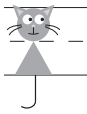
 er er er er

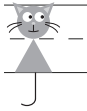
 her her

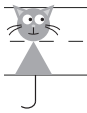
 term term

 verb verb

 germ germ

 herd herd

 herb herb

 Her herd is by the herbs.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p>Lindelani had always done well in maths. She could count forever. She could add up numbers in her head. She thought that maths was easy.</p> <p>When Mrs Ndlovu taught the class subtraction, Lindelani thought it was easy.</p>	--
<p>Mrs Ndlovu wrote some problems on the board. She instructed all the learners in the class to copy them down. While the other learners in Lindelani's class wrote the problems into their books, Lindelani doodled.</p> <p>'I am good at maths. Maths is easy. I don't need practice!' she thought.</p>	I wonder why Lindelani doesn't copy down her maths problems? Oh! It is because she thinks she is good at maths so she doesn't need to!
<p>When Mrs Ndlovu went through the problems with the class, Lindelani looked out the window. She thought about all the things she wanted to do outside.</p> <p>'I am good at maths. Maths is easy. I don't need practice!' she thought.</p>	Subtraction is something new, and Lindelani is not paying attention at all! I wonder what will happen?
<p>'Go through your mistakes and make sure you understand where you went wrong!' Mrs Ndlovu told the class. While Lindelani's classmates looked over their mistakes, she went to the toilet.</p> <p>'I am good at maths. Maths is easy. I don't ever make mistakes!' she thought.</p>	I wonder how Lindelani will be good at subtraction if she doesn't practice and learn from her own mistakes?
<p>Mrs Ndlovu handed out a worksheet. 'Do these problems for homework! We learn through lots of practice!' Mrs Ndlovu told the class. Lindelani shoved the worksheet into her bag.</p> <p>'I am good at maths. Maths is easy. I don't need homework!' she thought.</p>	--
<p>That night, while Lindelani's classmates worked hard on their subtraction, Lindelani watched TV.</p> <p>'Do you have any homework?' Lindelani's father asked.</p> <p>'No,' she lied.</p> <p>'I am good at maths. Maths is easy. I don't need to do that homework!' she thought.</p>	Oh no! I wonder how Lindelani is going to learn how to do subtraction well if she doesn't do her classwork or her homework?

Text	First Read (Think Aloud)
<p>The next day at school, Mrs Ndlovu collected the homework. 'Lindelani, where is your homework?' she asked.</p> <p>'I forgot it at home,' Lindelani lied. 'But don't worry – I am good at maths!' Lindelani said.</p> <p>'Lindelani, everyone needs to practice maths! Anyone can be good at maths if they work hard,' Mrs Ndlovu said.</p> <p>But Lindelani wasn't listening. 'I am good at maths. Maths is easy. I don't need to work hard!' she thought.</p> <p>A few days later, Mrs Ndlovu announced there would be a test the next day in class. Lindelani didn't feel nervous.</p> <p>'I am good at maths. Maths is easy. I can pass any test!' she thought.</p>	<p>All of Lindelani's classmates have been working hard and practicing. I wonder if Lindelani will be able to do well on the test without any practice?</p>
<p>That night, while Lindelani's classmates studied their subtraction, Lindelani watched TV.</p> <p>'Don't you have a test tomorrow?' Lindelani's father asked. 'You should study!'</p> <p>'I already studied,' she lied.</p> <p>'Plus, I am good at maths. Maths is easy. I don't even need to study!' she said.</p>	<p>Lindelani thinks all maths is easy and that she doesn't need any practice. But I wonder if she will really be able to pass the test without any practice or studying?</p>
<p>When Mrs Ndlovu handed out the test, Lindelani's classmates quickly worked through the problems, But Lindelani wrote slowly. She began to sweat.</p> <p>'This test is hard! This test is unfair!' she thought.</p> <p>When Mrs Ndlovu announced, 'time up!' Lindelani had only made it through half of the problems.</p>	<p>I wonder what Lindelani thinks when the text is hard? I wonder if she realises she should have worked hard?</p>
<p>When Mrs Ndlovu handed the tests back the next day, Lindelani had failed.</p> <p>After school, when all Lindelani's classmates had left the classroom, she found Mrs Ndlovu. 'I made a mistake Ma'am,' she admitted. 'I thought I was good at maths. I thought maths was easy. I didn't practice and I didn't study,' she cried.</p> <p>Mrs Ndlovu looked at Lindelani seriously. 'We can only be an expert at something when we practice,' she said. 'You have always been good at maths because you have done your homework and studied.'</p> <p>'I promise to work hard in maths,' Lindelani said.</p>	<p>It seems like Lindelani learnt an important lesson about working hard! I wonder if it was a good thing that she failed her test?</p>

Text	First Read (Think Aloud)
After that day, Lindelani changed her thinking, 'I am good at maths and maths feels easy when I study!'	
Follow up questions	Possible responses
What did Lindelani do while her classmates copied down their maths problems?	Lindelani doodled.
What did Lindelani do while her classmates studied their subtraction?	Lindelani watched TV.
Why question	Possible responses
Why did Lindelani fail her maths test?	<ul style="list-style-type: none"> • Because she didn't study. • Because she thought maths was easy. • Because she didn't practice her problems in class or do her homework. • Because she thought she was good at maths so she didn't need to study. • Because she didn't have enough time to finish her test. • She didn't practice her problems, so she couldn't do her maths quickly enough to pass the test.



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

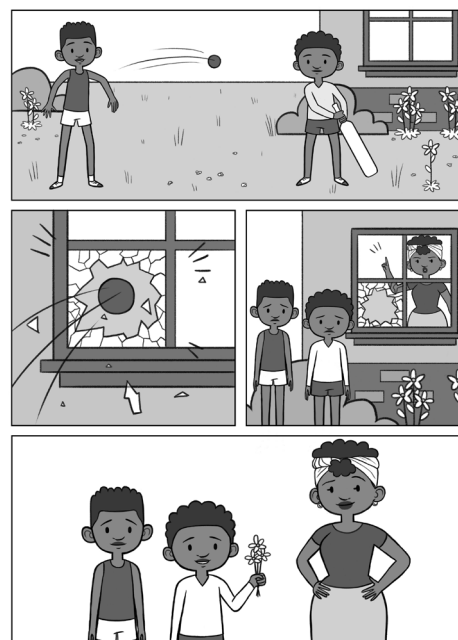
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - guilty
 - expert
 - difficult
 - easy

Rhyme or song	Actions
I make mistakes, All the time!	<i>Point to yourself</i> --
Mistakes happen, And it is fine.	<i>Shrug your shoulders</i> --
I make mistakes, It's how I learn.	<i>Point one finger to your temple</i> --
All we can do is try our best, But life is not an exam or test!	<i>Point your finger</i> <i>Shake your head (no)</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /ue/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /ue/?
- 4 Brainstorm words with learners, like: **true, clue, blue**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

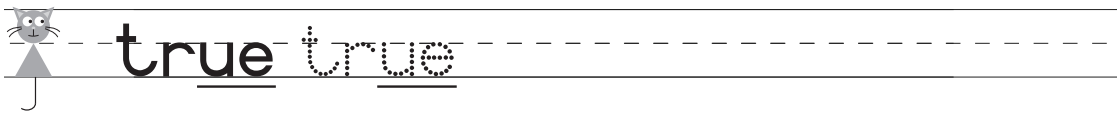
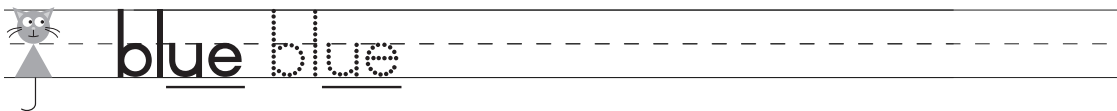
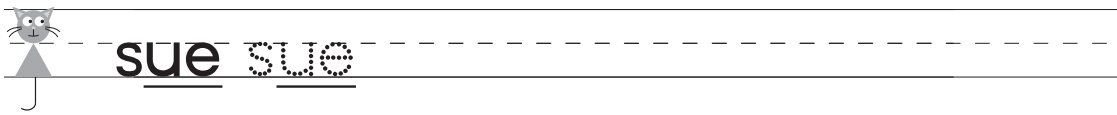
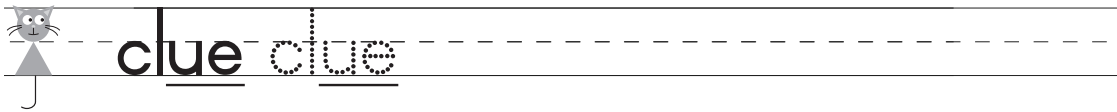
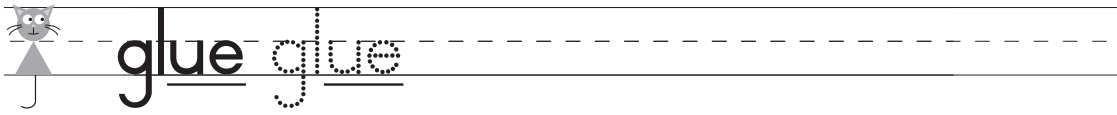
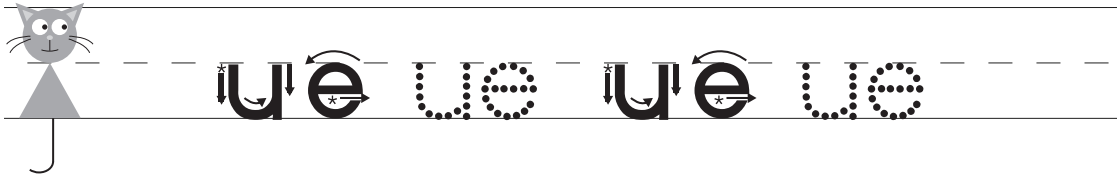


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Pretend you are Lindelani writing in your diary after this experience.

TASK: Write a diary entry that expresses how you feel.

WRITING FRAME: Dear Diary,

I...

I felt...

I have learnt...

MODELLING

- 1 Explain that today, learners will add sentences to their diary entry from Monday.
- 2 Explain that learners will think about how they think Lindelani might feel and what Lindelani could or should learn from her experience.
- 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: I think Lindelani might feel guilty or embarrassed for thinking she is too good to study for maths. I think she learnt that practice is what makes us good at something!
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame, like: **I felt** so guilty when I failed the test because it was my own fault for not studying. **I learnt** that even if something feels easy, practice is important to become an expert.
- 8 **Say words slowly like a tortoise and write the sounds you know.**
- 9 Use **resources** (sight words, theme vocabulary word) to add labels to your drawing, like: guilty, accident, apologise, etc.
- 10 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we began writing a diary from Lindelani's perspective.
- 2 Today we will add sentences to our writing.
- 3 Ask learners: How do you think Lindelani felt after failing her test? What do you think she learnt? What would she say?
- 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 Instruct learners to **turn and talk** with a partner about what they think Lindelani would write next in her diary.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what Lindelani learnt.
- 9 They must say: I think Lindelani learnt that...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

WRITING

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

TURN AND TALK

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

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



Dear Diary,

I made a mistake and did not learn for my test.

I felt very silly. I have learnt that I should always learn for my tests.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p>Lindelani had always done well in maths. She could count forever. She could add up numbers in her head. She thought that maths was easy.</p> <p>When Mrs Ndlovu taught the class subtraction, Lindelani thought it was easy.</p>	<p>I can make a connection. That reminds me of my sister. She was always a very fast runner. She thought running was very easy!</p>
<p>Mrs Ndlovu wrote some problems on the board. She instructed all the learners in the class to copy them down. While the other learners in Lindelani's class wrote the problems into their books, Lindelani doodled.</p> <p>'I am good at maths. Maths is easy. I don't need practice!' she thought.</p>	<p>That's just like when my sister joined the athletics team, she thought she didn't need to practice as much as the other people on the team, because she was so fast.</p>
<p>When Mrs Ndlovu went through the problems with the class, Lindelani looked out the window. She thought about all the things she wanted to do outside.</p> <p>'I am good at maths. Maths is easy. I don't need practice!' she thought.</p>	<p>That reminds me of how my sister would sometimes skip athletics practice. While the other learners on her team ran and ran, she would spend time with her friends.</p>
<p>'Go through your mistakes and make sure you understand where you went wrong!' Mrs Ndlovu told the class. While Lindelani's classmates looked over their mistakes, she went to the toilet.</p> <p>'I am good at maths. Maths is easy. I don't ever make mistakes!' she thought.</p>	<p>Lindelani's attitude reminds me of my sister. Lindelani thinks she is good at maths so she will always be good, just like my sister thought that she would always be fast.</p>
<p>Mrs Ndlovu handed out a worksheet. 'Do these problems for homework! We learn through lots of practice!' Mrs Ndlovu told the class. Lindelani shoved the worksheet into her bag.</p> <p>'I am good at maths. Maths is easy. I don't need homework!' she thought.</p>	<p>When I think about my sister and Lindelani I can make a connection. It seems like sometimes when people think they are good at something, they stop working hard!</p>
<p>That night, while Lindelani's classmates worked hard on their subtraction, Lindelani watched TV.</p> <p>'Do you have any homework?' Lindelani's father asked.</p> <p>'No,' she lied.</p> <p>'I am good at maths. Maths is easy. I don't need to do that homework!' she thought.</p>	--

Text	Second Read (Think Aloud)
<p>The next day at school, Mrs Ndlovu collected the homework. 'Lindelani, where is your homework?' she asked.</p> <p>'I forgot it at home,' Lindelani lied. 'But don't worry – I am good at maths!' Lindelani said.</p> <p>'Lindelani, everyone needs to practice maths! Anyone can be good at maths if they work hard,' Mrs Ndlovu said.</p> <p>But Lindelani wasn't listening. 'I am good at maths. Maths is easy. I don't need to work hard!' she thought.</p> <p>A few days later, Mrs Ndlovu announced there would be a test the next day in class. Lindelani didn't feel nervous.</p> <p>'I am good at maths. Maths is easy. I can pass any test!' she thought.</p>	<p>I can make a connection to this! Lindelani doesn't listen to her teacher. She doesn't believe she needs to study. That reminds me of when my sister's coach told her to practice before a big race, but she just ignored her coach.</p>
<p>That night, while Lindelani's classmates studied their subtraction, Lindelani watched TV.</p> <p>'Don't you have a test tomorrow?' Lindelani's father asked. 'You should study!'</p> <p>'I already studied,' she lied.</p> <p>'Plus, I am good at maths. Maths is easy. I don't even need to study!' she said.</p>	<p>When I think about my sister and Lindelani I can make a connection. It seems like sometimes when people think something is easy, they can become a bit arrogant!</p>
<p>When Mrs Ndlovu handed out the test, Lindelani's classmates quickly worked through the problems, But Lindelani wrote slowly. She began to sweat.</p> <p>'This test is hard! This test is unfair!' she thought.</p> <p>When Mrs Ndlovu announced, 'time up!' Lindelani had only made it through half of the problems.</p>	<p>This reminds me of my sister. She hadn't practiced running and so when it came time for the big race, she lost! Running felt hard for her because she wasn't as fit as all the other runners.</p>
<p>When Mrs Ndlovu handed the tests back the next day, Lindelani had failed.</p> <p>After school, when all Lindelani's classmates had left the classroom, she found Mrs Ndlovu. 'I made a mistake Ma'am,' she admitted. 'I thought I was good at maths. I thought maths was easy. I didn't practice and I didn't study,' she cried.</p> <p>Mrs Ndlovu looked at Lindelani seriously. 'We can only be an expert at something when we practice,' she said. 'You have always been good at maths because you have done your homework and studied.'</p> <p>'I promise to work hard in maths,' Lindelani said.</p>	<p>I can make a connection between my sister and Lindelani. When my sister lost her race, she learnt then that she must practice and work hard to be a good runner – just like Lindelani learned that she must practice and work hard to be good at maths!</p>

Text	Second Read (Think Aloud)
After that day, Lindelani changed her thinking, 'I am good at maths and maths feels easy when I study!'	
Follow up questions	Responses
What mistake did Lindelani make?	<ul style="list-style-type: none"> • She didn't practice her maths or study for her test. That was a mistake! • She failed her test. That was a big mistake!
What did Lindelani learn?	She learned that she is good at maths and maths feels easy when she practices and studies!
Why question	Possible responses
Why didn't Lindelani think she needed to practice her maths?	<ul style="list-style-type: none"> • Because she thought she was good at maths. • Because she thought maths was easy. • Because she thought that she couldn't make any mistakes. • Because she thought that if you are good at something, you don't need to practice. • Because she didn't realise that it takes hard work and practice to be good at something. • She made the mistake of thinking being good at something means you don't need to work hard.



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.
 - arrogant
 - ignore
 - apologise

Rhyme or song	Actions
I make mistakes,	<i>Point to yourself</i>
All the time!	--
Mistakes happen,	<i>Shrug your shoulders</i>
And it is fine.	--
I make mistakes,	<i>Point one finger to your temple</i>
It's how I learn.	--
All we can do is try our best,	<i>Point your finger</i>
But life is not an exam or test!	<i>Shake your head (no)</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 Lindelani makes a mistake because...
 I can learn...from Lindelani's mistake.
- 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.

**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.

er	ue	h
b	d	t
a	g	v
l	c	e
m	s	r

MODEL

- 1 Remind learners of the sounds of the week: /**er**/ and /**ue**/
- 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: /**h**/ - /**er**/ = **her**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**er**/ or /**ue**/
- 6 Show learners how to make another word, like: /**r**/ - /**e**/ - /**d**/ = **red**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **er, ue**
- 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): **her, term, verb, germ, herd, herb, glue, clue, sue, blue, true, red, vet, set, bed, scam, tame, blame**

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: Lindelani's easy maths test
- 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** Lindelani tells her teacher about her mistake at the end of the story. **When** Lindelani doodles in her exercise book, **that reminds me of when** I once didn't pay attention in class. I think I can learn something from her mistakes!
- 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 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.

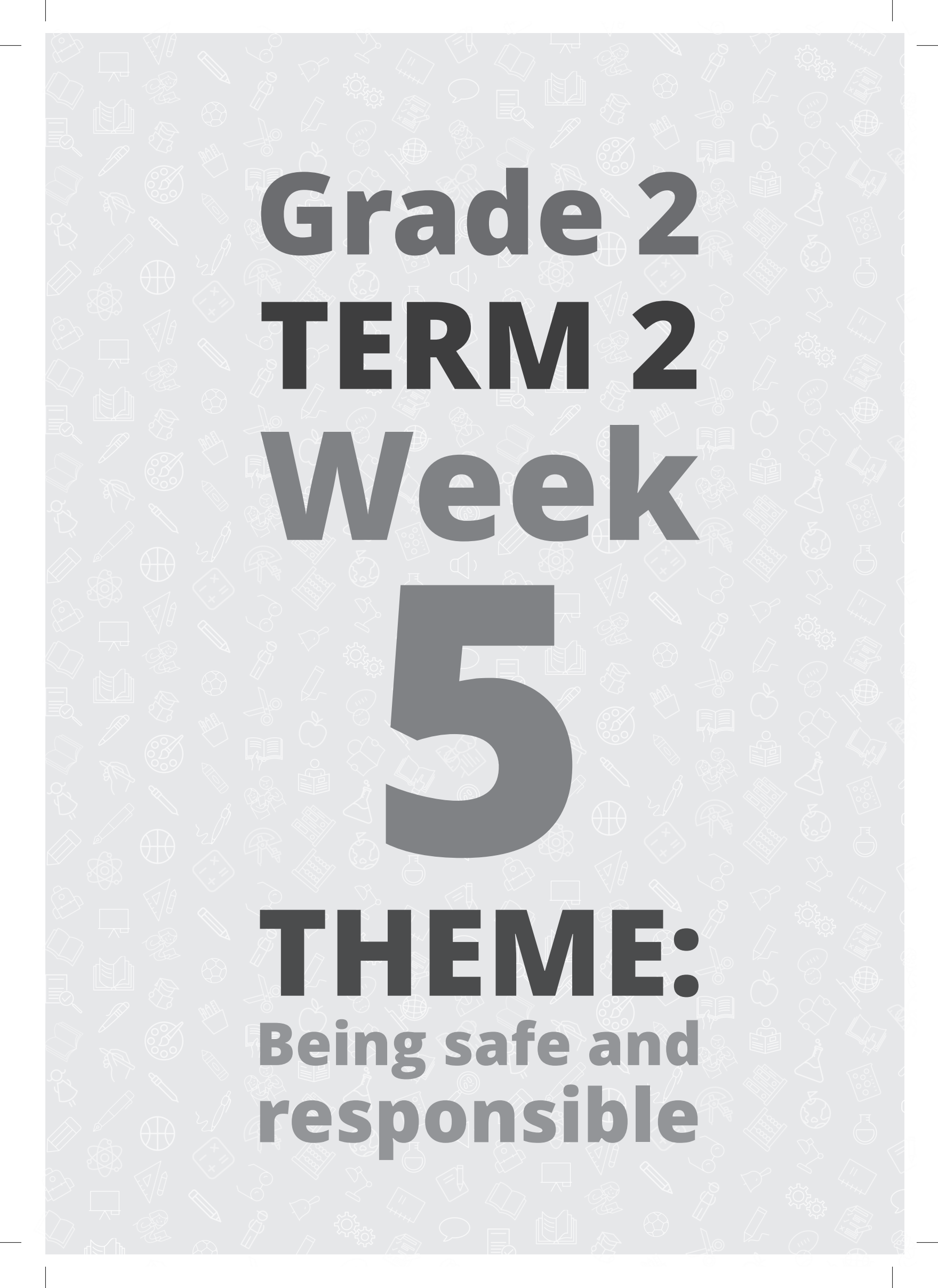


End of week language learning review

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 2

TERM 2

Week

5

THEME:
**Being safe and
responsible**



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: pictures of children being safe and responsible.
- 5 Do some research on the internet to prepare for the theme. For example: tips on how to be safe and responsible.
- 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 46 & 47, Let's read

Activity 2: DBE Workbook 1: Page 48 & 49, Let's write

Activity 3: DBE Workbook 1: Page 50 & 51, Let's read

Activity 4: Draw a picture of someone who you think is very responsible.

Monday



Oral Activities

15 minutes

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

- 1 Show learners front cover of the Big Book story: Duma and his friends get lost
- 2 Tell learners that we are starting a new theme called: Being safe and responsible
- 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 some things you do to keep safe?
 - b What can happen if you are unsafe?
 - c Who do you know who is very responsible?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - safe
 - unsafe
 - responsible
 - responsibility

Rhyme or song	Actions
I don't make excuses if I do something wrong.	<i>Shake your head (no)</i>
I take responsibility and don't blame anyone.	<i>Point to yourself</i>
You can count on me to do what I say I'll do,	--
It is my responsibility to follow through!	--



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a term
 - b verb
 - c germ
 - d herd
 - e herb
 - f glue
 - g clue
 - h blue
 - i true
 - j sue
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

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: Duma and his friends get lost
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



Writing:

30 minutes

Plan and Draft

TOPIC: Draw and write a paragraph about something that makes you feel unsafe.

TASK: Draw a picture and write a paragraph (of five sentences) on a personal experience. This will be part of a class book for the reading corner.

WRITING FRAME: I feel unsafe when...

I feel unsafe because...

MODELLING

- 1 Explain that today, learners will write about something that makes them feel unsafe.
- 2 Read the writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Tell learners your idea for filling in the writing frame, like: I feel unsafe when I am in a car that is going too fast! I feel unsafe because I am worried the car will crash and I will get hurt.
- 5 Use **modelling** to draw a quick picture of your idea, like: A car going too fast, and you feeling very worried.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame: **I feel unsafe when** I am in a car that drives too fast. **I feel unsafe because** I don't want to be hurt in an accident!
- 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 makes you feel unsafe? Why?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Instruct learners to **turn and talk** with a partner about what they will write about.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you about something that makes them feel unsafe.
- 7 They must say: **I feel unsafe when...**
- 8 Explain that learners will now use the writing frame to draw and write their own ideas!

WRITING

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



I feel unsafe when I am home
on my own . I feel unsafe
because bad things can happen .



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

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**wr**/ (**silent w**)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that begin with /**wr**/?
- 4 Brainstorm words with learners, like: **write, wrong, wrote**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

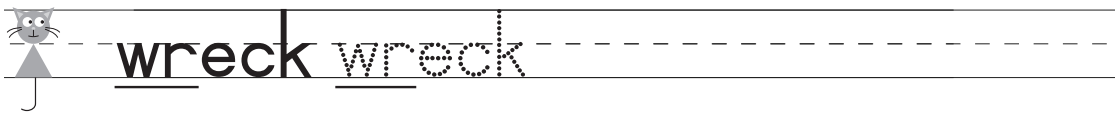
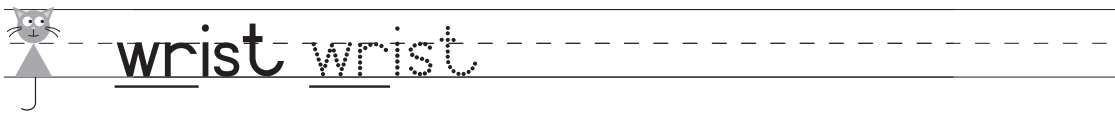
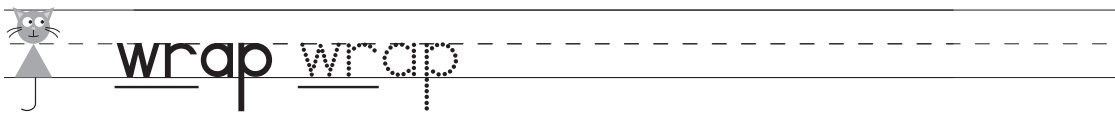
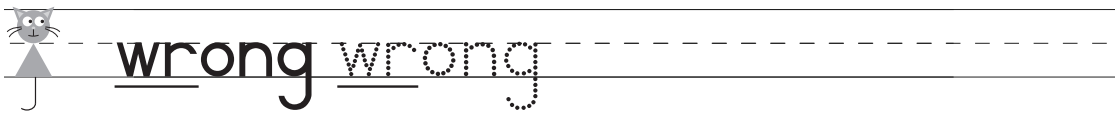
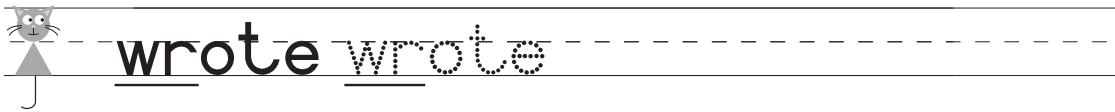
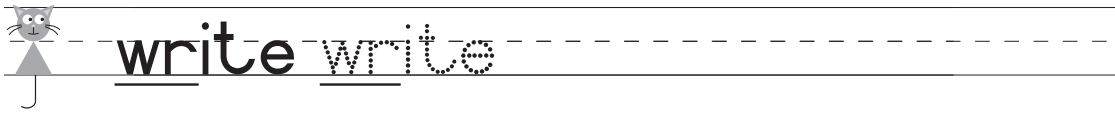
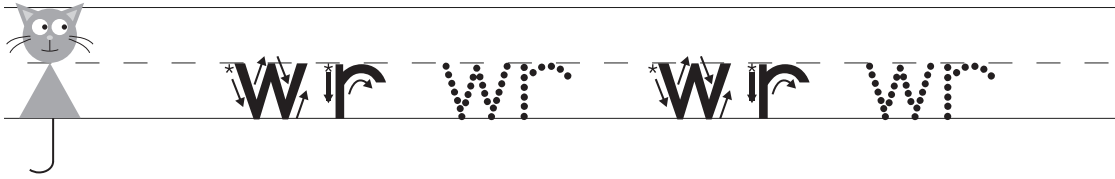


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE CONNECTIONS

Text	First Read (Think Aloud)
<p>On Saturday morning, Duma's mother asked Duma to take a parcel to Uncle Harry's farm across the river. 'Go now,' she said. 'You must leave early so that you get back home before dark.'</p> <p>Duma set out for his Uncle Harry's. He hadn't gotten very far when he saw his friends, Gugu and Themba, playing soccer.</p> <p>'I'll just play for a few minutes,' Duma thought. He put down his parcel and played with his friends. Hours passed before he remembered the task his mother had given him.</p> <p>'I have to go! I will be late!' Duma told his friends.</p> <p>'I'll come with you!' Themba said.</p> <p>'Oh! I'll also come – it will be an adventure!' Gugu said.</p>	<p>I can make a connection! That reminds me of the other day – I was meant to meet my friend, but then I began to watch TV. My favourite show was on. I began watching and I completely forgot about the time! I was late to meet my friend!</p>
<p>Duma, Gugu and Themba set out for his Uncle Harry's together. But when they got to the river, Themba wanted to chase frogs.</p> <p>'We'll just chase frogs for a few minutes,' Duma thought. He put down his parcel and chased frogs with his friends. Hours passed before he remembered the task his mother had given him.</p> <p>'We have to go! We will be late!' Duma told his friends.</p> <p>They hurried across the bridge towards Uncle Harry's house.</p>	<p>I can make a connection! That reminds me of the time I went to my sister's house before church. We began to talk and talk, and we were having such a good conversation that we forgot about the time! We were late for church!</p>
<p>Duma, Gugu and Themba left the parcel with Uncle Harry and turned around to go back home.</p> <p>'Let's take a short cut through the forest,' Duma said.</p> <p>But when they got to the forest, Gugu wanted to climb trees.</p> <p>'We'll just climb trees for a few minutes,' Duma thought. Hours passed before he remembered that his mother told him to be home before dark!</p> <p>'We have to go! We will be late!' Duma told his friends.</p>	<p>I can make a connection! That reminds me of the other day when my son went out to play with his friends. They were running around and having so much fun that they didn't realise it was getting dark. He had to walk home in the dark all by himself.</p>

Text	First Read (Think Aloud)
<p>But it was already very dark. 'I'm frightened – I want to go home,' said Gugu. They couldn't keep walking – it was too dark to see the path! They were lost. They sat under a tree and waited for daylight.</p>	
<p>As soon as the sun rose, Duma and his friends began walking, trying to find their way back home. They did not stop to climb trees. They did not stop to chase frogs. They did not stop to play soccer.</p> <p>'I shouldn't have played soccer. I shouldn't have chased frogs. I shouldn't have climbed trees,' Duma thought. Hours passed before they finally saw home.</p>	<p>That makes me think about when I am late! I feel nervous. I hurry to get where I need to go, just like Duma and his friends are hurrying home.</p>
<p>They walked to Duma's house. They were dirty from playing soccer. They were wet from chasing frogs. Their clothing was torn from climbing trees. They were tired from getting lost in the dark.</p>	<p>--</p>
<p>'The whole village has been looking for you!' Mama said. 'What happened?' she asked.</p> <p>'Sorry Mama, it's all my fault!' Duma said. He didn't know what to tell her...</p> <p>'We had an adventure,' Gugu said. They all began to laugh.</p> <p>'I'm just happy you're home!' Mama said, as she gave them a big hug.</p>	<p>That reminds me of when my son came home late – I was angry because I told him to come home before dark! He didn't listen to me! But, I was so happy to see him that I forgot about being angry.</p>
Follow up questions	Possible responses
<p>Where did Duma's mother ask him to go?</p>	<p>To his Uncle Harry's house.</p>
<p>What did they do on the way to Uncle Harry's house?</p>	<p>They played soccer, they chased frogs, they climbed trees.</p>
Why question	Possible responses
<p>Why did Duma and his friends get lost?</p>	<ul style="list-style-type: none"> • Because they were busy playing all day. • Because they were having fun and they forgot about the time. • Because they played soccer, caught frogs, and climbed trees. • Because they didn't listen to Duma's mother. • Because once it got dark, they couldn't see the path.



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

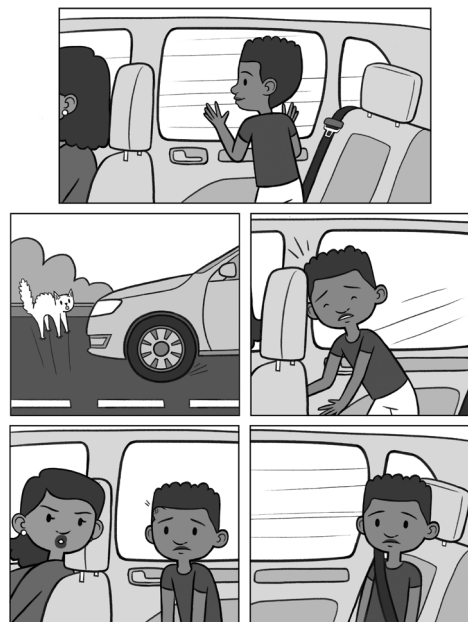
THEME VOCABULARY

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

Rhyme or song	Actions
I don't make excuses if I do something wrong.	<i>Shake your head (no)</i>
I take responsibility and don't blame anyone.	<i>Point to yourself</i>
You can count on me to do what I'll do,	--
It is my responsibility to follow through!	--

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /ew/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /ew/?
- 4 Brainstorm words with learners, like: **knew, few, new**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

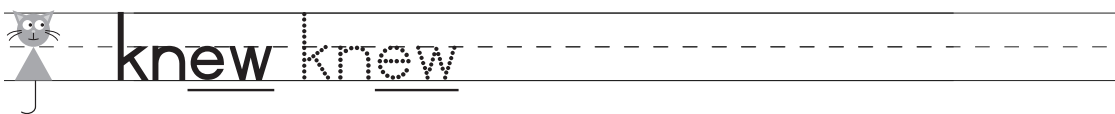
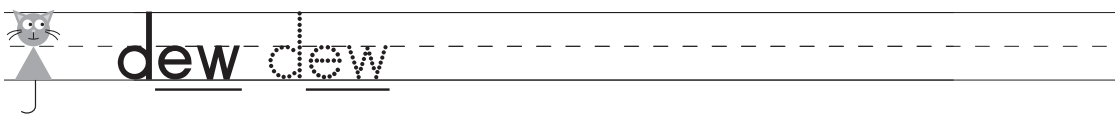
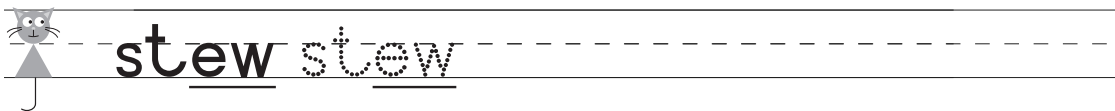
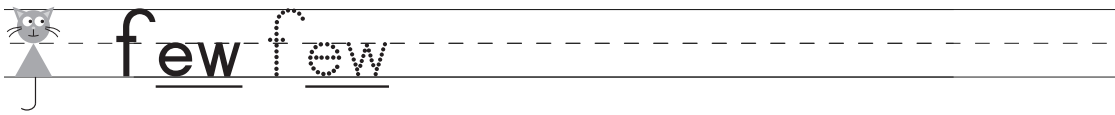
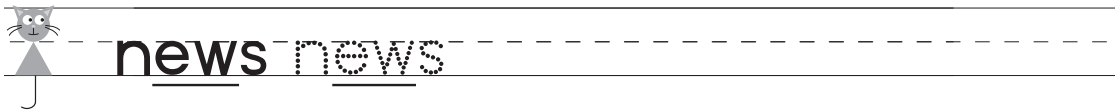
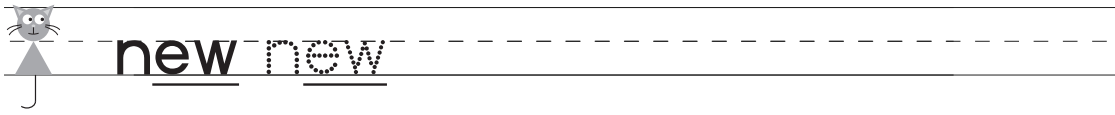
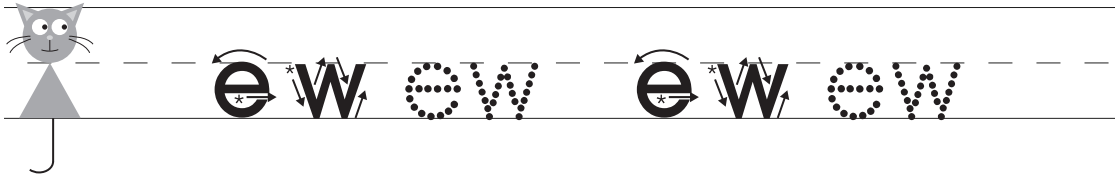


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Draw and write a paragraph about something that makes you feel unsafe.

TASK: Draw a picture and write a paragraph (of five sentences) on a personal experience. This will be part of a class book for the reading corner.

WRITING FRAME: I feel unsafe when...

I feel unsafe because...

I could...

I could also...

I don't like feeling unsafe because...

MODELLING

- 1 Explain that today, learners will add sentences to their writing from Monday.
- 2 Read the new writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Explain some ideas you have for filling in the writing frame, like: Today we will think of some things that we could do to feel better and safer if we are in a situation that is unsafe. For example, I can wear a seatbelt. I could also ask the driver to please slow down.
- 5 Use **modelling** to add details to your drawing, like: a seatbelt.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame, like: **I could** put my seatbelt on. **I could also** ask the driver to slow down. **I don't like feeling unsafe because** it is scary.
- 8 **Say words slowly like a tortoise and write the sounds you know.**
- 9 Use **resources** (sight words, theme vocabulary word) to add labels to your drawing, like: careful, unsafe, accident, etc.
- 10 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about something that makes us feel unsafe.
- 2 Today we will add sentences to our writing.
- 3 Ask learners: What can you do when you are in a situation that makes you feel unsafe? How can you feel better?

- 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 Instruct learners to **turn and talk** with a partner about how they can feel a bit safer in the situation they wrote about on Monday.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you one thing they can do to feel safer.
- 9 They must say: I could ...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

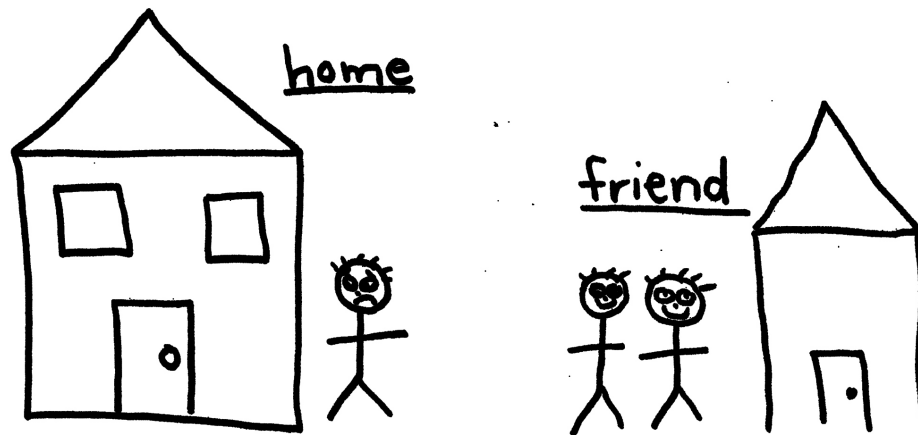
WRITING

- 1 **Hand out learners' 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 Instruct learners to **turn and talk** with a partner about their drawings.

Compile all of the learners work from this week into a book. Put it into the reading corner for the learners to read in their independent reading time.



I feel unsafe when I am home
on my own . I feel unsafe
because bad things can happen .
I could ask my mom not to
leave me alone . I could also
go to my friend's house . I
don't like feeling unsafe because
I feel scared .



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE CONNECTIONS

Text	Second Read (Think Aloud)
<p>On Saturday morning, Duma's mother asked Duma to take a parcel to Uncle Harry's farm across the river. 'Go now,' she said. 'You must leave early so that you get back home before dark.'</p> <p>Duma set out for his Uncle Harry's. He hadn't gotten very far when he saw his friends, Gugu and Themba, playing soccer.</p> <p>'I'll just play for a few minutes,' Duma thought. He put down his parcel and played with his friends. Hours passed before he remembered the task his mother had given him.</p> <p>'I have to go! I will be late!' Duma told his friends.</p> <p>'I'll come with you!' Themba said.</p> <p>'Oh! I'll also come – it will be an adventure!' Gugu said.</p>	<p>--</p>
<p>Duma, Gugu and Themba set out for his Uncle Harry's together. But when they got to the river, Themba wanted to chase frogs.</p> <p>'We'll just chase frogs for a few minutes,' Duma thought. He put down his parcel and chased frogs with his friends. Hours passed before he remembered the task his mother had given him.</p> <p>'We have to go! We will be late!' Duma told his friends.</p> <p>They hurried across the bridge towards Uncle Harry's house.</p>	<p>--</p>
<p>Duma, Gugu and Themba left the parcel with Uncle Harry and turned around to go back home.</p> <p>'Let's take a short cut through the forest,' Duma said.</p> <p>But when they got to the forest, Gugu wanted to climb trees.</p> <p>'We'll just climb trees for a few minutes,' Duma thought. Hours passed before he remembered that his mother told him to be home before dark!</p> <p>'We have to go! We will be late!' Duma told his friends.</p>	<p>Gugu must be feeling very frightened that something bad will happen to them in the forest! She must be wishing that they hadn't stopped to play! She must be worried about what her parents will say! If I were Gugu, I would want to go home too!</p>

Text	Second Read (Think Aloud)
<p>But it was already very dark. 'I'm frightened – I want to go home,' said Gugu. They couldn't keep walking – it was too dark to see the path! They were lost. They sat under a tree and waited for daylight.</p>	
<p>As soon as the sun rose, Duma and his friends began walking, trying to find their way back home. They did not stop to climb trees. They did not stop to chase frogs. They did not stop to play soccer.</p> <p>'I shouldn't have played soccer. I shouldn't have chased frogs. I shouldn't have climbed trees,' Duma thought. Hours passed before they finally saw home.</p>	<p>Duma must be feeling very anxious. It must be because he knows he shouldn't have played and played – he should've gone right to his uncle's house! I can make a connection! Sometimes when I make mistakes, I feel very anxious. I think about all the things I should've done differently, just like Duma is doing!</p>
<p>They walked to Duma's house. They were dirty from playing soccer. They were wet from chasing frogs. Their clothing was torn from climbing trees. They were tired from getting lost in the dark.</p>	<p>Duma and his friend must be feeling very tired. They must also be feeling very nervous about getting home late! That reminds me of how I felt going to church late. I was afraid people would stare at me. I was afraid they would think I was not responsible! Duma and his friends must be feeling the same way!</p>
<p>'The whole village has been looking for you!' Mama said. 'What happened?' she asked.</p> <p>'Sorry Mama, it's all my fault!' Duma said. He didn't know what to tell her...</p> <p>'We had an adventure,' Gugu said. They all began to laugh.</p> <p>'I'm just happy you're home!' Mama said, as she gave them a big hug.</p>	<p>Duma must be feeling very sorry for making his mother worried. He must also be feeling surprised that his mother isn't angrier with him! I can make a connection. That reminds me of the time I was going to visit my Aunt who lives far away. I was meant to leave early in the morning. But, I was busy with my friends and I didn't leave until the afternoon. I thought she would be very angry when I arrived. But, she was so happy to see me! I was so surprised that she wasn't more cross.</p>
Follow up questions	Possible responses
<p>Where did Duma and his friends sleep?</p>	<p>They slept in the forest.</p>
<p>Duma feels anxious because he knows he wasn't responsible. He is thinking of all the things he shouldn't have done! Can you make a connection? When was a time you felt anxious like Duma?</p>	<p><i>I felt anxious like Duma when...</i></p>
Why question	Possible responses
<p>Why didn't Duma and his friends stop to play on the way home?</p>	<ul style="list-style-type: none"> • Because they wanted to get home quickly. • Because they were worried that their parents would be angry! • Because they were tired and dirty. • Because Duma was anxious about what would happen when he got home. He was anxious about what his mother would say!



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

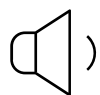
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - adventure
 - risk
 - regret

Rhyme or song	Actions
I don't make excuses if I do something wrong.	<i>Shake your head (no)</i>
I take responsibility and don't blame anyone.	<i>Point to yourself</i>
You can count on me to do what I say I'll do,	--
It is my responsibility to follow through!	--

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
In this story...
I think that Duma is...because...
If I were lost like Duma...
- 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.

wr	ew	i
t	o	e
a	p	s
ck	n	g
f	d	kn

MODEL

- 1 Remind learners of the sounds of the week: /**wr**/ and /**ew**/
- 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**/ – /**ew**/ = **few**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**wr**/ or /**ew**/
- 6 Show learners how to make another word, like: /**kn**/ – /**ow**/ = **know**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **wr, ew**
- 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): **write, wrote, wrong, wrap, wrist, wreck, new, news, few, stew, dew, knew, know, knock, nest, pest, test, pack, sick, stick**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, MAKE CONNECTIONS

ORAL OR 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 a connection we can make with the text*.
- 3 Write the summary frame on the chalkboard.
- 4 Instruct learners to use the frame to answer the question:
This story is about...(2–3 sentences)
I felt...when the children...
I can connect to...
- 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 story is about*** *Duma and his friends getting lost. ***I felt*** worried ***when the children*** were climbing trees and it was becoming dark!. ***I can connect to*** having such a good time with my friends that I forget about the time!*
- 7 Give learners time to think about the most important parts of the text.
- 8 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 story is about*** *Duma and his friends getting lost on their way home from delivering a parcel. ***We felt*** anxious ***when the children*** kept playing along the way to deliver the parcel. ***We predicted*** they would not get home in time! ***We connect to*** wanting to play with our friends and forgetting about the time!*



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.



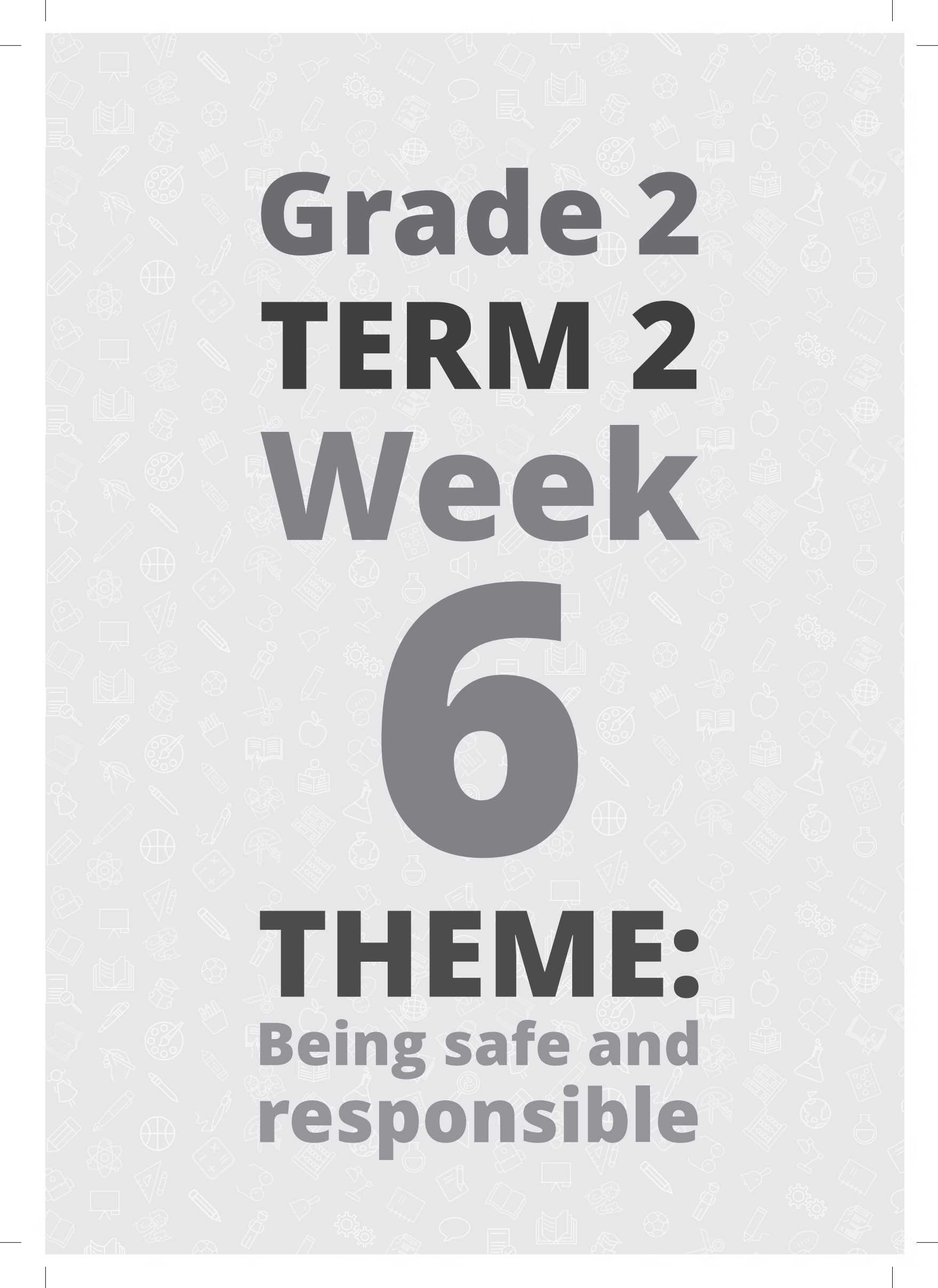
End of week language learning review

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 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.

Grade 2 TERM 2 Week 6

**THEME:
Being safe and
responsible**



Classroom Preparation:

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: a poster about being safe and responsible.
- 5 Do some research on the internet to prepare for the theme. For example: people that help keep us safe.
- 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 52 & 53, Let's write

Activity 2: DBE Workbook 1: Page 54 & 55, Let's read

Activity 3: DBE Workbook 1: Page 56 & 57, Let's write

Activity 4: Draw a picture of someone who helps keep you safe

Monday



Oral Activities

15 minutes

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

- 1 Show learners the picture of Vusi standing on the riverbank in the Big Book: Vusi and the riverbed
- 2 Tell learners that we are continuing our theme: Being safe and responsible
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a Who are the people who help keep you safe?
 - b Who do you think encourages you to be unsafe?
 - c Why do people do unsafe things?
 - d How do you feel when you do something unsafe?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - dangerous
 - brave
 - warn
 - warning

Rhyme or song	Actions
I don't make excuses if I do something wrong.	<i>Shake your head (no)</i>
I take responsibility and don't blame anyone.	<i>Point to yourself</i>
You can count on me to do what I say I'll do,	--
It is my responsibility to follow through!	--



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a write
 - b wrote
 - c wrong
 - d wrap
 - e wrist
 - f new
 - g news
 - h few
 - i stew
 - j knew
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Vusi and the riverbed
- 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: Pretend you are Vusi writing in your diary after this experience.

TASK: Write a diary entry that expresses how you feel.

WRITING FRAME: Dear Diary,

I...

MODELLING

- 1 Explain that today, learners will pretend that they are Vusi writing in his diary. They will write about what happened.
- 2 Remind learners that a diary is a place where we write about things we have experienced or learnt. We can write our feelings and even our deep secrets. This is because a diary is meant to only be read by the person who writes in it! It is a private place to think and reflect in writing.
- 3 Read the writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for filling in the writing frame, like: If I were Vusi, I would start by writing about what happened to lead up to the bad situation of falling in the full flowing river. I would want to reflect on what happened to help myself feel better after a terrifying situation!
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Explain that we will write the diary as if we are Vusi. We will try to think about what he might say.
- 8 Use **modelling** to complete the writing frame:
Dear Diary,
I didn't listen to my sister's warning because I wanted to look brave. I played in the riverbed three days in a row! In the end, I fell into the river which was very scary for me.
- 9 **Say words slowly like a tortoise and write the sounds you know.**
- 10 Use **resources**, like sight words and theme vocabulary words.
- 11 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Ask learners: What do you think Vusi would say happened? How would he explain his mistake?
- 2 Instruct learners to **think before they write**.

- 3 Explain that learners should come up with their own words – they should **not** copy your words!
- 4 Instruct learners to **turn and talk** with a partner about what Vusi would say about falling in the river.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you what they think Vusi would say.
- 7 They must say: I think Vusi would say: I...
- 8 Explain that learners will now use the writing frame write their own ideas!

WRITING

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



Dear Diary,
I fell into the river because
I did not listen.



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /c/ (**soft c**)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /c/?
- 4 Brainstorm words with learners, like: **cellphone, city, ice**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

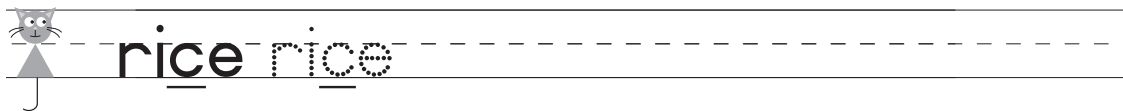
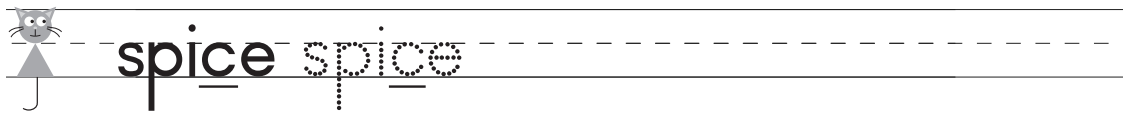
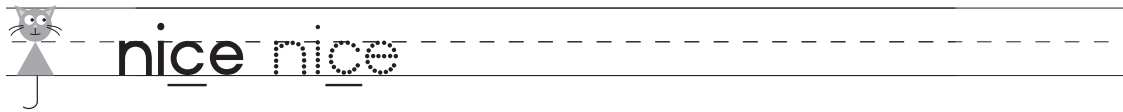
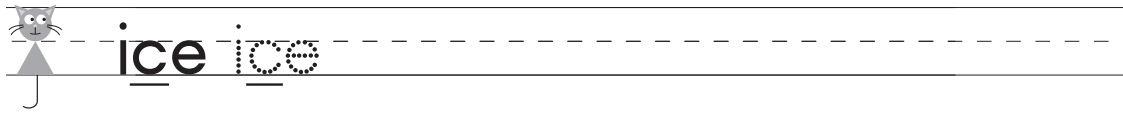
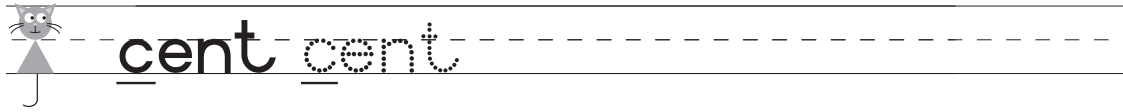
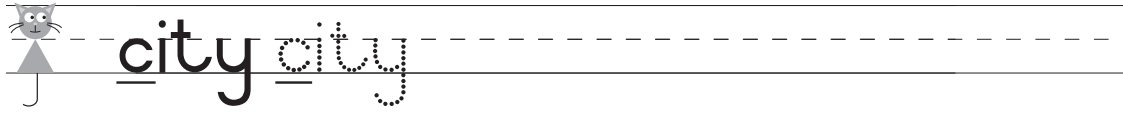
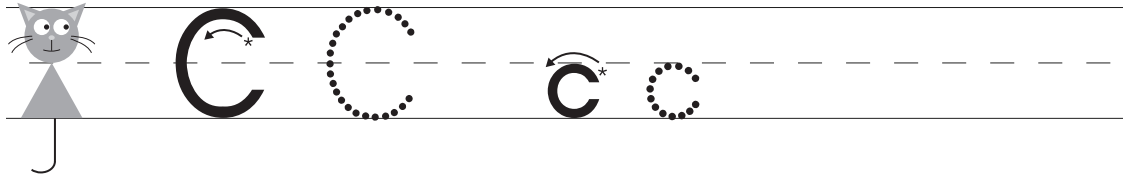


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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

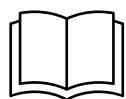


ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Vusi and the riverbed</u></p> <p>Vusi was brave. Vusi was daring. He liked to boast that he wasn't afraid of anything.</p> <p>When Vusi's friends dared him to jump from the highest part of the jungle gym, he didn't skip a beat.</p> <p>When Vusi's friends challenged him to climb the tallest tree, he didn't think twice.</p>	<p>I can infer that Vusi tries things that other people might feel scared of, but that he doesn't feel afraid!</p>
<p>One day, Vusi's friends dared him to walk across the riverbed. Vusi paused. Vusi thought twice.</p> <p>He could hear the voice of his older sister in his head: 'Don't play near the riverbed. You never know when you could be swept away.'</p>	<p>I wonder why his sister warned him not to play in the riverbed?</p>
<p>But Vusi was brave. Vusi was daring. He didn't feel scared of an empty riverbed.</p> <p>Vusi walked coolly across the riverbed. When he got to the far side, he walked even more casually back across. 'See!' he said smugly, 'there is nothing scary about a riverbed!'</p>	<p>I wonder what is so scary about an empty riverbed? I can infer there must be something dangerous about it because of Vusi's sister's warning, but I don't know what it is!</p>
<p>That night, Vusi lay in bed listening to raindrops falling on his tin roof. 'I wonder what is so scary about the riverbed?' he thought.</p>	<p>--</p>
<p>The next day, Vusi walked by the riverbed. But it wasn't a riverbed anymore – it was a small, trickling stream.</p> <p>Vusi's friends dared him to walk through the small stream. Vusi paused. Vusi thought twice.</p> <p>He could hear the voice of his older sister in his head: 'Don't play near the riverbed. You never know when you could be swept away.'</p>	<p>I remember there were raindrops falling on Vusi's roof. I can infer that is why the dry riverbed has become a small stream.</p>
<p>But Vusi was brave. Vusi was daring. He felt a bit scared of the water in the riverbed, but he didn't want to let it show.</p> <p>Vusi walked quickly through the small stream. When he got to the far side, he walked quickly back across. 'See!' he said, a little less smugly, 'there is nothing scary about a silly little stream!'</p>	<p>I wonder why Vusi is afraid of that small amount of water? Hm, I can infer that Vusi probably doesn't know how to swim.</p>

Text	First Read (Think Aloud)
<p>That night, Vusi lay in bed listening to raindrops falling on his tin roof. He listened to the pounding thunder. 'I wonder what is so scary about a small, trickling stream?' he thought.</p>	<p>--</p>
<p>The following day, Vusi walked by the small, trickling river. But it wasn't small or trickling anymore – it was a full, flowing river.</p> <p>Vusi's friends dared him to walk through the full, flowing river. Vusi paused. Vusi thought twice.</p> <p>He could hear the voice of his older sister in his head: 'Don't play near the riverbed. You never know when you could be swept away.'</p>	<p>I know it has been raining every night when Vusi is in bed. I can infer that is why the dry riverbed has become a big river.</p>
<p>But Vusi was brave. Vusi was daring. He felt scared of the water in the riverbed, but he didn't want to let it show.</p> <p>Vusi ran as quickly as he could through the flowing river. When he got to the far side, he ran back across.</p>	<p>I infer that Vusi is actually quite scared now, but that he feels pressure to be brave and daring.</p>
<p>But just before he reached the riverbank, his feet fell off the slippery rocks. He fell into the full, flowing water. The river began to sweep him away.</p> <p>'Help!' Vusi yelled. He didn't care about his friends seeing his fear now. Vusi tried to scramble for the shore.</p>	<p>I can infer that Vusi's sister knew that the dry riverbed can easily and quickly become a full river – and that the river is very strong and dangerous! This must be exactly the reason why she gave him the warning!</p>
<p>His friends ran down the riverbank. His friend Michael stepped into the full, flowing river and managed to grab his hand. Michael pulled Vusi out of the water onto the riverbank.</p> <p>Vusi went home soaking wet and terrified.</p>	<p>--</p>
<p>That night, Vusi lay in bed. 'I know what is so scary about a full, flowing river,' he thought, 'I might be brave, I might be daring, but I will never play near the riverbed again!'</p>	<p>I can infer that Vusi was very lucky to not be hurt. I think that from now on, he will listen to his sister's warning!</p>

WEEK 6

Follow up questions	Possible responses
What was the warning Vusi's sister gave him?	She warned him not to play in the riverbed, because he could be swept away.
What did the dry riverbed turn into?	It turned into a full, flowing river.
Why question	Possible responses
Why do you think Vusi's sister warned him not to play near the riverbed?	<ul style="list-style-type: none"> • Because she knows that rain can turn the dry riverbed into a stream or a river. • Because she knows that Vusi sometimes likes to do dangerous things. • Because she knows that Vusi cannot swim. • Because she knows that Vusi could be swept away if the river is full and strong enough. • Maybe she has seen or heard of other children getting swept away in the riverbed



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

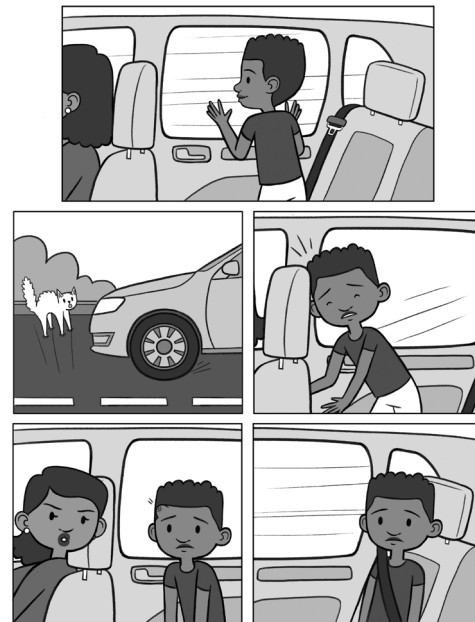
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - dare
 - daring
 - swept away

Rhyme or song	Actions
I don't make excuses if I do something wrong.	Shake your head (no)
I take responsibility and don't blame anyone.	Point to yourself
You can count on me to do what I say I'll do,	--
It is my responsibility to follow through!	--

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

- 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 6



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /aw/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /aw/?
- 4 Brainstorm words with learners, like: **dawn, lawn, yawn**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____




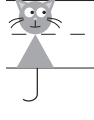
Handwriting:

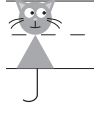
15 minutes

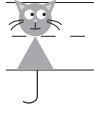
Write new letter(s) / words / sentences

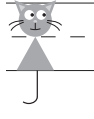
- 1 Teach learners to correctly form the upper and lower case letter(s): **aw**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

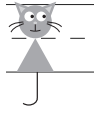
 a w a w a w

 yawn yawn

 dawn dawn

 lawn lawn

 law law

 hawk hawk

 I will yawn at dawn.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Pretend you are Vusi writing in your diary after this experience.

TASK: Write a diary entry that expresses how you feel.

WRITING FRAME: Dear Diary,

I...

I felt...

I have learnt...

MODELLING

- 1 Explain that today, learners will add sentences to their diary entry from Monday.
- 2 Explain that learners will think about how they think Vusi might feel and what Vusi could or should learn from his experience.
- 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: I think Vusi might feel terrified that he almost got swept away. I think he has learnt that being daring and brave can sometimes be foolish. I think he must have learnt to be more careful around water!
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame, like: **I felt** so terrified when I almost died in the river. I wished I had listened to my sister. **I learnt** that I should listen to my sister and others when they give me warnings to help keep me safe.
- 8 **Say words slowly like a tortoise and write the sounds you know.**
- 9 **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: unsafe, dare, scared, etc.
- 10 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas**.

ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we began writing a diary from Vusi's perspective.
- 2 Today we will add sentences to our writing.
- 3 Ask learners: How do you think Vusi felt after almost getting swept away? What do you think he learnt? What would Vusi say?
- 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 Instruct learners to **turn and talk** with a partner about what they think Vusi would write next in his diary.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what Vusi learnt.
- 9 They must say: I think Vusi learnt that...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

WRITING

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

TURN AND TALK

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

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



Dear Diary,
I fell into the river because
I did not listen.
I felt very scared. I have
learnt to listen when people
tell me not to do something.



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

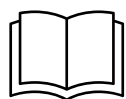
WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Vusi and the riverbed</u></p> <p>Vusi was brave. Vusi was daring. He liked to boast that he wasn't afraid of anything.</p> <p>When Vusi's friends dared him to jump from the highest part of the jungle gym, he didn't skip a beat.</p> <p>When Vusi's friends challenged him to climb the tallest tree, he didn't think twice.</p>	<p>Vusi likes to be daring. I infer that he likes to show people that what they think is scary isn't really so bad!</p>
<p>One day, Vusi's friends dared him to walk across the riverbed. Vusi paused. Vusi thought twice.</p> <p>He could hear the voice of his older sister in his head: 'Don't play near the riverbed. You never know when you could be swept away.'</p>	<p>Since Vusi loves to be daring, I infer that he might see a warning as a challenge or a dare!</p>
<p>But Vusi was brave. Vusi was daring. He didn't feel scared of an empty riverbed.</p> <p>Vusi walked coolly across the riverbed. When he got to the far side, he walked even more casually back across. 'See!' he said smugly, 'there is nothing scary about a riverbed!'</p>	<p>I infer that none of Vusi's friends walk across the riverbed with him – it is just Vusi. I infer that they might have been given the same warning as Vusi!</p>
<p>That night, Vusi lay in bed listening to raindrops falling on his tin roof. 'I wonder what is so scary about the riverbed?' he thought.</p>	<p>I remember that the riverbed can fill up with water and become a big river. I infer that Vusi isn't thinking about that!</p>
<p>The next day, Vusi walked by the riverbed. But it wasn't a riverbed anymore – it was a small, trickling stream.</p> <p>Vusi's friends dared him to walk through the small stream. Vusi paused. Vusi thought twice.</p> <p>He could hear the voice of his older sister in his head: 'Don't play near the riverbed. You never know when you could be swept away.'</p>	<p>--</p>
<p>But Vusi was brave. Vusi was daring. He felt a bit scared of the water in the riverbed, but he didn't want to let it show.</p> <p>Vusi walked quickly through the small stream. When he got to the far side, he walked quickly back across. 'See!' he said, a little less smugly, 'there is nothing scary about a silly little stream!'</p>	<p>Vusi doesn't want his friends to see that he is scared. I infer that he wants them to think he is brave and daring!</p>

Text	Second Read (Think Aloud)
<p>That night, Vusi lay in bed listening to raindrops falling on his tin roof. He listened to the pounding thunder. 'I wonder what is so scary about a small, trickling stream?' he thought.</p>	<p>--</p>
<p>The following day, Vusi walked by the small, trickling river. But it wasn't small or trickling anymore – it was a full, flowing river.</p> <p>Vusi's friends dared him to walk through the full, flowing river. Vusi paused. Vusi thought twice.</p> <p>He could hear the voice of his older sister in his head: 'Don't play near the riverbed. You never know when you could be swept away.'</p>	<p>I infer that this is exactly the situation Vusi's sister was worried about when she gave him that warning!</p>
<p>But Vusi was brave. Vusi was daring. He felt scared of the water in the riverbed, but he didn't want to let it show.</p> <p>Vusi ran as quickly as he could through the flowing river. When he got to the far side, he ran back across.</p>	<p>I infer that Vusi feels very concerned about his friends thinking of him as brave and daring. He doesn't listen to his own fear – he listens to his friends' dare instead!</p>
<p>But just before he reached the riverbank, his feet fell off the slippery rocks. He fell into the full, flowing water. The river began to sweep him away.</p> <p>'Help!' Vusi yelled. He didn't care about his friends seeing his fear now. Vusi tried to scramble for the shore.</p>	<p>I infer that Vusi feels very scared now, because he doesn't mind if his friends know! He must really be worried about something bad happening to him.</p>
<p>His friends ran down the riverbank. His friend Michael stepped into the full, flowing river and managed to grab his hand. Michael pulled Vusi out of the water onto the riverbank.</p> <p>Vusi went home soaking wet and terrified.</p>	<p>I infer that this might be the first time something bad has happened to brave and daring Vusi. He probably didn't think anything bad could really happen to him!</p>
<p>That night, Vusi lay in bed. 'I know what is so scary about a full, flowing river,' he thought, 'I might be brave, I might be daring, but I will never play near the riverbed again!'</p>	<p>I can infer that Vusi understands now why his sister gave him the warning about the riverbed!</p>

Follow up questions	Responses
What are some of the brave and daring things Vusi has done?	He has jumped off the highest part of the jungle gym. He has climbed the highest tree.
Do you think Vusi will play in the riverbed again? Why or why not?	<i>I think...because...</i>
Why question	Possible responses
Why did Vusi run across the riverbed?	<ul style="list-style-type: none"> • Because Vusi was brave and daring. • Because Vusi's friends dared him to. • Because even though Vusi felt scared, he didn't want to let it show. • Vusi wanted his friends to think of him as brave and daring. • Because Vusi didn't think anything bad could really happen to him. • Because he thought of his sister's warning as a challenge or a dare – he didn't take it seriously.



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.
 - brave
 - foolish
 - irresponsible

Rhyme or song	Actions
I don't make excuses if I do something wrong.	<i>Shake your head (no)</i>
I take responsibility and don't blame anyone.	<i>Point to yourself</i>
You can count on me to do what I say I'll do,	--
It is my responsibility to follow through!	--

DISCUSSION OF SHARED READING TEXT

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



Phonemic Awareness and Phonics:

15 minutes

Word Find

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

c	aw	e
i	n	s
p	r	t
y	d	l
h	k	a

MODEL

- 1 Remind learners of the sounds of the week: /c/ and /aw/
- 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: /l/ – /aw/ = **law**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /c/ or /aw/
- 6 Show learners how to make another word, like: /s/ – /a/ – /t/ = **sat**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **c, aw**
- 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): **city, cent, ice, nice, spice, rice, yawn, dawn, lawn, law, hawk, sat, net, dent, sent, hat, red, price, dash**

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 **Model** how you **visualise and illustrate** something from the text, like: Vusi almost got swept away
- 3 Draw your own picture on the chalkboard of Vusi in the river.
- 4 Use **modelling** to add 1–2 sentences about your story illustration, like: Vusi did not listen to his sister. He was very unsafe in the river!
- 5 Next, tell learners that they are going to visualise something from the text.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 8 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

GROUPS: _____

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



End of week language learning review

15 minutes

- 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, thematic background.

Grade 2

TERM 2

Week

7

THEME:

Traditions



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: pictures of different kinds of traditions.
- 5 Do some research on the internet to prepare for the theme. For example: interesting traditions from around the world.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



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 58 & 59, Let's read

Activity 2: DBE Workbook 1: Page 60, Let's write

Activity 3: DBE Workbook 1: Page 62, Let's read

Activity 4: Draw a picture of a tradition from your culture or community.

Monday



Oral Activities

15 minutes

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

- 1 Show learners front cover of the Big Book story: My grandmother's story
- 2 Tell learners that we are starting a new theme called: Traditions
- 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 some traditions you know?
 - b Who has special traditions?
 - c Where do traditions come from?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - tradition
 - celebration
 - culture
 - community

Rhyme or song	Actions
Wouldn't it be terrible, wouldn't it be sad,	<i>Make a sad face</i>
If just one single colour was all that we had?	<i>Hold up one finger</i>
If everything was purple, If everything was green,	<i>Point to the different colours around the room.</i>
Wouldn't that be boring, if that was all that could be seen?	<i>Hold your hands up, in a questioning gesture.</i>

WEEK 7



Handwriting

15 minutes

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

- c ice
- d nice
- e rice
- f yawn
- g dawn
- h lawn
- i law
- j hawk

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

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

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: My grandmother's story
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



Writing:

30 minutes

Plan and Draft

TOPIC: Draw and write a story about a character who wants to learn something from someone in their family.

TASK: Draw a picture and write a story (of five sentences). This will be part of a class book for the reading corner.

WRITING FRAME: Once upon a time...

He/she wanted to learn...because...

MODELLING

- 1 Explain that today, learners will write a story about a character who wants to learn something from a person in their family.
- 2 Read the writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Tell learners your idea for filling in the writing frame, like: I think I will write about a child who wants to learn a dance from their auntie. She wants to learn because her aunt is known for being the best at the dance. And, it is a very important cultural dance.
- 5 Use **modelling** to draw a quick picture of your idea, like: A little girl watching her auntie dance.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame: **Once upon a time** there lived a little girl named Palesa. **She wanted to learn** to dance Litolobonya from her auntie, **because** everyone talked about her aunt's superb dancing skills.
- 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.

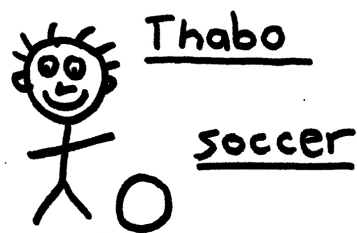
ORAL INSTRUCTIONS

- 1 Ask learners: Who will your character be? What does he/she want to learn?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Instruct learners to **turn and talk** with a partner about what they will write about.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you about their idea.
- 7 They must say: In my story, there will be a character named...who wants to learn...

- 8 Explain that learners will now use the writing frame to draw and write their own ideas!

WRITING

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



Once upon a time there was a
boy named Thabo. He wanted to
learn to play soccer because he
wanted to be a soccer player
for Bafana Bafana.



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

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**au**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /**au**/?
- 4 Brainstorm words with learners, like: **August, pause, because**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

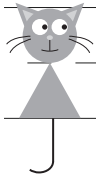


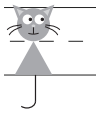
Handwriting:

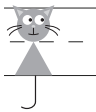
15 minutes

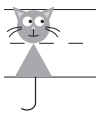
Write new letter(s) / words / sentences

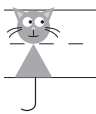
- 1 Teach learners to correctly form the upper and lower case letter(s): **au**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

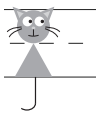
 au au au au

 August August

 fraud fraud

 pause pause

 launch launch

 haunt haunt

 because because

 I will pause to launch the ice.

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>My grandmother's story</u></p> <p>Lungi had never seen anything as beautiful as the pots her grandmother made. Her grandmother mixed the clay from the soil. It seemed like magic to Lungi. 'I want to make pots just like you!' Lungi told her Gogo. Gogo smiled. 'That's a good idea!' she said, 'I learned to make pots when I was your age!'</p>	<p>I can infer that Lungi doesn't know how to make pots yet. I wonder why she wants to make pots? Oh! I can infer that Lungi admires her grandmother! She wants to make pots just like her!</p>
<p>'When I was eight like you, I used to watch my mother make clay pots. She mixed the clay from the soil. She formed the pots with her hands, and then she put them in the sun to dry. The first time I made my own pot, she showed me how to form the pot carefully and turn it round and round. She showed me how to scratch a design onto the pot to make it beautiful! Then, she showed me how to put it out in the sun to dry. But that night, while I was asleep it began to rain! When I woke up, I could not find my pot. All I could find was a trail of red soil running down the garden! My first pot was ruined!' Gogo laughed.</p>	<p>I can infer that Gogo learned how to make clay pots from her mother. I wonder why Lungi didn't learn from her mother, like Gogo did? I wonder if Lungi's mother can make pots?</p>
<p>Lungi sat with her Gogo and tried to imagine her as a little girl. 'Why didn't you teach my mom?' Lungi asked. 'Oh Lungi, I tried!' Gogo laughed. 'But, your mom never liked making pots! Your mom loved to dance – she carried on that tradition for us instead!'</p>	<p>I can infer that Lungi's mom doesn't know how to make pots like Gogo. If Lungi wants to learn, she will have to learn from Gogo!</p>
<p>Then Gogo showed Lungi how to mix clay from the soil. She showed Lungi how to form the pot carefully by turning it round and round. She showed Lungi how to scratch designs onto her pots to make them beautiful. She showed Lungi how to put her pots out into the sun to make them dry.</p> <p>'You will need lots of practise!' Gogo explained. Lungi and Gogo made pots together all day.</p>	<p>I can infer that making pots isn't very easy. There are lot of steps and it takes lots of work! I don't think Lungi could have made pots without someone's help!</p>

Text	First Read (Think Aloud)
<p>Once all Lungi's pots were dry and shiny, Lungi picked out the one she was most proud of.</p> <p>'Can I keep this one inside?' Lungi asked Gogo.</p> <p>'Why do you want to bring it inside?' Gogo asked.</p> <p>Lungi looked up at the sky. There were clouds in the distance. 'I don't want it to melt in the rain, like your first pot!' Lungi explained.</p>	<p>I can infer that Lungi wants to keep her favourite new pot. I can infer that Lungi doesn't want all of her hard work to be ruined!</p>
Follow up questions	Possible responses
<p>What is the most beautiful thing Lungi has ever seen?</p>	<p>Her grandmother's pots.</p>
<p>How old was Gogo when she learned to make pots?</p>	<p>Gogo was eight years old, like Lungi.</p>
Why question	Possible responses
<p>Why does Lungi want Gogo to teach her how to make pots?</p>	<ul style="list-style-type: none"> • Because she thinks her Gogo's pots are beautiful. • Because she admires Gogo – she wants to be more like her! • Because Lungi's mother doesn't know how to make pots – she has to learn from her Gogo. • Because making pots is not easy – someone must show you what to do!



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.
 - clay
 - design
 - generation
 - pass down

Rhyme or song	Actions
Wouldn't it be terrible, wouldn't it be sad,	<i>Make a sad face</i>
If just one single colour was all that we had?	<i>Hold up one finger</i>
If everything was purple, If everything was green,	<i>Point to the different colours around the room.</i>
Wouldn't that be boring, if that was all that could be seen?	<i>Hold your hands up, in a questioning gesture.</i>

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

- 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

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /oi/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /oi/?
- 4 Brainstorm words with learners, like: **coin, spoil, oil**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

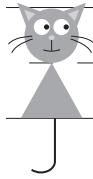


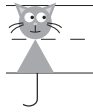
Handwriting:

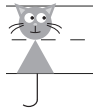
15 minutes

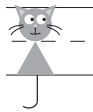
Write new letter(s) / words / sentences

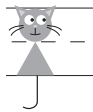
- 1 Teach learners to correctly form the upper and lower case letter(s): **oi**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

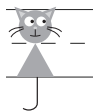
 oi oi oi oi

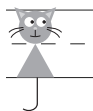
 coin coin

 oil oil

 soil soil

 boil boil

 foil foil

 toil toil

 Can I boil oil in foil?

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Draw and write a story about a character who wants to learn something from someone in their family.

TASK: Draw a picture and write a story (of five sentences). This will be part of a class book for the reading corner.

WRITING FRAME: Once upon a time...

He/she wanted to learn...because...

He/she decided to...

Then...

MODELLING

- 1 Explain that today, learners will add sentences to their writing from Monday.
- 2 Read the new writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Explain some ideas you have for filling in the writing frame, like: Today we will think about what happens next to the character in our story. In my story, Palesa wanted to learn how to dance. Today, I will write about how she asked her auntie, and then practiced with her every day! She planned a special performance with her family at the end!
- 5 Use **modelling** to add details to your drawing, like: the little girl dancing with her aunt.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame, like: **She decided to** ask her auntie for private lessons. They practiced and practiced together. **Then,** Palesa realised her mother's birthday was coming up. **She decided to** plan a special performance for her.
- 8 **Say words slowly like a tortoise and write the sounds you know.**
- 9 Use **resources** (sight words, theme vocabulary word) to add labels to your drawing, like: culture, tradition, celebrate, etc.
- 10 **Erase your example** from the board. Explain this was just an example, but **learners must write their own ideas.**

ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about a character who wants to learn something new.
- 2 Today we will add sentences to our story.
- 3 Ask learners: What will happen next in your story?

- 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 Instruct learners to **turn and talk** with a partner about their ideas for their story.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you what will happen next.
- 9 They must say: In my story...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

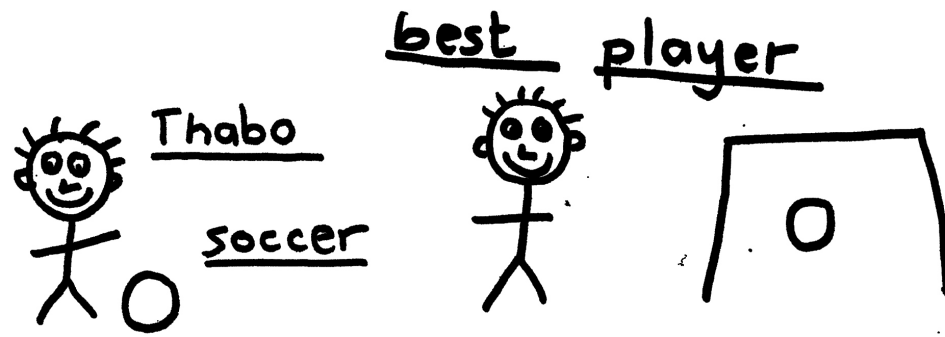
WRITING

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

TURN AND TALK

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

Compile all of the learners work from this week into a book. Put it into the reading corner for the learners to read in their independent reading time.



Once upon a time there was a boy named Thabo. He wanted to learn to play soccer because he wanted to be a soccer player for Bafana Bafana.

He decided to ask his big brother to help him. Then he made the soccer team at school and was the best player on the team.



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

Segmenting and Blending

I DO...

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

WE DO...

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

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>My grandmother's story</u></p> <p>Lungi had never seen anything as beautiful as the pots her grandmother made. Her grandmother mixed the clay from the soil. It seemed like magic to Lungi. 'I want to make pots just like you!' Lungi told her Gogo. Gogo smiled. 'That's a good idea!' she said, 'I learned to make pots when I was your age!'</p>	<p>I can infer that Gogo is excited to teach Lungi how to make pots, just like her! It must feel special that her granddaughter wants to do just what she does!</p>
<p>'When I was eight like you, I used to watch my mother make clay pots. She mixed the clay from the soil. She formed the pots with her hands, and then she put them in the sun to dry. The first time I made my own pot, she showed me how to form the pot carefully and turn it round and round. She showed me how to scratch a design onto the pot to make it beautiful! Then, she showed me how to put it out in the sun to dry. But that night, while I was asleep it began to rain! When I woke up, I could not find my pot. All I could find was a trail of red soil running down the garden! My first pot was ruined!' Gogo laughed.</p>	<p>I can infer that the day Gogo first made pots must have been an important day in her life! She is an old lady now, but she can still remember all the way back to the first day she made pots! She is laughing now, but I think it must have been said for little Gogo when her first pot was ruined!</p>
<p>Lungi sat with her Gogo and tried to imagine her as a little girl. 'Why didn't you teach my mom?' Lungi asked. 'Oh Lungi, I tried!' Gogo laughed. 'But, your mom never liked making pots! Your mom loved to dance – she carried on that tradition for us instead!'</p>	<p>I can infer that making pots and dancing are both traditions in Lungi's family. I can infer that Lungi is more interested in learning the tradition of making pots than the tradition of dancing.</p>
<p>Then Gogo showed Lungi how to mix clay from the soil. She showed Lungi how to form the pot carefully by turning it round and round. She showed Lungi how to scratch designs onto her pots to make them beautiful. She showed Lungi how to put her pots out into the sun to make them dry.</p> <p>'You will need lots of practise!' Gogo explained. Lungi and Gogo made pots together all day.</p>	<p>I can infer that Lungi must really like making pots. She must be having fun with Gogo. I can infer this because Lungi and Gogo made pots together all day! I can infer that Lungi works hard to learn the tradition of making pots!</p>

Text	Second Read (Think Aloud)
<p>Once all Lungi's pots were dry and shiny, Lungi picked out the one she was most proud of.</p> <p>'Can I keep this one inside?' Lungi asked Gogo.</p> <p>'Why do you want to bring it inside?' Gogo asked.</p> <p>Lungi looked up at the sky. There were clouds in the distance. 'I don't want it to melt in the rain, like your first pot!' Lungi explained.</p>	<p>I can infer that Lungi is thinking about the first pot her Gogo ever made. She must be remembering how it got ruined! I can infer that Lungi is worried that the same thing will happen to her first pot!</p>
Follow up questions	Possible responses
<p>Who did Gogo learn to make pots from?</p>	<p>She learned to make pots from her mother.</p>
<p>Why didn't Lungi learn how to make pots from her mother?</p>	<p>Because her mother never learned how to make pots.</p>
Why question	Possible responses
<p>Why did Lungi want to bring her favourite new pot inside?</p>	<ul style="list-style-type: none"> • Because Gogo's first pot was ruined in the rain! • Because these are the first pots Lungi ever made! They are special for that reason. • Maybe Lungi wants to show her mother that she can finally make a pot on her own. • Because Lungi sees clouds. She remembers that Gogo's first pot got ruined in the rain. She doesn't want the same thing to happen to her first pot!



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

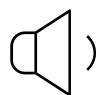
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - religion
 - holiday
 - beliefs

Rhyme or song	Actions
Wouldn't it be terrible, wouldn't it be sad,	<i>Make a sad face</i>
If just one single colour was all that we had?	<i>Hold up one finger</i>
If everything was purple, If everything was green,	<i>Point to the different colours around the room.</i>
Wouldn't that be boring, if that was all that could be seen?	<i>Hold your hands up, in a questioning gesture.</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 I think that Lungi is...because...
 I would scratch a design of...on a pot, 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.

au	oi	l
f	r	d
p	s	e
c	n	b
t	a	h

MODEL

- 1 Remind learners of the sounds of the week: /**au**/ and /**oi**/
- 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: /**oi**/ - /**l**/ = **oil**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**au**/ or /**oi**/
- 6 Show learners how to make another word, like: /**b**/ - /**e**/ - /**d**/ = **bed**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **au, oi**
- 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): **fraud, pause, launch, haunt, because, coin, oil, soil, boil, foil, toil, bed, sent, stand, hand, lap, nap, bat, cat**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about two details they thought were important in the story: *My grandmother's story*
- 2 Use **modelling** to show learners how to give a 1–2 sentence recount of **details** from the story, like: **One important detail** was that Lungi's Gogo made pots from clay. **Another important detail** was that Gogo learned to make pots when she was Lungi's age. She has been making pots for a long time!
- 3 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 4 Instruct learners to think about what **details they think were particularly important** in the story.
- 5 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 6 Explain and correct any common problems to learners.
- 7 Instruct learners to **turn and talk** and share their **own** recount with a partner. (*They should not memorise what the teacher has said. This should be learners' own ideas!*)



Group Guided Reading

30 minutes

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 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 2

TERM 2

Week

8

THEME:

Traditions



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: pictures of different kinds of weddings.
- 5 Do some research on the internet to prepare for the theme. For example: research on different wedding traditions around the world.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



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 64 & 65, Let's write

Activity 2: DBE Workbook 1: Page 66 & 67, Let's read

Activity 3: DBE Workbook 1: Page 68 & 69, Let's write

Activity 4: Draw a picture of a holiday that you celebrate.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the picture of the bride in the white dress in the Big Book: A tale of three weddings
- 2 Tell learners that we are continuing our theme: Tradition
- 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 new things have you learnt about traditions?
 - b How do people learn about their own traditions?
 - c How do people learn about others' traditions?
 - d What are some common traditions in South Africa?
 - e What do you want to know about traditions in other places?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - wedding
 - diverse
 - ceremony

Rhyme or song	Actions
Wouldn't it be terrible, wouldn't it be sad,	<i>Make a sad face</i>
If just one single colour was all that we had?	<i>Hold up one finger</i>
If everything was purple, If everything was green,	<i>Point to the different colours around the room.</i>
Wouldn't that be boring, if that was all that could be seen?	<i>Hold your hands up, in a questioning gesture.</i>

WEEK 8



Handwriting

15 minutes

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

- b** pause
- c** launch
- d** haunt
- e** because
- f** coin
- g** oil
- h** soil
- i** boil
- j** foil

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

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

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: A tale of three weddings
- 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 tradition or holiday you celebrate with your family.

TASK: Draw a picture and write a paragraph (of five sentences) on a personal experience.

WRITING FRAME: In my family...

We...

MODELLING

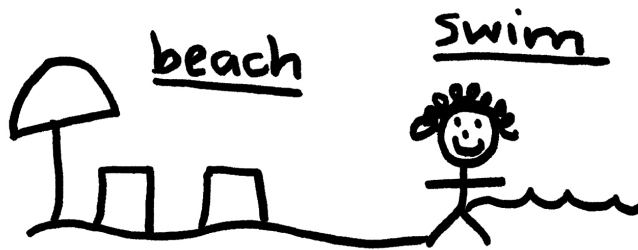
- 1 Explain that today, learners will write about their own personal experience with traditions.
- 2 Read the writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Tell learners your idea for filling in the writing frame, like: One holiday my family celebrates is Christmas. On Christmas, we always eat a turkey together.
- 5 Use **modelling** to draw a quick picture of your idea, like: Your whole family sitting together around a turkey.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame: In my family we always celebrate Christmas together. We cook and eat a big turkey together to celebrate the day.
- 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 tradition or holiday do you celebrate with your family?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your idea!
- 4 Instruct learners to **turn and talk** with a partner about their ideas.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you what tradition or holiday they will write about.
- 7 They must say: In my family...
- 8 Explain that learners will now use the writing frame to draw and write their own ideas!

WRITING

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



In my family we go to the beach
on New Year's Day. We all go
and swim in the sea.



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

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**ph**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /**ph**/?
- 4 Brainstorm words with learners, like: **phone, photo, phase**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

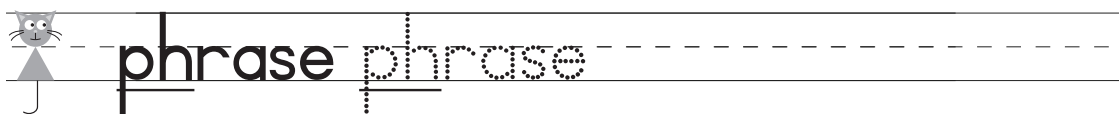
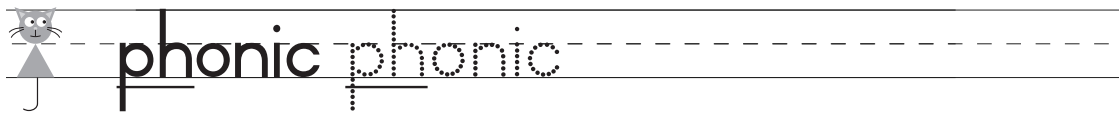
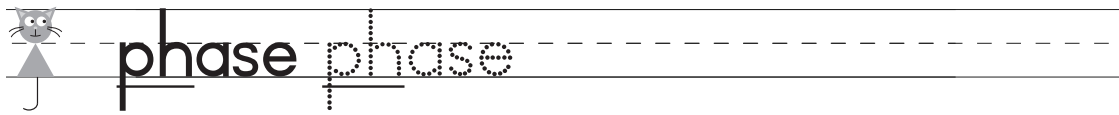
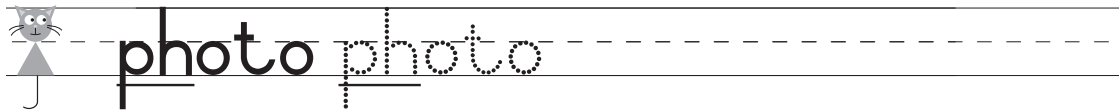
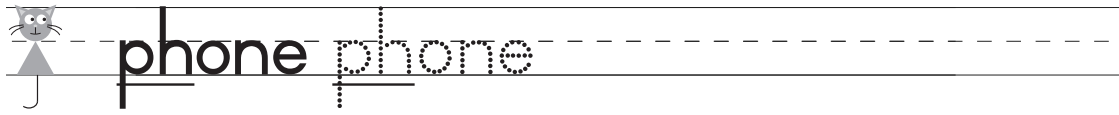
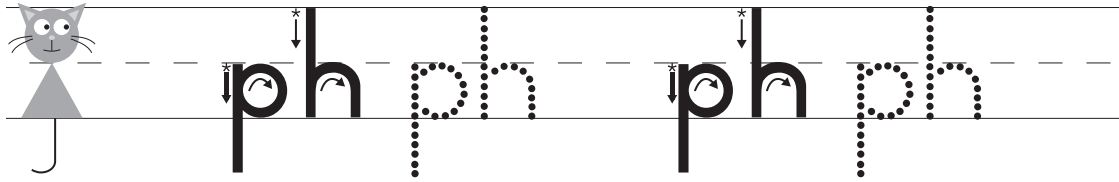


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: VISUALISE, I WONDER

Text	First Read (Think Aloud)
<p><u>A tale of three weddings</u></p> <p>Hannah, Zodwa, and Lerisha sat together under the big oak tree eating their lunch.</p> <p>'I went to a wedding this weekend!' Hannah announced. 'It was so beautiful! The bride wore a white dress with a veil. Someday I want to get married in a veil just like that!'</p>	<p>I can visualise a silky, long, white dress. It is so beautiful! I can also visualise the bride looking at the groom from under her floaty white veil.</p>
<p>'My older sister got married last year,' Zodwa replied, 'but she didn't wear a white dress. She wore a beautiful, colourful blanket and lots of beads. If I ever get married, I want to wear a blanket and beads, just like my sister. But some people in my culture have a second wedding where they wear a white dress. Maybe I will have both if I ever get married.'</p>	<p>I visualise Zodwa's sister wearing lots of beaded necklaces. She looks so beautiful and colourful!</p>
<p>'Once I went to my cousin's wedding in Durban,' Lerisha said. 'She didn't wear white, a blanket or beads. She wore a bright red sari and her hands were covered in mehndi. If I ever get married, I want to wear a bright red sari, just like her!'</p> <p>'Oh! I didn't know there were different things to wear at a wedding,' Hannah said thoughtfully.</p>	<p>I visualise Lerisha's cousin's hands covered in beautiful mehndi designs. Her hands are like jewelry! She looks so beautiful.</p>
<p>'My favourite part of my sister's wedding was that my mother and all the other married women wore beautiful, colourful beaded headdresses,' said Zodwa.</p>	<p>I visualise hundreds of women all in headdresses.</p>
<p>'At the wedding I went to, no one wore headdresses.' Lerisha replied. 'My favourite part was when my cousin and her husband held hands and made circles around a small fire,' she said.</p>	<p>I visualise the bride in her bright red sari as she walks in circles around the fire. I visualise everyone watching!</p>
<p>'At the wedding I went to, all of the men wore Yarmulkes on their heads – but the women didn't wear anything on theirs!' But that wasn't my favourite part. My favourite part was when the groom stomped on a glass to smash it! Hannah said.</p> <p>'I didn't realise that different people do different things at their weddings,' Zodwa said thoughtfully.</p>	<p>I visualise the loud sound of a glass smashing! I visualise everyone laughing and cheering.</p>

Text	First Read (Think Aloud)
<p>'The food at my cousin's wedding was so delicious. There was a big buffet with curry and rice. And samosas – my favourite food!' Lerisha said.</p>	<p>I visualise the delicious smell of curry wafting through the air!</p>
<p>'We didn't have curry or samosas at the wedding I went to. But there was a big wedding cake with flowers on it. The bride and groom cut the cake and put cake in each other's faces! It was so funny,' Hannah laughed.</p>	<p>I can visualise the bride and groom laughing as they shove cake into each other's mouths! There is icing everywhere.</p>
<p>'Oh that sounds fun! There wasn't curry, samosas or cake at my sister's wedding.' Said Zodwa. 'But my uncles slaughtered a cow. Then we ate meat, pap and drank sorghum milk. It was so delicious.'</p> <p>'I never thought about people eating different foods at different weddings,' Lerisha said thoughtfully.</p>	<p>I can visualise all the wedding guests sitting and eating together happily!</p>
<p>'This was fun,' said Hannah. 'I love learning about different traditions.'</p> <p>'Oh – next week is Diwali, the festival of light,' said Lerisha. 'Why don't you both come to my house for a sleep over?'</p> <p>The three girls walked to class happily, thinking about all the different traditions they could share.</p>	<p>Oh! This helps me remember that wedding traditions are just one kind of tradition. But, there are lots and lots of different traditions to learn about!</p>
Follow up questions	Possible responses
<p>Who are the characters in this story?</p>	<p>The characters are Hannah, Zodwa, and Lerisha.</p>
<p>What are some of the wedding traditions in this story?</p>	<ul style="list-style-type: none"> • A bride wearing a white dress • A bride wearing a veil • A bride wearing a blanket and beads • A bride wearing a red sari • Women wearing headdresses • The bride and groom making circles around a fire • The groom stomping on a glass • Eating traditional foods • The bride and groom feeding each other wedding cake • Slaughtering a cow • Drinking sorghum milk
Why question	Possible responses
<p>Visualise the traditions from the story. Which wedding tradition from the story do you like most?</p>	<ul style="list-style-type: none"> • I like...because...



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.
 - veil
 - sari
 - yarmulke
 - mehndi

Rhyme or song	Actions
Wouldn't it be terrible, wouldn't it be sad,	<i>Make a sad face</i>
If just one single colour was all that we had?	<i>Hold up one finger</i>
If everything was purple, If everything was green,	<i>Point to the different colours around the room.</i>
Wouldn't that be boring, if that was all that could be seen?	<i>Hold your hands up, in a questioning gesture.</i>

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /oy/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /oy/?
- 4 Brainstorm words with learners, like: **boy, toy, enjoy**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

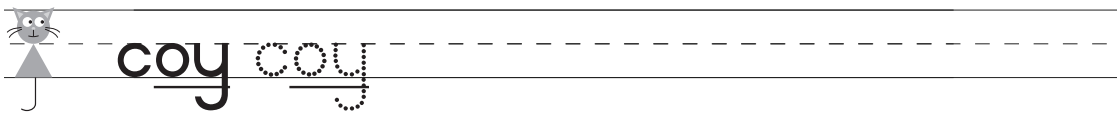
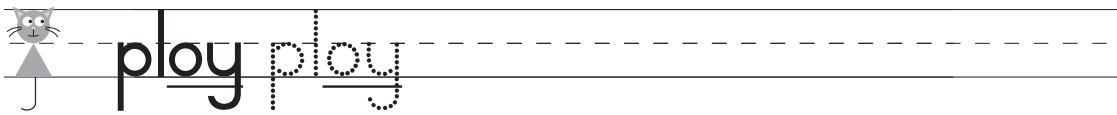
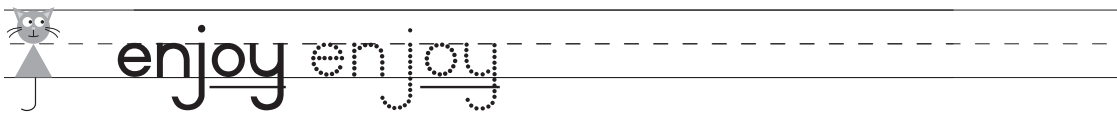
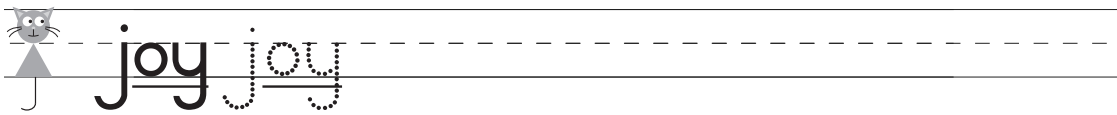
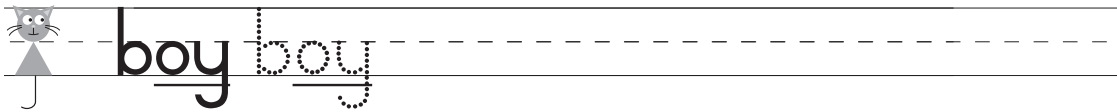
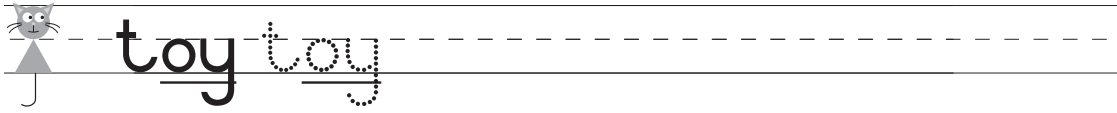
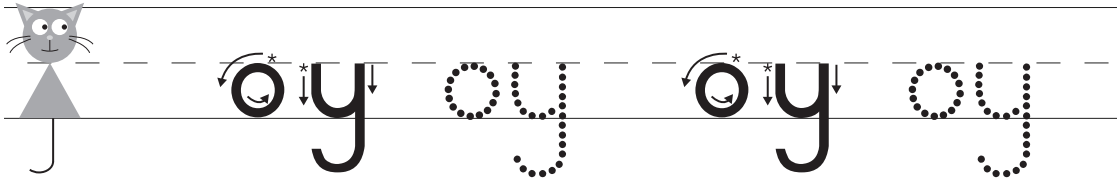


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write about a tradition or holiday you celebrate with your family.

TASK: Draw a picture and write a paragraph (of five sentences) on a personal experience.

WRITING FRAME: In my family...

We...

We also...

I feel...because...

MODELLING

- 1 Explain that today, learners will add sentences to their writing from Monday.
- 2 Read the new writing frame to learners.
- 3 Use **modelling** to show learners that you **think before you write**.
- 4 Explain some ideas you have for filling in the writing frame, like: We also each get one gift for Christmas. I love this tradition because it makes everyone feel so special. It is fun to get a gift.
- 5 Explain which words you will write. **Draw a line for each word.**
- 6 Use **modelling** to complete the writing frame, like: **We also** give each other gifts. **I feel** so happy on Christmas day **because** my whole family is together. I love celebrating Christmas!
- 7 **Say words slowly like a tortoise and write the sounds you know.**
- 8 **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: tradition, eat, celebrate, etc.
- 9 **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 a tradition or holiday we celebrate with our family.
- 2 Today we will add sentences to our writing.
- 3 Ask learners: What else can you tell us about the tradition or holiday you celebrate?
- 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 Instruct learners to **turn and talk** with a partner about their ideas.

- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you one other detail about the tradition or holiday they celebrate with their family.
- 9 They must say: We also...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

WRITING

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

TURN AND TALK

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

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



In my family we go to the beach
on New Year's Day. We all go
and swim in the sea.
We also cook food and play.
I feel happy because we all
have fun and laugh.



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

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>A tale of three weddings</u></p> <p>Hannah, Zodwa, and Lerisha sat together under the big oak tree eating their lunch.</p> <p>'I went to a wedding this weekend!' Hannah announced. 'It was so beautiful! The bride wore a white dress with a veil. Someday I want to get married in a veil just like that!'</p>	<p>I have learnt that traditions can often carry special meaning or significance. I wonder why brides in this culture wear a veil? I wonder if there is some special reason for wearing a veil?</p>
<p>'My older sister got married last year,' Zodwa replied, 'but she didn't wear a white dress. She wore a beautiful, colourful blanket and lots of beads. If I ever get married, I want to wear a blanket and beads, just like my sister. But some people in my culture have a second wedding where they wear a white dress. Maybe I will have both if I ever get married.'</p>	<p>I wonder why the bride wears a blanket? Maybe wearing a blanket carries some special meaning with it?</p>
<p>'Once I went to my cousin's wedding in Durban,' Lerisha said. 'She didn't wear white, a blanket or beads. She wore a bright red sari and her hands were covered in mehndi. If I ever get married, I want to wear a bright red sari, just like her!'</p> <p>'Oh! I didn't know there were different things to wear at a wedding,' Hannah said thoughtfully.</p>	<p>I wonder why brides in this culture wear red? I think that wearing a red sari must carry some kind of meaning?</p>
<p>'My favourite part of my sister's wedding was that my mother and all the other married women wore beautiful, colourful beaded headdresses,' said Zodwa.</p>	<p>I wonder what the significance of this tradition is? Often, traditions have meaning.</p>
<p>'At the wedding I went to, no one wore headdresses.' Lerisha replied. 'My favourite part was when my cousin and her husband held hands and made circles around a small fire,' she said.</p>	<p>I wonder why they walk around a fire? I wonder what the meaning of this is?</p>
<p>'At the wedding I went to, all of the men wore Yarmulkes on their heads – but the women didn't wear anything on theirs! But that wasn't my favourite part. My favourite part was when the groom stomped on a glass to smash it!' Hannah said.</p> <p>'I didn't realise that different people do different things at their weddings,' Zodwa said thoughtfully.</p>	<p>I wonder why the groom stomps and smashes a glass? I wonder what special significance that has?</p> <p>This story is making me feel so curious about all the different wedding traditions!</p>

Text	Second Read (Think Aloud)
<p>'The food at my cousin's wedding was so delicious. There was a big buffet with curry and rice. And samosas – my favourite food!' Lerisha said.</p>	<p>Oh! I know that different cultures have different kinds of foods. I wonder if special foods are always part of a wedding?</p>
<p>'We didn't have curry or samosas at the wedding I went to. But there was a big wedding cake with flowers on it. The bride and groom cut the cake and put cake in each other's faces! It was so funny,' Hannah laughed.</p>	<p>I wonder if there is any significance to feeding each other cake at a wedding?</p>
<p>'Oh that sounds fun! There wasn't curry, samosas or cake at my sister's wedding.' Said Zodwa. 'But my uncles slaughtered a cow. Then we ate meat, pap and drank sorghum milk. It was so delicious.'</p> <p>'I never thought about people eating different foods at different weddings,' Lerisha said thoughtfully.</p>	<p>I wonder why a cow is slaughtered? I wonder if there is significance in this tradition?</p>
<p>'This was fun,' said Hannah. 'I love learning about different traditions.'</p> <p>'Oh – next week is Diwali, the festival of light,' said Lerisha. 'Why don't you both come to my house for a sleep over?'</p> <p>The three girls walked to class happily, thinking about all the different traditions they could share.</p>	<p>I wonder how I can learn more about the significance of wedding traditions? Maybe if I research on the internet, I can learn more?</p>
Follow up questions	Responses
<p><i>Have you ever been to a wedding? What was a tradition that you saw?</i></p>	<p><i>I saw...</i></p>
<p>Can you think of a wedding tradition that isn't in this story?</p>	<p><i>(Let learners share other wedding traditions from their own culture, or from other cultures they know about.)</i></p>
Why question	Possible responses
<p>Why have all the characters seen different traditions at weddings they have attended?</p>	<ul style="list-style-type: none"> • Because they have attended different weddings. • Because they come from different cultures. • Because different cultures have different wedding traditions. • Because there are many different ways to have a wedding! • Because people choose to include different traditions in their weddings.



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

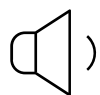
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - meaning
 - guest
 - bride
 - groom

Rhyme or song	Actions
Wouldn't it be terrible, wouldn't it be sad,	<i>Make a sad face</i>
If just one single colour was all that we had?	<i>Hold up one finger</i>
If everything was purple, If everything was green,	<i>Point to the different colours around the room.</i>
Wouldn't that be boring, if that was all that could be seen?	<i>Hold your hands up, in a questioning gesture.</i>

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 In this story...
 A wedding tradition that I learnt about is...
 I would like to go to a ... wedding, 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.

ph	oy	o
t	n	e
a	s	i
c	d	l
b	j	p

MODEL

- 1 Remind learners of the sounds of the week: /**ph**/ and /**oy**/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /**t**/ - /**oy**/ = **toy**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**ph**/ or /**oy**/
- 6 Show learners how to make another word, like: /**c**/ - /**a**/ - /**t**/ = **cat**

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **ph, oy**
- 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): **phone, photo, phase, phonic, dolphin, toy, boy, joy, enjoy, ploy, coy, cat, net, dent, sent, send, place, blade**

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 **Model** how you **visualise and illustrate** something from the text, like: What I imagine Lerisha's cousin looked like at her wedding.
- 3 Draw your own picture on the chalkboard of a woman in a sari with mehndi.
- 4 Use **modelling** to add 1–2 sentences about your story illustration, like: Lerisha's cousin wore a red sari. She also wore mehndi on her hands.
- 5 Next, tell learners that they are going to visualise something from the text.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 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 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 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 2

TERM 2

Week

9

THEME:

Fact or Fiction



Classroom Preparation:

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: a fact or fiction quiz.
- 5 Do some research on the internet to prepare for the theme. For example: what is the difference between a fact and fiction?
- 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 70 & 71, Let's read

Activity 2: DBE Workbook 1: Page 72 & 73, Let's write

Activity 3: DBE Workbook 1: Page 74 & 75, Let's read

Activity 4: Write and draw about one fact you know about animals.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the picture of an octopus in the Big Book story: Did you know?
- 2 Tell learners that we are starting a new theme called: Fact or fiction?
- 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 the difference between a fact and fiction?
 - b What are some facts you know?
 - c Where do we learn facts?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - fact
 - fiction
 - true
 - untrue

Rhyme or song	Actions
Do you have green skin?	<i>Touch your skin on your arm</i>
Do you shed the skin you're in?	<i>Shake your hands</i>
Can you change your colour, too?	--
Can you turn from green to blue?	<i>Point to green than blue</i>
Do you live among the trees?	<i>Put your arms in the air, like a tree</i>
Blending in with sticks and leaves?	<i>Put your hands in front of your face</i>
Then you're a chameleon!	--



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a phone
 - b photo
 - c phase
 - d phonic
 - e dolphin
 - f toy
 - g boy
 - h joy
 - i enjoy
 - j ploy
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Pre-Read

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Did you know?
- 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 list with headings about facts you know, and facts you want to learn about.

TASK: Write a list with headings.

WRITING FRAME: Facts I know:

- 1 I know that...
- 2 I know that...

MODELLING

- 1 Explain that today, learners will write about **facts they know**.
- 2 Read the writing frame to learners.
- 3 Point out the **heading** (*Facts I know:*). Explain that a heading tells us what the list will be about.
- 4 Explain that today we will make a **list**. This means we will choose two facts we know and write each one next to a number.
- 5 Use **modelling** to show learners that you **think before you write**.
- 6 Tell learners some ideas you have for filling in the writing frame, like: I am going to write facts I know about South Africa. I know that South Africa is south of Zimbabwe. I know that there are 9 provinces in South Africa.
- 7 Explain which words you will write. **Draw a line for each word**.
- 8 Use **modelling** to complete the first item on the list: **1.** I know that South Africa has 9 provinces.
- 9 Use **modelling** to complete the second item on the list: **2.** I know that South Africa is south of Zimbabwe.
- 10 **Say words slowly like a tortoise and write the sounds you know.**
- 11 Use **resources**, like sight words and theme vocabulary words.
- 12 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Ask learners: What are some facts you already know?
- 2 Instruct learners to **think before they write**.
- 3 Call on 2–3 learners to tell you one fact they know.
- 4 They must say: I know that...
- 5 Explain that learners will now write a list about facts they already know!

WRITING

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



Facts I know :

1. I know that cows give us milk .
2. I know that sheep give us wool .



Group Guided Reading

30 minutes

GROUPS: _____

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

Tuesday



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /**or**/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /**or**/?
- 4 Brainstorm words with learners, like: **torn, fork, for**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

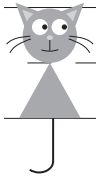


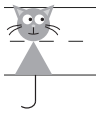
Handwriting:

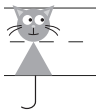
15 minutes

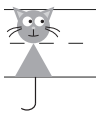
Write new letter(s) / words / sentences

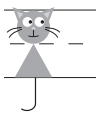
- 1 Teach learners to correctly form the upper and lower case letter(s): **or**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

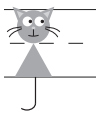
 or or or or

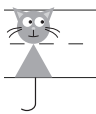
 for for

 fork fork

 pork pork

 horn horn

 thorn thorn

 born born

 I see the fork in the pork.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER, VISUALISE

Text	First Read (Think Aloud)
<p><u>Did you know?</u></p> <p>Did you know?</p> <p>It is impossible to sneeze with your eyes open.</p> <p>Normally, we just sneeze a few times. But, sneezing can go on for years!</p> <p>The world record for the longest sneezing fit was 976 days! Can you imagine sneezing for so many days?</p>	<p>I can visualise someone sneezing again and again and again.</p>
<p>Did you know?</p> <p>Both giraffes and humans have seven vertebrae (bones) in their necks.</p> <p>Giraffes use their long necks to reach the leaves from the higher branches of trees. This means they can reach leaves that most other animals cannot!</p> <p>Giraffes have long tongues, too! A giraffe's tongue is long enough to lick its ear!</p>	<p>It says that giraffes and humans both have seven bones in their necks. Giraffes have very long necks – much longer than humans! I can visualise the giraffe bones next to the human bones. The giraffe bones must be much bigger than little human neck bones!</p>
<p>Did you know?</p> <p>Chimpanzees are closely related to human beings. As a result, we are similar in some interesting ways! We both have hands with thumbs, which help us hold things. We also have some similar behaviours. For example, both humans and chimpanzees laugh when they play, and they hug to show love.</p> <p>They are very smart animals. They can be trained to recognise numbers and they can learn to identify numbers more quickly than us.</p>	<p>I am visualising a chimpanzee hand next to a human hand. They both have fingers and thumbs. But, I can visualise the furry chimpanzee hand next to the smooth human hand.</p>
<p>Did you know?</p> <p>Some animals change their colours very quickly. They do this to camouflage themselves when they need to hide.</p> <p>When a chameleon or an octopus move from one surface to another, their skin colour changes to that of the new background. This helps them to hide from their enemies!</p>	<p>I can visualise a chameleon standing in front of leaves. Its skin is green. Then, it moves and stands in the sand. Its colour changes to brown, like the sand!</p>

Text	First Read (Think Aloud)
<p>Sea creatures like seals, whales and large fish, like to eat octopuses. Octopuses do not only change colour to help protect themselves. If they are threatened, they can also squirt an inky fluid from their body that darkens the water around them. This bothers and confuses their attacker!</p>	<p>I can visualise a whale chasing after an octopus. Then, suddenly, the octopus squirts her inky fluid into the water. She camouflages herself! I can visualise the whale looking so confused.</p>
<p>Did you know? Springboks can jump high and far! Springboks can jump four metres into the air! The African lion can jump a distance of ten metres when chasing prey. Australian kangaroos can jump up to thirteen metres. Good human athletes can only jump about eight metres.</p>	<p>I can visualise a little springbok jumping high up into the air. I can visualise her jumping over a bush!</p>
<p>Out of all jumping animals, though, the flea is the champion! It can jump up to three hundred times its body length. Imagine this: if a flea was half a centimetre, it could jump over your head! If humans could jump like fleas, we would be able to jump over a soccer stadium!</p>	<p>I can visualise myself as a superhero, jumping easily over a soccer stadium! That is very high! This tells me that fleas can jump very high!</p>
<p>Did you know? There are so many interesting facts about animals that we can learn from books! Which new facts did you like learning most?</p>	<p>--</p>
Follow up questions	Possible responses
<p>Which animals can camouflage themselves?</p>	<p>Chameleons and octopuses</p>
<p>Which animal has behaviours like a human?</p>	<p>Chimpanzees have some similar behaviours to humans.</p>
Why question	Possible responses
<p>Visualise all the facts you learned in the book! Which fact did you like learning about the most?</p>	<p>I liked learning...</p>



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

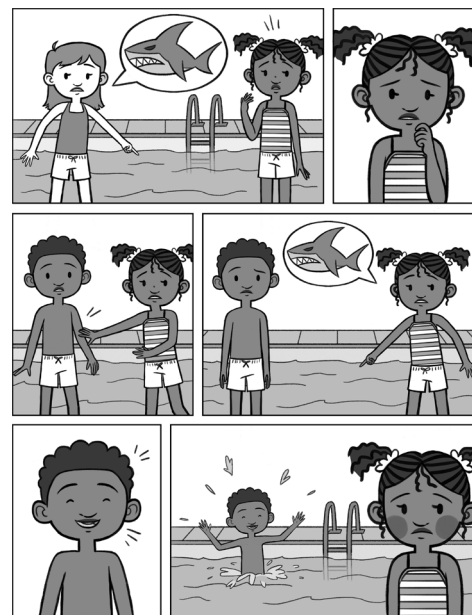
THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - chameleon
 - camouflage
 - behaviours

Rhyme or song	Actions
Do you have green skin?	<i>Touch your skin on your arm</i>
Do you shed the skin you're in?	<i>Shake your hands</i>
Can you change your colour, too?	--
Can you turn from green to blue?	<i>Point to green than blue</i>
Do you live among the trees?	<i>Put your arms in the air, like a tree</i>
Blending in with sticks and leaves?	<i>Put your hands in front of your face</i>
Then you're a chameleon!	--

CREATIVE STORYTELLING (FIRST WEEK OF THE THEME)

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





Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /ea/ (**short e**)
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Ask learners: Can you think of words that have the sound /ea/?
- 4 Brainstorm words with learners, like: **head, bread, dead**

INTRODUCE NEW WORDS

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____

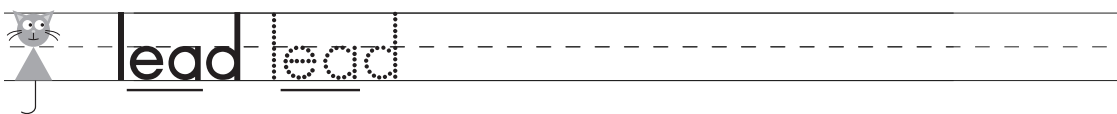
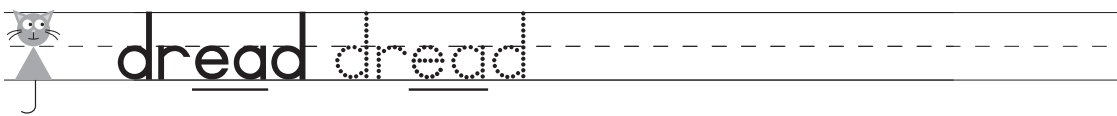
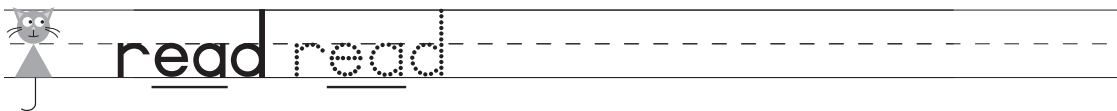
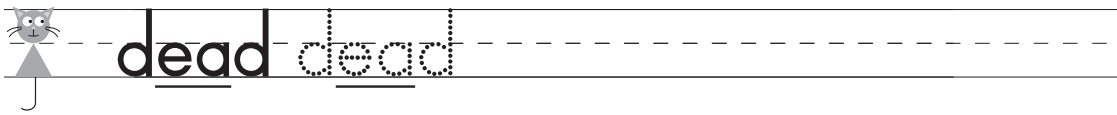
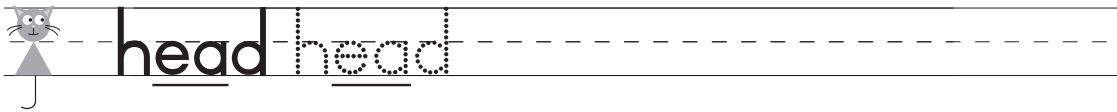
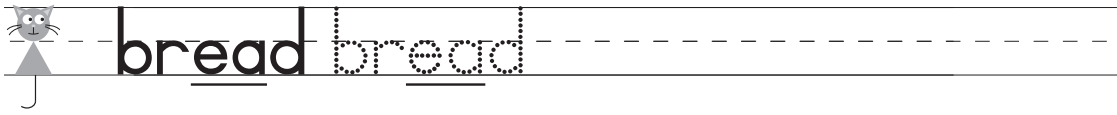
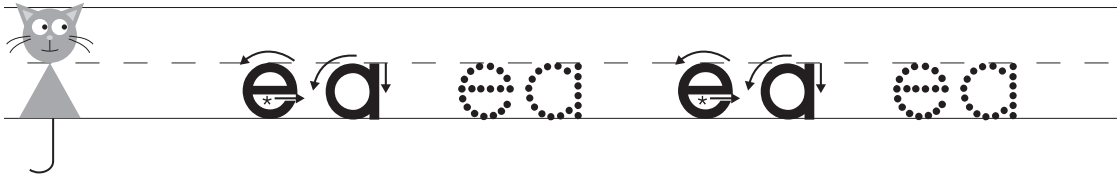


Handwriting:

15 minutes

Write new letter(s) / words / sentences

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



ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write a list with headings about facts you know, and facts you want to learn about.

TASK: Write a list with headings.

WRITING FRAME:

Facts I know:

- 1 I know that...
- 2 I know that...

Facts I want to know:

- 1 I want to know...
- 2 I want to know...

MODELLING

- 1 Explain that today, learners will add to their lists from Monday.
- 2 Today they will add a different heading. They will then add items to their list under the new heading.
- 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 new parts of writing frame, like: I want to know so many different things. I want to know which country in Africa has the most people. I also want to know which country in Africa is the biggest.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use modelling to complete the first item on the list: **1. I want to know which country in Africa has the most people.**
- 8 Use modelling to complete the second item on the list: **2. I want to know which country in Africa is the biggest country.**
- 9 Say words slowly like a tortoise and write the sounds you know.
- 10 Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Remind learners that on Monday, we thought about facts we know.
- 2 Today we will write about things we want to learn.
- 3 Ask learners: What are some things you want to learn?
- 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 Instruct learners to **turn and talk** with a partner about what they would like to know.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you one thing that they want to learn.
- 9 They must say: I want to know...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

WRITING

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

TURN AND TALK

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

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

cows



sheep



wool



Facts I know :

1. I know that cows give us milk .
2. I know that sheep give us wool .

Facts I want to know :

1. I want to know which place has the most cows .
2. I want to know how we make wool from sheep .



Group Guided Reading

30 minutes

GROUPS: _____

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

Thursday



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

I DO...

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

WE DO...

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

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER, VISUALISE

Text	Second Read (Think Aloud)
<p><u>Did you know?</u></p> <p>Did you know?</p> <p>It is impossible to sneeze with your eyes open.</p> <p>Normally, we just sneeze a few times. But, sneezing can go on for years!</p> <p>The world record for the longest sneezing fit was 976 days! Can you imagine sneezing for so many days?</p>	<p>I am visualizing sneezing for 976 days. I wonder if it hurts to sneeze that many times?</p>
<p>Did you know?</p> <p>Both giraffes and humans have seven vertebrae (bones) in their necks.</p> <p>Giraffes use their long necks to reach the leaves from the higher branches of trees. This means they can reach leaves that most other animals cannot!</p> <p>Giraffes have long tongues, too! A giraffe's tongue is long enough to lick its ear!</p>	<p>I wonder if there is any animal in the world with a longer neck than a giraffe?</p>
<p>Did you know?</p> <p>Chimpanzees are closely related to human beings. As a result, we are similar in some interesting ways! We both have hands with thumbs, which help us hold things. We also have some similar behaviours. For example, both humans and chimpanzees laugh when they play, and they hug to show love.</p> <p>They are very smart animals. They can be trained to recognise numbers and they can learn to identify numbers more quickly than us.</p>	<p>I can visualise chimpanzees laughing and hugging each other. I can visualise a little, furry chimpanzee recognising numbers. I wonder if chimpanzees are the smartest animals?</p>
<p>Did you know?</p> <p>Some animals change their colours very quickly. They do this to camouflage themselves when they need to hide.</p> <p>When a chameleon or an octopus move from one surface to another, their skin colour changes to that of the new background. This helps them to hide from their enemies!</p>	<p>I wonder if there are any other animals that can camouflage themselves?</p>

Text	Second Read (Think Aloud)
<p>Sea creatures like seals, whales and large fish, like to eat octopuses. Octopuses do not only change colour to help protect themselves. If they are threatened, they can also squirt an inky fluid from their body that darkens the water around them. This bothers and confuses their attacker!</p>	<p>I wonder what colours an octopus changes to? Do they only change to the colour of water?</p>
<p>Did you know? Springboks can jump high and far! Springboks can jump four metres into the air! The African lion can jump a distance of ten metres when chasing prey. Australian kangaroos can jump up to thirteen metres. Good human athletes can only jump about eight metres.</p>	<p>I wonder how high I can jump?</p>
<p>Out of all jumping animals, though, the flea is the champion! It can jump up to three hundred times its body length. Imagine this: if a flea was half a centimetre, it could jump over your head! If humans could jump like fleas, we would be able to jump over a soccer stadium!</p>	<p>--</p>
<p>Did you know? There are so many interesting facts about animals that we can learn from books! Which new facts did you like learning most?</p>	<p>After reading this book, I wonder so many new things! These facts make me want to know even more.</p>
Follow up questions	Possible responses
<p>If humans could jump like fleas, how high could we jump?</p>	<p>We could jump over a soccer stadium!</p>
<p>How many bones do humans and giraffes have in their necks?</p>	<p>They have seven bones.</p>
Why question	Possible responses
<p>What questions do you have after reading this book?</p>	<ul style="list-style-type: none"> • I wonder... • I want to know...



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.
 - squirt
 - inky
 - bother
 - attacker

Rhyme or song	Actions
Do you have green skin?	<i>Touch your skin on your arm</i>
Do you shed the skin you're in?	<i>Shake your hands</i>
Can you change your colour, too?	--
Can you turn from green to blue?	<i>Point to green than blue</i>
Do you live among the trees?	<i>Put your arms in the air, like a tree</i>
Blending in with sticks and leaves?	<i>Put your hands in front of your face</i>
Then you're a chameleon!	--

DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
 This text is different from a story because...
 I learnt that...
 If liked/didn't like this text 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.

or	ea	k
p	f	e
h	a	b
r	d	l
t	n	i

MODEL

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

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **or, ea**
- 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): **for, fork, pork, horn, thorn, born, bread, head, dead, read, dread, lead, pet, net, bet, fan, hand, rant, birth, think**



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 **Model** how you **visualise and illustrate** something from the text, like: I remember the fact that an octopus can squirt ink when attacked.
- 3 Draw your own picture on the chalkboard of an octopus squirting ink, making the water around dark.
- 4 Use modelling to add 1–2 sentences about your illustration, like: An octopus can squirt ink. The ink darkens the water.
- 5 Next, tell learners that they are going to visualise something from the text.
- 6 Ask learners to close their eyes and relax. Read the text to them once more.
- 7 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 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 2

TERM 2

Week

10

THEME:

Fact or Fiction



Classroom Preparation:

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: a book of facts, and a book with a fiction story.
- 5 Do some research on the internet to prepare for the theme. For example: interesting facts from around the world.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



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 76 & 77, Let's write

Activity 2: DBE Workbook 1: Page 78 & 79, Let's read

Activity 3: DBE Workbook 1: Page 80 & 81, Let's write

Activity 4: Draw a picture of the most interesting fact you learned last week.

Monday



Oral Activities

15 minutes

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

- 1 Show learners the picture of Gugu listening to Zolani in the Big Book: Gugu's big discovery
- 2 Tell learners that we are continuing our theme: Fact or fiction?
- 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 Why do we need facts?
 - b Why do we need fiction?
 - c When do you think facts are more important?
 - d When do you think fiction is more important?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - overhear
 - misinterpret
 - Mars
 - space

Rhyme or song	Actions
Do you have green skin?	<i>Touch your skin on your arm</i>
Do you shed the skin you're in?	<i>Shake your hands</i>
Can you change your colour, too?	--
Can you turn from green to blue?	<i>Point to green than blue</i>
Do you live among the trees?	<i>Put your arms in the air, like a tree</i>
Blending in with sticks and leaves?	<i>Put your hands in front of your face</i>
Then you're a chameleon!	--



Handwriting

15 minutes

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - a lunch
 - b blow
 - c ledge
 - d rope
 - e shirt
 - f wrong
 - g soil
 - h head
 - i horn
 - j joy
- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners' books at the end of the day, and make a note of who needs additional help.

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

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: Gugu's big discovery
- 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 letter to someone at home about the most interesting fact you have learned so far this year.

TASK: Write a letter that expresses your thoughts and ideas.

WRITING FRAME: Dear ...

This year I have learnt about..., ..., and...

But, the most interesting thing I have learnt is...

MODELLING

- 1 Explain that today, learners will begin a letter to someone at home (a parent, grandparent, sibling, etc.) about what they have learnt so far this year.
- 2 Explain that we will get to take home these letters to give them to the recipient at the end of the week. These letters will help someone at home learn more about what we have been studying at school!
- 3 Read the writing frame to learners.
- 4 Use **modelling** to show learners that you **think before you write**.
- 5 Tell learners your idea for filling in the writing frame, like: I am going to write to my brother. I remember we learned about feelings, traditions and even transportation! But the thing I liked learning most about was when we read about Haile Gebrselassie in Term 1.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame:
Dear Nicholas,
This year I have learnt about traditions, different feelings, and transportation. **But the most interesting thing I have learnt is** about Haile Gebrselassie.
- 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 have you liked learning about this year?
- 2 Instruct learners to **think before they write**.
- 3 Explain that learners should come up with their own ideas – they should **not** copy your ideas!

- 4 Instruct learners to **turn and talk** with a partner about what they have liked learning about.
- 5 Give learners 2–3 minutes to turn and talk.
- 6 Call on 3–4 learners to tell you what they have liked learning about most.
- 7 They must say: The most interesting thing I have learnt is...
- 8 Explain that learners will now use the writing frame write their own ideas!

WRITING

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

 $+ \% = 14$
maths feelings making mistakes

Dear Sabi,
This year I have learnt about maths
feelings and making mistakes. But, the
most interesting thing I have learnt
is about different traditions.



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 and words

REVISE SOUNDS

- 1 Say the sound and hold up the flashcard for all sounds covered in the term: /nch/ /ow/ /dge/ /o-e/ /kn/ /ir/ /er/ /ue/ /wr/ /ew/ /c/ /aw/ /au/ /oi/ /ph/ /oy/ /or/ /ead/
- 2 Hold up the flashcards in different orders and ask individual learners to read the sounds.
- 3 Stick up the sound flashcards on the chalkboard.
- 4 Ask a few different learners to come and build words on the chalkboard.
- 5 Then, ask learners to build and write down as many words as they can in their books.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Handwriting:

15 minutes

Revise letter(s) / words / sentences

- 1 Show learners how to write short sentences on the chalkboard.
- 2 Point out that the sentence starts with a capital letter and ends with a full stop or question mark.
- 3 Learners must then copy the sentences into their books.

 The boy will write a

 note at home.

 Will the boy vote first?

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p><u>Gugu's big discovery</u></p> <p>Gugu was outside playing one Saturday morning when she heard her brother Zolani talking to his friends. 'I read that there might be water on Mars!' he told them. 'Can you imagine – if there is water on Mars, maybe there is life there?' he wondered aloud.</p> <p>Gugu couldn't believe her ears! She had never heard about life on other planets. 'But, if Zolani is telling his friends, it must be true! He loves science,' she thought.</p>	<p>Oh! Gugu believes what her brother says as fact because she knows he loves science. I make the evaluation that this might be a mistake!</p>
<p>All day as Gugu played, she thought about the water and life on Mars. She already knew that Mars is a red planet. She also knew that Mars is the fourth planet from the sun. Gugu imagined ponds and rivers, lakes and oceans on the red surface of Mars.</p>	<p>I think that Gugu is confusing what she <i>imagines</i> about Mars with the <i>facts</i> she knows about Mars.</p>
<p>That afternoon, Gugu's friend Yoza came over to play.</p> <p>'Guess what?' Gugu told her, 'I found out this morning that Mars has water and that there is life there!'</p> <p>'Are you sure?' Yoza asked skeptically.</p> <p>'Yes! That's what Zolani said, and he knows everything!' Gugu assured her.</p> <p>'What kind of life is there?' Yoza asked.</p> <p>'I think it is aliens – like big green aliens!' Gugu told her.</p>	<p>Oh! Gugu makes the evaluation that 'life' means 'big green aliens' even though that isn't what Zolani said. I think she has misinterpreted what he said!</p>

Text	First Read (Think Aloud)
<p>They went inside and took out paper and crayons.</p> <p>'I am going to draw Mars!' Gugu announced.</p> <p>'Oh! Good idea! Me too!' Yoza replied.</p> <p>Gugu and Yoza spent hours drawing detailed pictures of alien life on Mars. Gugu imagined big green aliens sitting on brightly coloured beach towels. Yoza drew big green aliens splashing in the biggest lake on Mars.</p>	<p>Gugu and Yoza are using their imaginations. I don't think they realise that their creative ideas are fiction rather than fact.</p>
<p>When Yoza went home that evening, she took her drawing with her. She sat down with her little sister Bayethe.</p> <p>'Look! This is what Mars looks like!' Yoza explained.</p> <p>'What is Mars?' Bayethe asked curiously.</p> <p>'Mars is a different planet. It is a red planet with ponds and rivers, lakes and oceans! And it has big green aliens who live there and go to the beach!' Yoza said confidently.</p>	<p>I see that Yoza is using her drawings to teach her little sister facts about Mars. I don't think she realizes her creative drawing is fiction rather than fact!</p>
<p>'Who told you that?' Yoza's brother Themba asked, laughing.</p> <p>'Gugu heard Zolani say it. And Zolani knows about science!' Yoza said.</p> <p>'That isn't what Zolani said!' Themba laughed. 'Zolani read that water has been discovered on Mars. But all the water there is frozen! And, there might be life – because all life needs water – but none has been discovered yet,' Themba explained.</p>	<p>Oh! I think when Themba hears his sisters talking, he realises that Yoza has confused facts and fiction.</p>
<p>Themba took out his phone and typed 'water on Mars' into Google. 'Look!' he said, holding up the pictures for Yoza and Bayethe to see.</p> <p>'Don't believe everything you hear!' Themba said.</p>	<p>Oh! The photographs are very different from what Yoza drew. I make the evaluation that the photographs are fact.</p>
<p>The next morning, Themba saw Zolani after church. 'I have a funny story to tell you,' Themba said. 'Gugu heard you telling us about the water discovered on Mars. Then, she told Yoza that there are ponds and rivers, lakes and oceans on Mars! Then, I heard Yoza telling Bayethe about the big green aliens on the beaches of Mars. She made it sound like a fact!' Themba said. Zolani began to laugh, shaking his head.</p>	<p>I think Themba and Zolani both think that Gugu and Yoza's misinterpretation is funny. Gugu and Yoza think they have the facts. But really – they have made up a fictional story that sounds funny.</p>

Text	First Read (Think Aloud)
<p>When Zolani went home, he found his sister. 'I have a funny story to tell you,' he said. 'Themba heard Yoza telling Bayethe about the big green aliens on the beaches of Mars. Yoza told Themba that you heard that from me!'</p> <p>'I heard you telling your friends about water and life on Mars!' Gugu replied.</p> <p>'Water and life are different from ponds and rivers, lakes and oceans and big green aliens!' Zolani explained.</p>	<p>I see that Gugu misinterpreted what Zolani said. She thought that water meant ponds and river, lakes and oceans. But, the water found on Mars was really small amounts of frozen water!</p>
<p>Then, he held up a newspaper. 'You have to read the facts before you go spreading rumours!' said Zolani, as he began to read the article to his sister.</p>	<p>I think that Zolani wanted to make sure that Gugu hears how the facts are different from what she imagined.</p>
Follow up questions	Possible responses
<p>What did Zolani say to his friends?</p>	<ul style="list-style-type: none"> • He told them that there might be water on Mars. • He wondered if there might also be life on Mars.
<p>What kind of life did Gugu think there might be on Mars?</p>	<p>She thought there might be big, green aliens on Mars.</p>
Why question	Possible responses
<p>Why did Gugu think there were ponds and rivers, lakes and oceans and big green aliens on Mars?</p>	<ul style="list-style-type: none"> • Because she overheard her brother telling his friends about water and life on Mars. • Because she misinterpreted what her brother said about water and life on Mars. • Because she easily believed her brother because he loves science. • Because she didn't check on the facts – she just believed what she overheard. • Because she didn't know that the water on Mars is frozen. • Etc.



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.
 - imagination
 - aliens
 - planet

Rhyme or song	Actions
Do you have green skin?	<i>Touch your skin on your arm</i>
Do you shed the skin you're in?	<i>Shake your hands</i>
Can you change your colour, too?	--
Can you turn from green to blue?	<i>Point to green than blue</i>
Do you live among the trees?	<i>Put your arms in the air, like a tree</i>
Blending in with sticks and leaves?	<i>Put your hands in front of your face</i>
Then you're a chameleon!	--

CREATIVE STORYTELLING (SECOND WEEK OF THE THEME)

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



**Phonemic Awareness and Phonics:**

15 minutes

Revise words**REVISE WORDS**

- 1 Have all the phonic words flashcards ready.
- 2 Hold up each word, and ask a different individual learners to read them.
- 3 If a learner cannot read a word, help the learner to sound out the word.

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____


**Handwriting:**

15 minutes

Revise letter(s) / words / sentences

- 1 Show learners how to write short sentences on the chalkboard.
- 2 Point out that the sentence starts with a capital letter and ends with a full stop, question mark or exclamation mark.
- 3 Learners must then copy the sentences into their books.

 I will munch my lunch at

 the edge of the lawn.

 Do noy launch the oil

 at the boy!

ALTERNATE HANDWRITING PROGRAMME

Sound/s: _____

Words: _____

Sentence: _____



Writing:

30 minutes

Plan and Draft

TOPIC: Write a letter to someone at home about the most interesting fact you have learned so far this year.

TASK: Write a letter that expresses your thoughts and ideas.

WRITING FRAME: Dear ...

This year I have learnt about..., ..., and...

But, the most interesting thing I have learnt is...

I liked learning about...because...

Overall, I feel...about Grade 2.

Love,

[Your name]

MODELLING

- 1 Explain that today, learners will add sentences to their letter from Monday.
- 2 Explain that learners will explain more about what they have loved learning about.
- 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: I liked learning about Haile Gebrselassie because I learnt about Ethiopia. I also liked learning about a runner, because I love running.
- 6 Explain which words you will write. **Draw a line for each word.**
- 7 Use **modelling** to complete the writing frame, like:
I liked learning about Haile Gebrselassie **because** he comes from Ethiopia. I liked seeing some pictures of what Ethiopia looks like. **I also liked learning about** him because I love running, and he is a runner!

Love

Catherine

- 8 Say words slowly like a tortoise and write the sounds you know.
- 9 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 began writing a letter about what they have learnt so far this year.
- 2 Today we will add sentences to our writing.
- 3 Ask learners: What else can you tell us about your favourite thing to learn about this year?
- 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 Instruct learners to **turn and talk** with a partner about what they have learnt, and why they liked learning about it.
- 7 Give learners 2–3 minutes to turn and talk.
- 8 Call on 3–4 learners to tell you their ideas.
- 9 They must say: I liked learning...because...
- 10 Explain that learners will now use the writing frame to draw and write their own ideas!

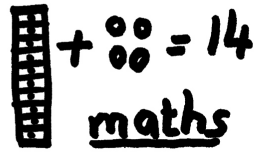
WRITING

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

TURN AND TALK

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

Let learners take their letters home to give to the intended recipient. This helps give meaning and purpose to learners' writing.

 + $\circ\circ = 14$
maths


feelings


making mistakes


traditions excited

Dear Sabi,

This year I have learnt about maths, feelings and making mistakes. But, the most interesting thing I have learnt is about different traditions.

I liked learning about different traditions because I can see that all people have different things that they do. Overall, I feel excited about Grade 2.

Love,

Boitumelo



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

Segmenting and Blending Revision

I DO...

- 1 Use two words that sound similar, for example: **soil**; **boil**
- 2 Say the word: **soil**
- 3 Segment the word into the individual sounds: /s/ – /oi/ – /l/
- 4 Say the beginning sound of the word: /s/
- 5 Say the middle sound of the word: /oi/
- 6 Say the end sound of the word: /l/
- 7 Write the word on the chalkboard: **soil**
- 8 Model pointing and blending the sounds to make a word: /s/ – /oi/ – /l/ = **soil**
- 9 Repeat this with the next word: **boil**

WE DO...

- 1 Use another two words that sound similar, for example: **blow**; **slow**
- 2 Say the word: **blow**
- 3 Ask learners: What is the first sound in the word? /bl/
- 4 Ask learners: What is the last sound in the word? /ow/
- 5 Ask learners to segment the word into each individual sound: /bl/ – /ow/
- 6 Write the word: **blow**
- 7 Instruct learners to blend the sounds in the word with you: /bl/ – /ow/ = **blow**
- 8 Repeat this with the next word: **slow**

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>Gugu's big discovery</u></p> <p>Gugu was outside playing one Saturday morning when she heard her brother Zolani talking to his friends. 'I read that there might be water on Mars!' he told them. 'Can you imagine – if there is water on Mars, maybe there is life there?' he wondered aloud.</p> <p>Gugu couldn't believe her ears! She had never heard about life on other planets. 'But, if Zolani is telling his friends, it must be true! He loves science,' she thought.</p>	<p>I remember that Gugu listens to this and misinterprets what Zolani says! I think she must check the facts! Even if Zolani loves science, that doesn't mean he knows everything!</p>
<p>All day as Gugu played, she thought about the water and life on Mars. She already knew that Mars is a red planet. She also knew that Mars is the fourth planet from the sun. Gugu imagined ponds and rivers, lakes and oceans on the red surface of Mars.</p>	<p>I think that Gugu misinterpreted what her brother said. She thinks he meant something about water on Mars that he didn't say!</p>
<p>That afternoon, Gugu's friend Yoza came over to play.</p> <p>'Guess what?' Gugu told her, 'I found out this morning that Mars has water and that there is life there!'</p> <p>'Are you sure?' Yoza asked skeptically.</p> <p>'Yes! That's what Zolani said, and he knows everything!' Gugu assured her.</p> <p>'What kind of life is there?' Yoza asked.</p> <p>'I think it is aliens – like big green aliens!' Gugu told her.</p>	<p>Gugu is telling her friend something quite different from what Zolani said! I think it can be a problem when you believe what you hear without checking the facts on your own!</p>
<p>They went inside and took out paper and crayons.</p> <p>'I am going to draw Mars!' Gugu announced.</p> <p>'Oh! Good idea! Me too!' Yoza replied.</p> <p>Gugu and Yoza spent hours drawing detailed pictures of alien life on Mars. Gugu imagined big green aliens sitting on brightly coloured beach towels. Yoza drew big green aliens splashing in the biggest lake on Mars.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>When Yoza went home that evening, she took her drawing with her. She sat down with her little sister Bayethe.</p> <p>'Look! This is what Mars looks like!' Yoza explained.</p> <p>'What is Mars?' Bayethe asked curiously.</p> <p>'Mars is a different planet. It is a red planet with ponds and rivers, lakes and oceans! And it has big green aliens who live there and go to the beach!' Yoza said confidently.</p>	<p>I think that the way Yoza is talking about her drawing sounds like fact rather than fiction. She is presenting her creative ideas as if they are true, rather than as ideas from her imagination!</p>
<p>'Who told you that?' Yoza's brother Themba asked, laughing.</p> <p>'Gugu heard Zolani say it. And Zolani knows about science!' Yoza said.</p> <p>'That isn't what Zolani said!' Themba laughed.</p> <p>'Zolani read that water has been discovered on Mars. But all the water there is frozen! And, there might be life – because all life needs water – but none has been discovered yet,' Themba explained.</p>	<p>I think that Themba wants to make sure that Yoza sees how the facts are different from what she imagined.</p>
<p>Themba took out his phone and typed 'water on Mars' into Google. 'Look!' he said, holding up the pictures for Yoza and Bayethe to see.</p> <p>'Don't believe everything you hear!' Themba said.</p>	<p>Oh! Themba uses Google to help Yoza see the difference between the facts and her imaginative ideas. I make the evaluation that Google is one way we can check whether facts we hear are true or not!</p>
<p>The next morning, Themba saw Zolani after church. 'I have a funny story to tell you,' Themba said. 'Gugu heard you telling us about the water discovered on Mars. Then, she told Yoza that there are ponds and rivers, lakes and oceans on Mars! Then, I heard Yoza telling Bayethe about the big green aliens on the beaches of Mars. She made it sound like a fact!' Themba said. Zolani began to laugh, shaking his head.</p>	<p>--</p>
<p>When Zolani went home, he found his sister. 'I have a funny story to tell you,' he said. 'Themba heard Yoza telling Bayethe about the big green aliens on the beaches of Mars. Yoza told Themba that you heard that from me!'</p> <p>'I heard you telling your friends about water and life on Mars!' Gugu replied.</p> <p>'Water and life are different from ponds and rivers, lakes and oceans and big green aliens!' Zolani explained.</p>	<p>I think that having an imagination and being creative are important. Facts are also important. I think it is important not to confuse creativity and imagination with facts!</p>

Text	Second Read (Think Aloud)
Then, he held up a newspaper. 'You have to read the facts before you go spreading rumours!' said Zolani, as he began to read the article to his sister.	I make the evaluation that Zolani wants Gugu to understand the importance of checking the facts. It can be a big problem when people spread ideas as facts that aren't really true!
Follow up questions	Responses
How did Zolani find out that his sister thought there were big green aliens on the beaches of Mars?	Themba heard Yoza tell their younger sister Bayethe, and then Themba told his friend Zolani.
Make an evaluation about the message of this story. What do you think you are supposed to learn from this story?	I think I am supposed to learn...
Why question	Possible responses
Why did Zolani read his sister a newspaper article at the end of the story?	<ul style="list-style-type: none"> • Because he wanted his sister to hear the real facts. • Because his sister misinterpreted what she heard and he wants to make sure she has the correct information. • Because he didn't want his sister to spread rumours. • Because he wanted his sister to see how important it is to read articles in order to find out facts.



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.
 - rumour
 - article
 - research

Rhyme or song	Actions
Do you have green skin?	<i>Touch your skin on your arm</i>
Do you shed the skin you're in?	<i>Shake your hands</i>
Can you change your colour, too?	--
Can you turn from green to blue?	<i>Point to green than blue</i>
Do you live among the trees?	<i>Put your arms in the air, like a tree</i>
Blending in with sticks and leaves?	<i>Put your hands in front of your face</i>
Then you're a chameleon!	--

DISCUSSION OF SHARED READING TEXT

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



Phonemic Awareness and Phonics:

15 minutes

Word Find

WORD FIND REVISION

Write the table on the chalkboard that includes most of the sounds covered this term.

nch	ow	dge
e	a	l
o-e	kn	ir
u	b	e
er	wr	ew
i	c	n
oi	oy	or
d	h	t

MODEL

- 1 Review all of the sounds and blends on the chalkboard.
- 2 Give learners 3 minutes to make as many words as they can using the sounds and blends above.

LEARNERS DO

- 1 Tell learners to open their exercise books.
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work.
- 5 Ask learners to share words they have built, and write them on the chalkboard

ALTERNATE PHONICS PROGRAMME

Sound/s: _____

Words: _____



Shared Reading:

15 minutes

Post-Read

COMPREHENSION STRATEGY: SUMMARISE, MAKE EVALUATIONS

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: Gugu's big discovery
- 2 They will also talk about an **evaluation** they can make about the story.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and an **evaluation** about the story, like: **I liked that** this story taught us some facts about Mars, but was also a fictional story. **In my opinion**, the mistake Gugu made could be made by anyone. I think this kind of mistake happens frequently.
- 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 an evaluation 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 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.