

**Grade 3**

**TERM 4**

**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 4 materials were developed within an extremely short period of time. For this reason, we acknowledge that further edits and changes are likely.

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

- 1 Send an email to the relevant email address:  
[xitsonga@homelanguage.co.za](mailto:xitsonga@homelanguage.co.za)  
[tshivenda@homelanguage.co.za](mailto:tshivenda@homelanguage.co.za)  
[sepedi@homelanguage.co.za](mailto:sepedi@homelanguage.co.za)  
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[english@homelanguage.co.za](mailto:english@homelanguage.co.za)
- 2 In the subject line, write the document reference. For example: GRADE 3 TERM 4 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

education	primary school	secondary school	university	graduate	drop out
opportunity	law	lawyer	judge	courtroom	discrimination
gender	gender discrimination	journalist	audience	target	threat
survive	wounded	calm	relaxed	meditate	fence
peek	weird	data	click	scroll	environment
depressed	psychologist	stomach ache	exhausted	comfortable	sign
symptom	emotion	sadness	grief	death	funeral
juggle	distract	thoughtful	grateful	thankful	advice
relieved	memory	altar	elaborate	Mexico	celebration
ritual	spirit	organise	nostalgic	portrait	History
ancient	ancestor	ruins	century	build	rebuild
structure	museum	ground	underneath	hero	rights
equal rights	equality	government	protest	unfair	arrest
jail	speak out				

**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

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				
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**READING**

Learners should be able to decode the following words

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

against	country	fought	laws	young	opportunity
promise	daughter	forbidden	suddenly	meditate	ground
closed	eyes	weird	heard	Auntie	crying
quietly	missed	nothing	worked	still	forget

sadness	gather	organise	altar	welcome	soul
stood	distance	ruins	ancestors	also	believed
equal	marry	government	ensure		

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

Simon Nkoli fought for equal human rights for everyone. Our new government made laws to ensure equal human rights for all. There are now laws to protect you, no matter your race, religion, or who you choose to marry.

### 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

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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 4 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 4 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 4 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 4 Big Book**

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

**6 Term 4 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 4 Reading Worksheets x 8**

Eight Reading Worksheets are provided for the term – one for every week from Week 1 to Week 8. 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
<b>1.45</b>		<b>1.15</b>		<b>1.45</b>		<b>1.00</b>		<b>1.15</b>	



## Weekly Preparation

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

### When doing your preparation, remember to:

- 1 Read through the lesson plan for the week.
- 2 Make sure that you know and understand the methodologies that must be used. If not, go to the section titled 'Core Methodologies' and revise accordingly.
- 3 Next, check which flashcards and illustrations are needed for theme vocabulary, high frequency words, phonics and the writing frame. Get these flashcards and illustrations ready as follows:
  - a Cut the flashcards or illustrations out
  - b Try to stick them onto cardboard or paper

- c** If possible, laminate or cover in plastic
- d** Store the flashcards for a lesson together in an envelope, or with a rubber band around them
- 4** Collect any other resources that you may need, including pictures or real objects.
- 5** Check that your Big Book is in order.
- 6** Read through any activities in the DBE Workbook that you will complete.
- 7** Practise doing the writing lessons.
- 8** Make sure that your Tracker is up-to-date from the previous week and reflect on your progress.



## Themes and Reading Schedule

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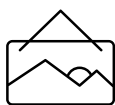
WEEK NUMBER	THEME	SHARED READING TEXT	READING WORKSHEET
1	The importance of education	A life without limits	1
2	The importance of education	Malala's fight for education	2
3	Feeling calm and relaxed	Zandile learns to meditate	3
4	Feeling calm and relaxed	Munene gets help	4
5	Grief	Bantu feels sad	5
6	Grief	Remembering Tio Pablo	6
7	History	Shamiso's big trip	7
8	History	A hero named Simon Nkoli	8



## Term 4 Programme of Assessment

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



## Classroom Displays

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### DISPLAY BOARDS

- 1** As part of this programme, you will be given four large different-coloured display boards.
- 2** Each coloured board will be used to display a different set of words for the week.
- 3** Use these boards as follows:
  - a Green board** –display the theme vocabulary words and illustrations for the week.
  - b Blue board** –display the high frequency words for the week.

- c Yellow board** –display the phonic sound and words for the week.
- d Pink board** –display the writing frame for the week.
- 4** The words on these boards must be updated every week.
- 5** Please do not leave up all the theme vocabulary and illustrations for the year. These displays should be related to the theme you are doing. If the whole classroom is full of the words and illustrations it becomes overwhelming, and learners will stop noticing them.
- 6** Once you have taken down a set of words and illustrations, file them carefully.
- 7** Look after these words so that you can use them again the following year.

### **THEME TABLE**

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

# Core Methodologies



## Classroom Management

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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 4, 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**

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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

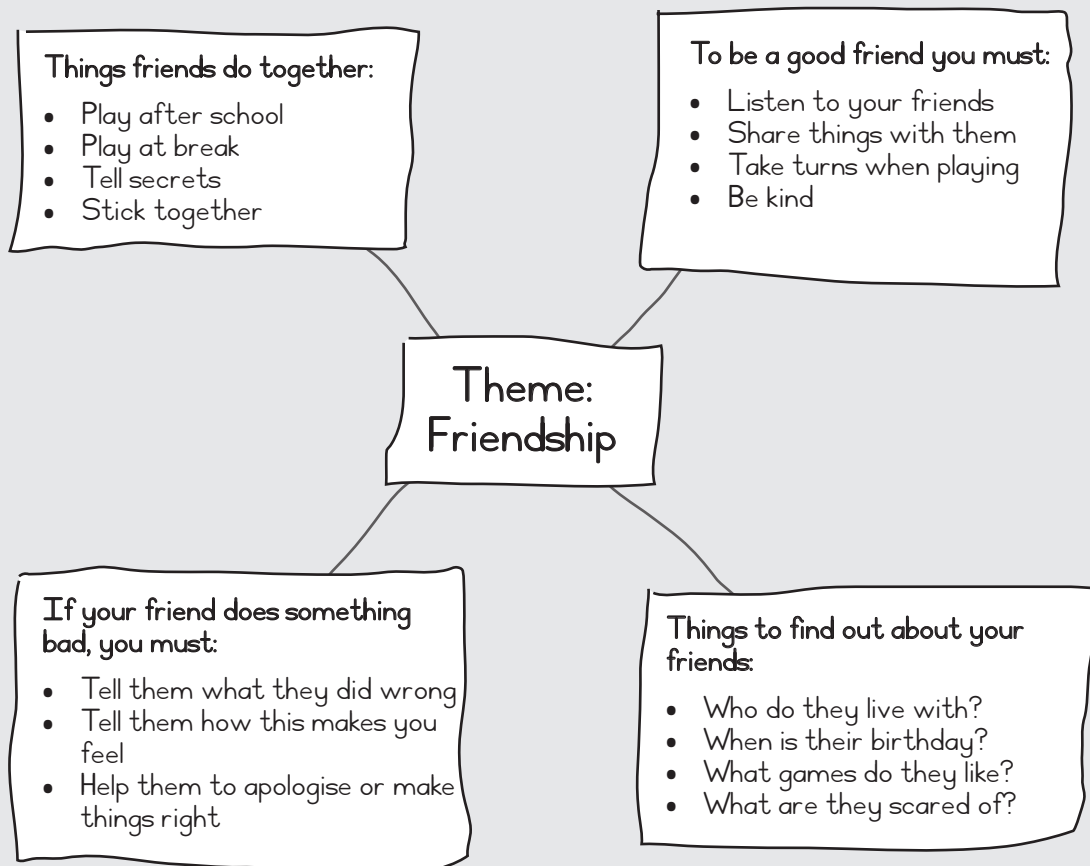
**Objective:** *To consolidate learners' knowledge of new vocabulary. To learn through play.*

- 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

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### 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.

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

### Model

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

### Learners do

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



## Phonemic Awareness & Phonics/Handwriting

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

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

### GRADE 2 TERMS 3-4

#### HANDWRITING

#### Changing Words: Mondays

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

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

- 1 On Mondays during Handwriting, learners practise their cursive writing by revising sounds and words learnt in previous weeks.
- 2 Tell learners to open their exercise books and write the date.
- 3 Next tell learners to number from 1–5 in the margin, skipping a line between each number.
- 4 Write the sentence provided in the lesson plan on the chalkboard next to number 1, like:  
1 I want a book.
- 5 Instruct learners to copy the sentence into their books.
- 6 Next, instruct learners to write different subject morphemes (In Eng or 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.

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

**Model**

- 1 Remind learners of the sounds of the week: **/igh/** and **/ck/**
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: **/l/ - /igh/ - /t/ = light**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/igh/** or **/ck/**.
- 6 Show learners how to make another word, like: **/t/ - /a/ - /p/ = tap**

- 7 Remind learners they can make words using the target sounds, like **light**, or words without the target sound, like **tap**.

### Learners Do

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

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



## Shared Reading with Comprehension Strategies

A new Shared Reading story is read every week.

Shared Reading is done as follows:

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

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

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

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

- 1 *The learners experience what it is like to read an entire story that is more complex than they are able to read alone. Because learners are not worried about the technical part of reading, they can focus on the storyline and the characters. The learners can also enjoy the stories, and develop a love for reading.*
- 2 *As the teacher reads the story aloud, she incidentally models certain reading skills: she reads from the first to the last page; she reads from the top of the page to the bottom; she reads from left to right; she responds to punctuation marks; she reads fluently and at a good pace; and she reads with expression, which adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.*

- 3** *As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and by watching her, the learners are acquiring new language skills.*
- 4** *Then, very importantly, during Shared Reading, the teacher must teach the learners how to think about a story, and how to build their understanding of a story. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies. The following comprehension strategies are used:*
- *Predict*
  - *Visualise*
  - *Search the text*
  - *Summarise*
  - *Think about the text (wonder)*
  - *Make connections*
  - *Make inferences*
  - *Make evaluations*

## COMPREHENSION STRATEGIES

The table below provides information on each strategy.

<b>Strategy 1: Predict</b>	
Explanation	When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
Objective	<i>By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.</i>
Steps <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> <li><b>1</b> Look at the picture.</li> <li><b>2</b> Ask learners: What do you think is happening here?</li> <li><b>3</b> Let learners think about the question.</li> <li><b>4</b> If learners cannot answer, give an example answer to the question.</li> <li><b>5</b> Show how the pictures link to each other to build a story.</li> </ol>
Examples <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> <li><b>1</b> What do you think is happening here?</li> <li><b>2</b> How do you think this character feels? Why?</li> <li><b>3</b> What do you think you will see in the next picture?</li> </ol>
Steps <i>(For predicting with text)</i>	<ol style="list-style-type: none"> <li><b>1</b> Read a page of text.</li> <li><b>2</b> Ask learners: What do you think happens next?</li> <li><b>3</b> Let learners think about the question.</li> <li><b>4</b> If learners cannot answer, give an example answer to the question.</li> </ol>
Examples <i>(For predicting with text)</i>	<ol style="list-style-type: none"> <li><b>1</b> What do you think happens next?</li> <li><b>2</b> What do you think this character does next?</li> <li><b>3</b> How do you think this story ends?</li> </ol>

<b>Strategy 2: Visualise</b>	
Explanation	When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story in their minds as it happens.
Objectives	<i>Visualisation helps to give meaning to the words on the page by turning them into a scene from a movie in the learners' minds. Visualisation also helps learners to see how the events in the text are connected to each other. This helps them to build understanding think about the story as a whole, rather than just page by page.</i>
Steps	<ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Say: Now we are going to visualise the story as if we were watching a movie.</li> <li>3 Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind.</li> <li>4 Read the text again.</li> <li>5 Tell learners what you visualised. (Model the skill.)</li> <li>6 Ask learners: What did you see? (What happened in your movie?)</li> <li>7 Listen to and discuss learners' answers. Make sure learners' answers are relevant to what is happening in the story.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1 I visualised when Joe won the race. I could see the sweat coming off his head and flying everywhere. I could see his eyes focussed on the finish line, and his body working as hard as it could.</li> </ol>
<b>Strategy 3: Search the text</b>	
Explanation	Search the text questions are the most basic type of comprehension questions. These questions ask learners to think about or look at the words on the page, and to recall information.
Objective	<i>These questions are a basic check for understanding of the words on the page. This strategy shows learners how to identify and search for a key word that will help them to answer these questions.</i>
Steps	<ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Ask learners a question about the information in the text, like: Who did Joe want to beat in the race?</li> <li>3 Let learners answer the question.</li> <li>4 NOTE: Help learners to find the answer by identifying a useful key word, and then searching the text for that key word. This will usually lead them to the answer.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1 <b>Who</b> did Joe want to beat in the race?</li> <li>2 <b>What</b> did Joe do before the race?</li> <li>3 <b>When</b> did Joe train for the race?</li> <li>4 <b>Where</b> was the race being held?</li> </ol>
<b>Strategy 4: Summarise</b>	
Explanation	When learners summarise, they think about what happened in the story. They can also think about other things, like: what they liked about the story; and what they learnt from the story.
Objective	<i>Summarising shows that the learner has understood and thought about the story. Asking learners to summarise a story is the best way to check their understanding.</i>

## Core Methodologies

Steps	<ol style="list-style-type: none"> <li>1 Read the text.</li> <li>2 Remind learners: When we summarise, we think of the most important parts of a story. We can also think about what we liked about the story, and what we learnt from the story.</li> <li>3 Give learners a minute to think about the story.</li> <li>4 Instruct learners to turn and talk and share their summary with a friend.</li> <li>5 Finally, you may ask learners to write down their summaries, using a frame to assist them.</li> </ol>
Examples	<p>Story: Joe wins the race</p> <p><u>Learners could summarise the story as follows:</u></p> <p><b>This story is about</b> a boy called Joe who wants to beat the fastest boy in the school, Sizwe, in a running race. Joe practices all the time, and finally beats Sizwe.</p> <p><b>I liked</b> the part where Joe broke the tape at the end of the race – it was so exciting.</p> <p><b>I learnt</b> that if you try hard and never give up you can be successful.</p>
<b>Strategy 5: Think about the text (Wonder)</b>	
Explanation	When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text.
Objective	<p><i>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that good readers have about a text.</i></p> <p><i>By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</i></p>
Steps	<ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the First Read and Second Read blocks in the lesson plans.)</li> <li>3 Say: I see / I notice...</li> <li>4 Say: I wonder...?</li> <li>5 Learners do <b>not</b> need to answer the question.</li> </ol>
Example	<b>I see</b> that Sizwe laughed at Joe when he entered the race. <b>I wonder</b> if this will upset Joe?
<b>Strategy 6: Make connections</b>	
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"> <li>1 Read the text on the page.</li> <li>2 Ask learners a question, like: When was a time that you wanted to win something, like Joe?</li> <li>3 Use modelling to give a sample answer, like: When Joe wanted to win the race, it reminded me of how I used to compete with my sister at school. She always got top marks for everything, and my parents were so proud. I wanted my parents to feel proud of me too.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1 How does this remind you of your own life?</li> <li>2 Tell me about a time when something similar happened to you.</li> <li>3 If you were Joe, what do you think you would have done when Sizwe laughed at you?</li> <li>4 How do you think Sizwe felt when Joe beat him?</li> <li>5 Which other character does this remind you of?</li> </ol>

### Strategy 7: Make inferences

Explanation	<p>Making an inference involves using what you already know, together with what you have read to make a good guess about something in the story. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something in the story.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p>
Objective	<p><i>Learners need to work out parts of a story by making inferences – they need to learn to 'read between the lines'. To do this, they must use what is written, together with what they already know to try and work out what is not explicitly written down.</i></p>
Steps	<ol style="list-style-type: none"> <li>1 Read the text on the page.</li> <li>2 Ask learners: What do you know about this? What does the text say?</li> <li>3 Ask learners: What else can we guess about this? Is there something that the text does not say?</li> <li>4 Ask learners: What can we infer about Joe from the way he kept on practising?</li> <li>5 Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>6 If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...</li> </ol>
Example	<p><b>Text:</b></p> <p>My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.</p> <p><b>Inference:</b></p> <p>Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.</p>

### 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"><li>1 Read the text on the page.</li><li>2 Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not?</li><li>3 Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li><li>4 If learners struggle, share your own evaluation as an example: <b>I think</b> x did the right thing <b>because</b> x</li></ol>
Example	<p><b>Some evaluation questions start with:</b></p> <ol style="list-style-type: none"><li>1 Do you think...</li><li>2 Do you agree with...</li><li>3 In your view...</li><li>4 Did you like...</li></ol>

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

## Shared Reading:

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### 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:

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### 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:

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### 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:

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### 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

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

**WHAT TO DO WITH EACH GROUP DURING GROUP GUIDED READING:**

- 1 Call a group to read to you.
  - a Make sure they all have the correct text.
  - b Seat the group in a circle.
  - c Remind learners of the sight words they have learnt for the week. Show the group the flashcards of these words and practice reading them.
  - d Next, give learners a few minutes to read part of the text independently and in silence.
  - e Then, ask each learner to read part of the text aloud, on his or her own.
- 2 During group guided reading, it is important to remember to:
  - a **Point out the high frequency words.** Remind learners that there are some words that appear so often, that we must learn to read them by sight.
  - b **Build decoding skills.** If a learner cannot read a word, do not just help the learner with the word straight away. Rather, encourage the learner to sound the word out, and then blend the sounds together to form the word.
  - c **Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
  - d **Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they are talking. Model reading fluency for learners and let them repeat after you.
  - e **Build reading comprehension.** Tell learners that they must always think about what they are reading. Teach learners to pause, go back, and reread what they have read if they lose track of the meaning. Teach learners to visualise as they read – to build a



movie in their heads of what they are reading. Teach learners to try and remember what they have read. Also encourage learners to ask if they do not understand something.

#### CARE OF THE READING WORKSHEETS:

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

#### ALTERNATE TO GROUP GUIDED READING

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

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

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

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



## Process Writing

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

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

### **PLAN THE WRITING**

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

### **DRAFT THE WRITING**

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

### **EDIT THE WRITING**

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

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

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



## Writing Strategies

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

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

### STRATEGY 1: TEACHER MODELS WRITING FIRST

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

### STRATEGY 2: WRITERS THINK BEFORE THEY WRITE

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

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

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

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

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

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

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

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

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

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

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

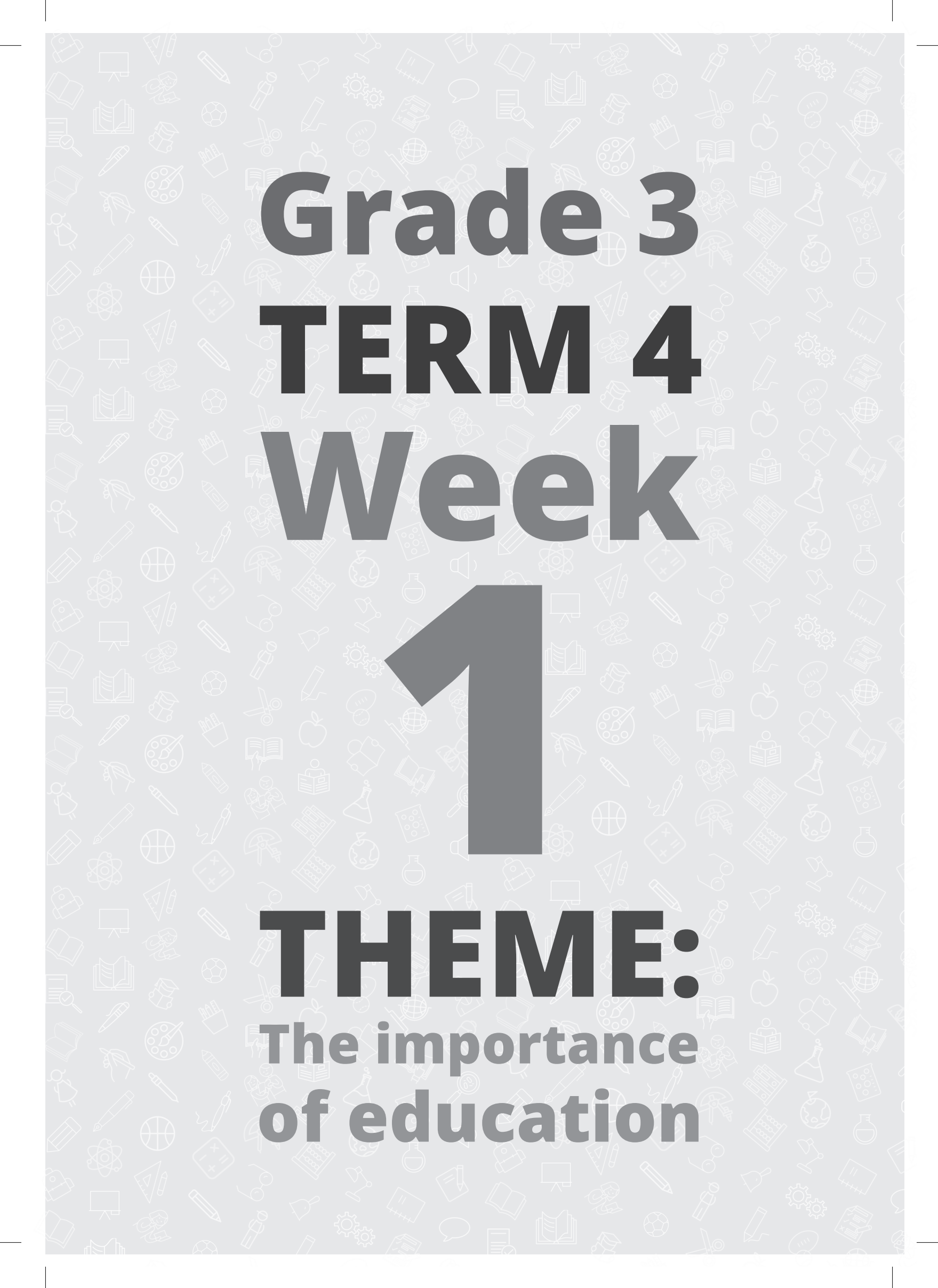
**STRATEGY 8: WRITERS TURN AND TALK**

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

**STRATEGY 9: HOLD MINI-CONFERENCES**

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



The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational fields: science (flasks, microscopes, globes, atoms), mathematics (calculators, rulers, compasses, triangles), arts (pencils, paint palettes, books), and general education (books, graduation caps, speech bubbles, lightbulbs).

# **Grade 3**

# **TERM 4**

# **Week**

# **1**

## **THEME:**

**The importance  
of education**



## Classroom Preparation

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of schools from different places around the world; pictures of universities in South Africa; a photograph and newspaper article about Rebeca Gyumi
- 5 Do some research on the internet to prepare for the theme. For example: reasons learners drop out of school in South Africa
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



## Extension Activities

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

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

**Activity 2:** DBE Workbook 2: Page 61–62, Let's do

**Activity 3:** DBE Workbook 2: Page 65, Let's speak

**Activity 4:** Write a diary entry about one thing you like about school.



# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners Rebeca Gyumi in the Big Book story: A life without limits
- 2 Tell learners that we are starting a new theme called: The importance of education
- 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 education?
  - b What things do you like learning about at school?
  - c Why do you think education is important?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - education
  - primary school
  - secondary school
  - university

Rhyme or song	Actions
I'm giving all I have to my school work,	<i>Put your hands on your chest</i>
Because my education is important, can't you see?	<i>Open your hands in front of you like a book</i>
I have a master plan to reach my goals	<i>Put your index finger on the side of your head</i>
My success depends on me!	<i>Point to yourself</i>



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: **I put my jacket on, I like my jacket.**

- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
  - 2 He
  - 3 We
  - 4 She
  - 5 They
- 5 Tell learners to rewrite sentence starting with the word provided.
- 6 In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 7 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 8 Underline any patterns, like:
  - 1 I put my jacket on, I like my jacket.
  - 2 He puts his jacket on, he likes his jacket.
  - 3 We put our jackets on, we like our jackets.
  - 4 She puts her jacket on, she likes her jacket.
  - 5 They put their jackets on, they like their jackets.
- 9 Instruct learners to take a coloured pencil and correct their own work.

### ALTERNATE HANDWRITING PROGRAMME

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

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

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: A life without limits
- 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 two paragraphs about your dreams and goals for the future.

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

**PLANNING STRATEGY:** Write a list

#### INTRODUCE THE WRITING TOPIC.

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your paragraphs, like:  
*When I was young, my dream was to become a teacher. I wanted to be a teacher because I think education is the most important thing. I wanted to make sure that all children would have a great education!*

#### MODELLING THE PLANNING STRATEGY (I DO)

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

<b>Planning Questions</b>	<b>Plan</b>
<p><b>Paragraph 1</b></p> <ol style="list-style-type: none"> <li>1 What is your dream or goal for the future?</li> <li>2 What do you imagine this will look like?</li> <li>3 Why is this your dream?</li> <li>4 How do you feel when you think about your dream?</li> </ol> <p><b>Paragraph 2</b></p> <ol style="list-style-type: none"> <li>1 What do you think you will need to do to turn your dreams into reality?</li> <li>2 What is your plan to reach your goal?</li> <li>3 How do you think you will feel when you are working to reach your goal?</li> <li>4 How do you think you will feel when you reach your goal?</li> </ol>	<p><b>Paragraph 1</b></p> <ol style="list-style-type: none"> <li>1 To be a teacher</li> <li>2 A classroom full of learners, me in the front so happy to teach.</li> <li>3 Because education is important!</li> <li>4 Excited to help all children.</li> </ol> <p><b>Paragraph 2</b></p> <ol style="list-style-type: none"> <li>1 I need to go to University and study education.</li> <li>2 Work hard in school, apply to University, study primary education.</li> <li>3 I think it will be hard work!</li> <li>4 I will feel proud of myself and relieved to finally have reached my goal.</li> </ol>

#### LEARNERS USE THE PLANNING STRATEGY (YOU DO)

- 1 Tell learners to close their eyes and think of about their dreams and goals for the future.
- 2 Next, tell learners to **turn and talk** with a partner, to share their stories.

- 3 Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
- 4 Hand out exercise books.
- 5 Tell learners they must write their own ideas – they must **not** copy your plan.
- 6 As learners work, walk around the room and hold mini-conferences.

## Plan

### Paragraph 1

1. To be a doctor
2. A hospital with people needing my help
3. Because I want to help people
4. Excited to be the best doctor

### Paragraph 2

1. I need to go to University and study for a long time.
2. Work hard in school, apply to University, study hard.
3. I think I will be excited but tired.
4. I will feel proud of myself and excited to finally have reached my goal.



## 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

### Revise Sounds, Blending And Segmenting

---

#### I DO...

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

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **kn words**
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:
  - 1 know
  - 2 knee
  - 3 kneel
  - 4 knot
  - 5 knit
  - 6 knife
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

### ALTERNATE PHONICS PROGRAMME

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

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

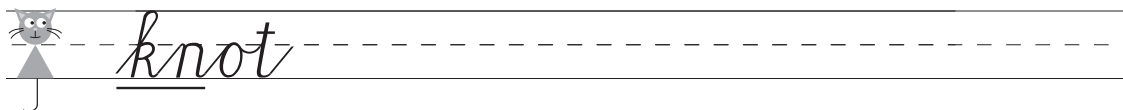
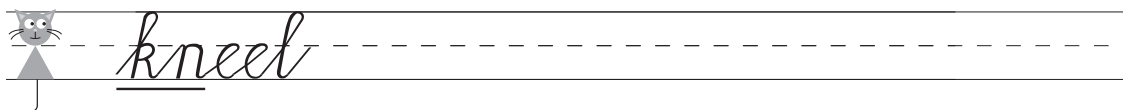
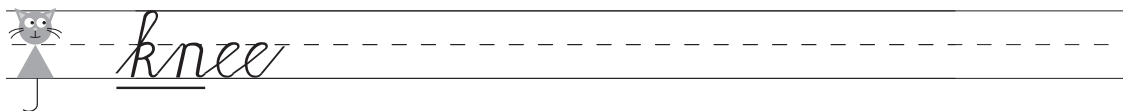
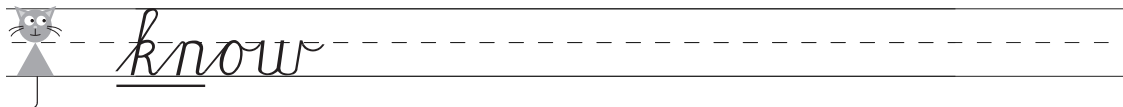
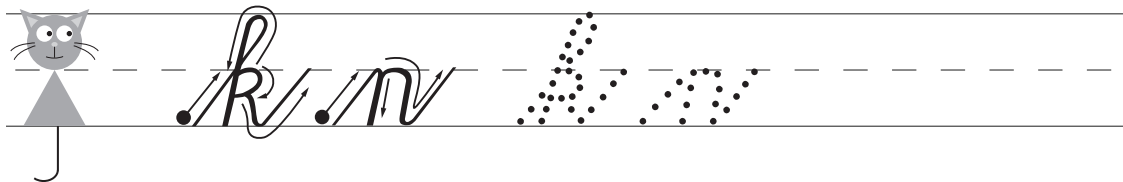



### Handwriting:


15 minutes

### Write letter(s) / words / sentences in cursive

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



 *knit*

 *knife*

 *I know a joke with a knot.*

### ALTERNATE HANDWRITING PROGRAMME

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

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

Sentence: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p><b>A life without limits</b></p> <p>Rebeca had been waiting to begin school her whole life! Since she was a tiny baby, her parents had told her how important her education was.</p> <p>'School is so important,' her mother cooed.</p> <p>'Your education will give you a life without limits!' her father sang to her.</p>	--
<p>As a young child, Rebeca loved school. She was friends with many bright, talented girls at Mazengo Primary School in Dodoma, her village in Tanzania.</p> <p>'School is so important!' her mother told her every morning.</p> <p>'Your education will give you a life without limits!' her father told her every afternoon.</p>	I make the <b>evaluation</b> that Rebeca loved school because she was always told about the importance of education!



Text	First Read (Think Aloud)
<p>As Rebeca got older, she noticed that some of the girls in her class stopped coming to school. Rebeca felt like she could do anything with an education! But, she could see that not all of her classmates got the same message at home.</p> <p>'My brother said that girls are not as smart as boys!' one of her friends told her.</p> <p>'My mother said that marriage is more important than school for girls,' another friend said.</p>	<p>Let's <b>evaluate</b> the problem in this story: not all people think that girls need an education.</p>
<p>There were fewer and fewer girls in her classes at Kilakala High School.</p> <p>'Where did Adla go?' Rebeca asked her friend Joyce one day, as they walked home from school together. 'Oh, she has a husband now,' Joyce replied.</p> <p>'And do you remember Zahra?' Joyce asked. 'She's also married, so she doesn't come to school anymore.'</p> <p>'Zahra was so good in Maths. I always thought she would become a doctor.' Rebeca said.</p> <p>'Why haven't any boys left school, but so many girls have?' Rebeca wondered.</p>	<p>This tells us more about the problem! I read that when girls get married, they must drop out of school. I make an <b>evaluation</b> that many smart girls leave school.</p>
<p>That night, Rebeca told her parents about all the girls who had left school.</p> <p>'Please let me stay in school!' Rebeca cried.</p> <p>'School is so important!' her mother repeated, 'For girls and for boys!'</p> <p>'Your education will give you a life without limits!' her father repeated.</p>	<p>I make the <b>evaluation</b> that Rebeca's parents think that education is more important than marriage, because then Rebeca will be able to do anything she wants! I don't think that they will make her leave school.</p>
<p>Rebeca felt so lucky. She wished all the girls in her class had the same kind of support at home. Rebeca decided she would use her education to help girls just like her.</p>	<p>I make the <b>evaluation</b> that Rebeca will try to help solve the problem, even though the problem doesn't impact her own life directly.</p>
<p>At the University of Dar es Salaam, Rebeca decided to study law. She learned about Tanzania's law, which allowed girls to be married at a very young age – just 14 years old. But, the age for boys was 18! 'This must be why so many girls left school,' Rebeca thought. 'I'm going to change this law!'</p>	<p>I make the <b>evaluation</b> that Rebeca studied law to try to help solve the problem! She must really care about fixing this problem.</p>

Text	First Read (Think Aloud)
<p>After graduating, Rebeca and her colleagues worked hard to try to change the law. Many people said that they were working against Tanzania's traditions. But Rebeca disagreed. 'Any tradition that hurts girls is not a tradition we should keep!' she argued.</p>	<p>--</p>
<p>Rebeca and her colleagues presented their arguments in front of judges at Tanzania's High Court. The judges agreed with Rebeca's team and decided to change Tanzania's law. This meant that the age for girls to legally marry was changed to 18, the same age as boys!</p>	<p>I make the <b>evaluation</b> that other people in Tanzania saw the same problem as Rebeca, and wanted to fix it too!</p>
<p>Even though the law has been changed, Rebeca has not stop working hard to fight for the rights of girls. Rebeca still works tirelessly to make sure all girls know that school is important, and that education will give them a life without limits!</p>	<p>Rebeca's team won the court case! But, I make the <b>evaluation</b> that the problem isn't totally fixed, because Rebeca is still working to help all girls have access to a full education!</p>

Follow up questions	Responses
<p>Where does this story take place?</p>	<p>In Tanzania.</p>
<p>What is the problem in the story?</p>	<ul style="list-style-type: none"> <li>• The problem is that girls are dropping out of school.</li> <li>• The problem is that some people think education isn't that important for girls.</li> </ul>
<p>What did Rebeca do to try to solve the problem?</p>	<ul style="list-style-type: none"> <li>• She decided to become a lawyer.</li> <li>• She fought against unfair laws.</li> </ul>
Why question	Possible response
<p>Why do you think Rebeca stayed in school?</p>	<ul style="list-style-type: none"> <li>• Because she loved school.</li> <li>• Because her family thought education was very important.</li> <li>• Because her family wanted her to have a life without limits.</li> <li>• Because she was always told that education was the most important thing – for girls and boys.</li> </ul>



## 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

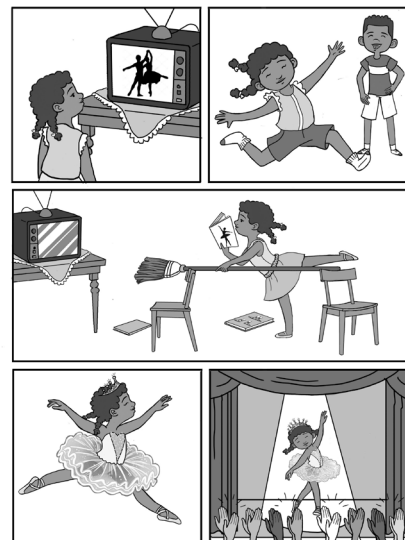
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - graduate
  - drop out
  - opportunity

Rhyme or song	Actions
I'm giving all I have to my school work,	<i>Put your hands on your chest</i>
Because my education is important, can't you see?	<i>Open your hands in front of you like a book</i>
I have a master plan to reach my goals	<i>Put your index finger on the side of your head</i>
My success depends on me!	<i>Point to yourself</i>

### CREATIVE STORYTELLING

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





## Phonemic Awareness And Phonics:

### Revise Sounds, Blending And Segmenting

15 minutes

WEEK 1

#### I DO...

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

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **y words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
  - 1 **bird**
  - 2 **shirt**
  - 3 **birth**
  - 4 **thirty**
  - 5 **chirp**
  - 6 **first**
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.

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

### ALTERNATE PHONICS PROGRAMME

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

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

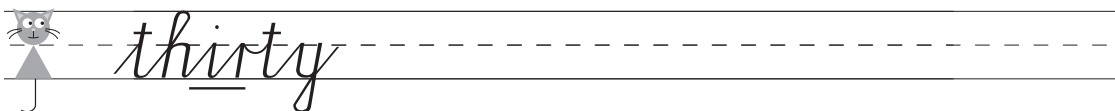
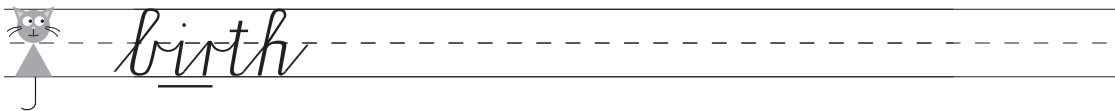
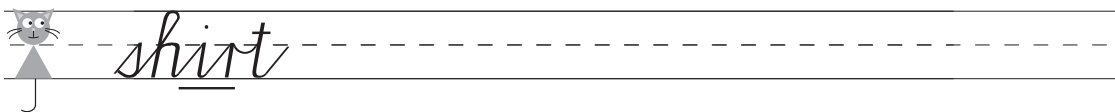
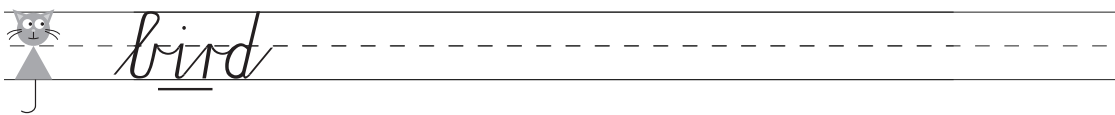
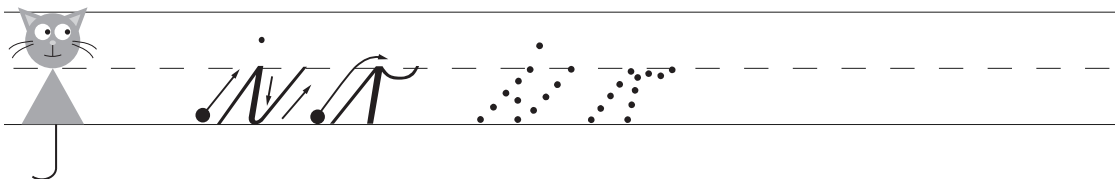



### Handwriting:

15 minutes

### Write letter(s) / words / sentences in cursive

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



 *chirp*

 *first*

 *The bird will chirp first.*

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



## Writing:

30 minutes

### Draft

**TOPIC:** Write two paragraphs about your dreams and goals for the future.

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

**WRITING FRAME:**

**Paragraph 1**

My dream is to...

This is my dream because...

When I imagine...I...

I feel...

**Paragraph 2**

My plan to reach my goal is...

I will need to...

I think it will be...

When I finally reach my goal, I think...

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

### MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:  
**My dream is to** become a primary school teacher. **This is my dream because** I think education is the most important thing. I want to help make sure all children have a good education. I also love working with children. **When I imagine** becoming a teacher **I** see a classroom full of excited learners. **I feel** so excited to teach someday.  
**My plan to reach my goal is** to go to university to study primary education. My plan is to go to University of Pretoria. **I will need to** work hard in school and then apply to university. **I think it will be** a lot of hard work to reach my goal. But I think it will be worthwhile in the end.  
**When I finally reach my goal, I think** I will feel so proud of myself and relieved to be a teacher! My family will also feel proud!



**LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)**

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

My dreams and goals: Draft

Paragraph 1

My dream is to become a doctor.  
 This is my dream because I want to help people who are sick.  
 When I imagine being a doctor, I think about a hospital filled with people needing my help.  
 I feel very excited to become the best doctor one day.

Paragraph 2

My plan to reach my goal is to go to university to study medicine.  
 I will need to work very hard in school so that I can go to university.  
 I think it will be exciting but very hard work. I will be tired.  
 When I finally reach my goal, I think my family will be so proud of me and I will be very excited.



## Group Guided Reading

---

30 minutes

**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

### Letter Swap

#### I DO...

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

#### WE DO...

##### PART 1

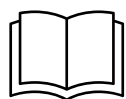
- 1 Write these two words on the chalkboard: **knot, knit**
- 2 Ask learners: what is the difference between these two words?
- 3 Call on a learner to come and underline the difference between the two words, like: **knot, knit**
- 4 Explain the difference between the two words.

##### PART 2

- 1 Next, write this word on the chalkboard: **knee**
- 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: **see, tree, three, kneel**

#### YOU DO...

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



## Shared Reading:

15 minutes

### Second Read

#### READING STRATEGIES: MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><b><u>A life without limits</u></b></p> <p>Rebeca had been waiting to begin school her whole life! Since she was a tiny baby, her parents had told her how important her education was.</p> <p>'School is so important,' her mother cooed.</p> <p>'Your education will give you a life without limits!' her father sang to her.</p>	<p>I remember that lots of the girls in Rebeca's class were not given the same messages about education at home! I make the <b>evaluation</b> that Rebeca's family valued education for girls more than other families.</p>
<p>As a young child, Rebeca loved school. She was friends with many bright, talented girls at Mazengo Primary School in Dodoma, her village in Tanzania.</p> <p>'School is so important!' her mother told her every morning.</p> <p>'Your education will give you a life without limits!' her father told her every afternoon.</p>	<p>--</p>
<p>As Rebeca got older, she noticed that some of the girls in her class stopped coming to school. Rebeca felt like she could do anything with an education! But, she could see that not all of her classmates got the same message at home.</p> <p>'My brother said that girls are not as smart as boys!' one of her friends told her.</p> <p>'My mother said that marriage is more important than school for girls,' another friend said.</p>	<p>I make an <b>evaluation</b> that Rebeca didn't understand why girls were dropping out of school, because she was told about the importance of education at home!</p>
<p>There were fewer and fewer girls in her classes at Kilakala High School.</p> <p>'Where did Adla go?' Rebeca asked her friend Joyce one day, as they walked home from school together. 'Oh, she has a husband now,' Joyce replied.</p> <p>'And do you remember Zahra?' Joyce asked. 'She's also married, so she doesn't come to school anymore.'</p> <p>'Zahra was so good in Maths. I always thought she would become a doctor.' Rebeca said.</p> <p>'Why haven't any boys left school, but so many girls have?' Rebeca wondered.</p>	<p>I make the <b>evaluation</b> that Rebeca felt confused about why more girls had to drop out of school than boys!</p>

Text	Second Read (Think Aloud)
<p>That night, Rebeca told her parents about all the girls who had left school.</p> <p>'Please let me stay in school!' Rebeca cried.</p> <p>'School is so important!' her mother repeated, 'For girls and for boys!'</p> <p>'Your education will give you a life without limits!' her father repeated.</p>	<p>Rebeca is confused. I make the <b>evaluation</b> that she is also scared that she might be forced to drop out of school, like the other girls she has grown up with!</p>
<p>Rebeca felt so lucky. She wished all the girls in her class had the same kind of support at home. Rebeca decided she would use her education to help girls just like her.</p>	<p>--</p>
<p>At the University of Dar es Salaam, Rebeca decided to study law. She learned about Tanzania's law, which allowed girls to be married at a very young age – just 14 years old. But, the age for boys was 18! 'This must be why so many girls left school,' Rebeca thought. 'I'm going to change this law!'</p>	<p>Oh! I make the <b>evaluation</b> that when Rebeca read this law, she understood the problem more deeply. Girls were dropping out because they were getting married much younger than the boys!</p>
<p>After graduating, Rebeca and her colleagues worked hard to try to change the law. Many people said that they were working against Tanzania's traditions. But Rebeca disagreed. 'Any tradition that hurts girls is not a tradition we should keep!' she argued.</p>	<p>I make the <b>evaluation</b> that Rebeca is determined to fix the problem so that all girls know that they can be anything they want to be!</p>
<p>Rebeca and her colleagues presented their arguments in front of judges at Tanzania's High Court. The judges agreed with Rebeca's team and decided to change Tanzania's law. This meant that the age for girls to legally marry was changed to 18, the same age as boys!</p>	<p>--</p>
<p>Even though the law has been changed, Rebeca has not stop working hard to fight for the rights of girls. Rebeca still works tirelessly to make sure all girls know that school is important, and that education will give them a life without limits!</p>	<p>I make the <b>evaluation</b> that Rebeca is determined to keep fighting for all girls to have the same opportunities she had because of her education.</p>

Follow up questions	Possible responses
Who tells Rebeca that education is important?	Her parents.
Why were girls dropping out of school before boys?	<ul style="list-style-type: none"> <li>• Because they were getting married.</li> <li>• Because the law said that girls could get married at a younger age than boys.</li> </ul>
Can you make an <b>evaluation</b> about Rebeca? What kind of person do you think she is?	I think she is...because...
Why question	Possible response
Why do you think Rebeca Gyumi was determined to change Tanzania's law?	<ul style="list-style-type: none"> <li>• Because she was taught that education is the most important thing.</li> <li>• Because she saw that the law meant more girls dropped out of school than boys.</li> <li>• Because she wanted to make sure all girls got an education before getting married.</li> <li>• Because she wanted girls to know that they could be anything they want to be!</li> <li>• Because she saw that the law was having a negative impact on girls in her community.</li> </ul>



## 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

WEEK 1

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - law
  - lawyer
  - judge
  - courtroom

Rhyme or song	Actions
I'm giving all I have to my school work,	<i>Put your hands on your chest</i>
Because my education is important, can't you see?	<i>Open your hands in front of you like a book</i>
I have a master plan to reach my goals	<i>Put your index finger on the side of your head</i>
My success depends on me!	<i>Point to yourself</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - This story is about...
  - One thing I learnt from the story was...
  - This story is related to the theme of 'the importance of education' 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.

<b>kn</b>	<b>ir</b>	<b>e</b>
<b>i</b>	<b>o</b>	<b>l</b>
<b>t</b>	<b>w</b>	<b>f</b>
<b>d</b>	<b>b</b>	<b>s</b>
<b>h</b>	<b>c</b>	<b>p</b>

#### 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**/-/**o**/-/**w**/ = **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: /**h**/-/**i**/-/**t**/ = **hit**

#### 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, chirp, first, hit, hot, ship, wish, shot, which, path**

#### ALTERNATE PHONICS PROGRAMME

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

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





## Shared Reading:

15 minutes

### Post-Read

WEEK 1

#### COMPREHENSION STRATEGY: SUMMARISE

#### 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 *make an evaluation about Rebeca Gyumi*.
- 3 We will rate the story out of 5 stars. We give a story five stars if we LOVE it. We give a story zero stars if we dislike it.
- 4 Write the summary frame on the chalkboard.
- 5 Instruct learners to use the frame to answer the question:  
**This story is about...** (2–3 sentences)  
**I liked when...**  
**I think Rebeca Gyumi is...because...**  
**Out of 5 stars, I give this story...because...**
- 6 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.  
 Model your own example for learners. Say: ***This story is about*** *Rebeca Gyumi fighting to change the law in Tanzania. She works to make the age of marriage older so that girls can stay in school instead of getting married. ***I liked when*** Rebeca became a lawyer and could work to change things in her country. ***I think Rebeca Gyumi is*** brave ***because*** she works to change the law even though some people disagree with her. ***Out of 5 stars, I give this story 5 stars because*** I think Rebeca Gyumi is an important person to learn about!*
- 7 Give learners time to think about the most important parts of the text.
- 8 Tell learners to **turn and talk** with a partner to share their ideas. / Tell learners to write their own summaries using the frame.
- 9 Call the class back together.
- 10 Ask 1–2 learners to share their summaries with the class.  
 Come up with a class summary, like: ***This story is about*** *a girl named Rebeca Gyumi from Tanzania. She works to make sure girls have opportunities to go to school. In the story, she fights to change the marriage age. ***We liked when*** Rebeca became a lawyer and could work to change things in her country. ***We think Rebeca Gyumi is*** clever ***because*** she became a lawyer and was successful in changing the law. ***Out of 5 stars, we give this story 3 stars because*** some people loved the story but other people thought it wasn't that interesting.*



## Group Guided Reading

30 minutes

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**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

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

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

The background of the entire page is a light gray color with a repeating pattern of small, white, line-art icons. These icons represent various educational fields: science (flasks, globes, atoms), mathematics (calculators, rulers, triangles), arts (pencils, paint palettes, books), and general education (graduation caps, lightbulbs, speech bubbles).

# **Grade 3 TERM 4 Week**

# **2**

## **THEME:** **The importance of education**



## Classroom Preparation

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: Photographs of yourself when you were in school; a photograph and newspaper article about Malala Yousafzai
- 5 Do some research on the internet to prepare for the theme. For example: Free educational resources learners can access on their phones
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



## Extension Activities

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

**Activity 1:** DBE Workbook 2: Page 70, Let's read

**Activity 2:** DBE Workbook 2: Page 71–73, Let's write

**Activity 3:** DBE Workbook 2: Page 74, Let's read and pages 75–77, Let's write

**Activity 4:** Write a diary entry about one reason school is important to you.

# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Malala Yousafzai in the Big Book story: Malala's fight for education
- 2 Tell learners that we are continuing our theme: The importance of education
- 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 opportunities can an education give to us?
  - b Why do you think education is important? (What have we learnt so far?)
  - c Why did Rebeca Gyumi think education was important?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - discrimination
  - gender
  - gender discrimination

Rhyme or song	Actions
I'm giving all I have to my school work,	<i>Put your hands on your chest</i>
Because my education is important, can't you see?	<i>Open your hands in front of you like a book</i>
I have a master plan to reach my goals	<i>Put your index finger on the side of your head</i>
My success depends on me!	<i>Point to yourself</i>



## Handwriting

15 minutes

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

### **Singular to Plural Words**

- 1 box
  - 2 glass
  - 3 beach
  - 4 brush
  - 5 dish
- 4 Next, instruct learners to rewrite the words as plurals, on the line below.
  - 5 In the last five minutes of the lesson, correctly write the words on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
  - 6 Then, ask learners to point out any patterns they can see, like: where the words change.
  - 7 Underline these patterns, like:

### **Singular to Plural Words**

- 1 box  
boxes
  - 2 glass  
glasses
  - 3 beach  
beaches
  - 4 brush  
brushes
  - 5 dish  
dishes
- 8 Tell learners to think about these patterns when they are reading or writing.
  - 9 Instruct learners to take a coloured pencil and correct their own work.

### **ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Malala's fight for education
- 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.

WEEK 2



## Writing:

30 minutes

### Edit

**TOPIC:** Write two paragraphs about your dreams and goals for the future.

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

#### PREPARATION:

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

#### EDITING CHECKLIST:

- 1 Did I describe my goal?
- 2 Did I use the future tense to talk about my goal?
- 3 Did I use first person ('I' and 'we')?
- 4 Did I write at least 12 sentences split into two paragraphs?
- 5 Did I spell all words correctly?
- 6 Does every sentence start with a capital letter?
- 7 Does every sentence end with proper punctuation?

#### MODEL THE EDITING PROCESS (I DO)

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

### LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

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

#### My dreams and goals: Draft

##### Paragraph 1

My dream is to become a doctor.

This is my dream because I want to help people who are sick

When I imagine being a doctor, I think about a hospital filled with people needing my help.

I feel very excited to become the best doctor one day.

##### Paragraph 2

My plan to reach my goal is to go to university to study medicine.

I will need to work very hard in school so that I can go to university.

I think it will be exciting but very hard work. I will be tired.

When I finally reach my goal, I think my family will be so proud of me and I will be very excited.





## 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

### Revise Sounds, Blending And Segmenting

---

#### I DO...

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

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **er words**
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:
  - 1 **her**
  - 2 **term**
  - 3 **verb**
  - 4 **germ**
  - 5 **herd**
  - 6 **herb**
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

**ALTERNATE PHONICS PROGRAMME**

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

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

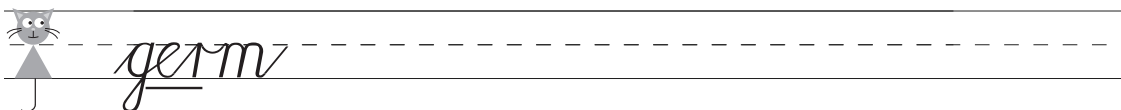
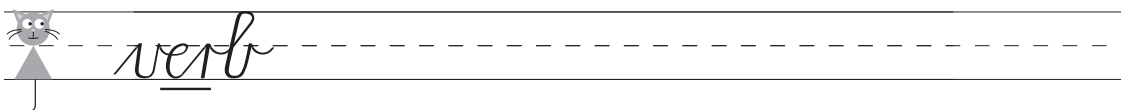
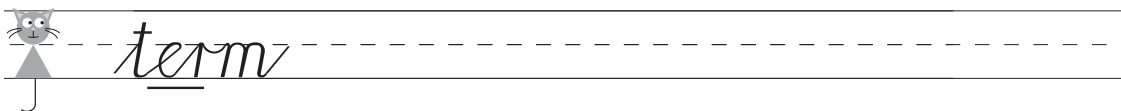
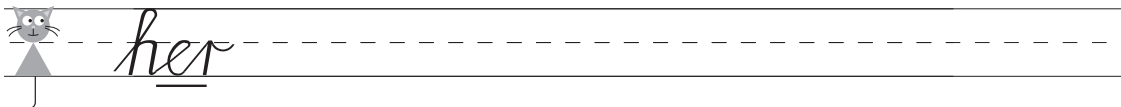
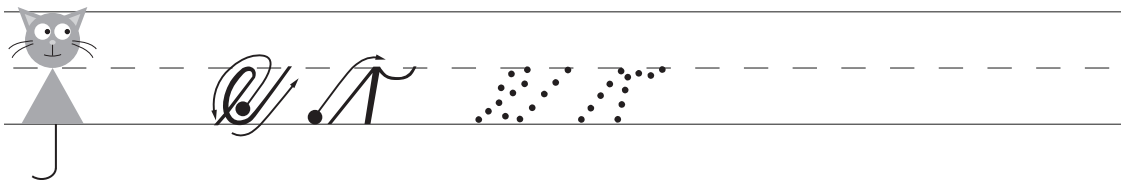



**Handwriting:**


15 minutes


**Write letter(s) / words / sentences in cursive**

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



 *herd*

 *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><u>Malala's fight for education</u></p> <p><i>Did you know that around the world, more than 130 million girls are out of school because of gender discrimination? Malala Yousafzai has dedicated her life to helping girls all around the world to access education.</i></p>	<p>I <b>remember</b> last week we read about another girl who fought for girls' education – Rebeca Gyumi. Let's make <b>connections</b> between these two stories as we read today!</p>
<p>Malala was born in Mingora, Pakistan on July 12, 1997.</p> <p>'If only she were a boy!' one of the neighbours said to Ziauddin, Malala's father.</p> <p>'What will you do with a girl? – she will never bring you good fortune!' said another, shaking her head.</p> <p>'I will give little Malala every opportunity a boy would have,' her father responded, looking into the big eyes of his baby girl.</p>	<p>I <b>remember</b> from the story about Rebeca that not all people think girls need an education. I think that must be true all around the world – because Rebeca was in Tanzania and Malala is in Pakistan.</p>

Text	First Read (Think Aloud)
<p>Ziauddin kept his promise to give Malala and girls like her every opportunity that boys would have. He started a school for girls in Mingora.</p> <p>‘Why run a school for girls?’ one of the neighbours called to Ziauddin as he walked to work.</p> <p>‘What is the point of educating girls?’ another said, shaking her head.</p> <p>‘It is my job to make sure the girls of our village have every opportunity that boys have,’ Malala’s father responded firmly.</p> <p>He watched his little Malala grow and learn with the other little girls of Mingora.</p>	<p><b>Both</b> Malala and Rebeca Gyumi had supportive families at home. <b>Both</b> families cared about making sure their daughters had good educations.</p>
<p>But everything changed when the Taliban took over the village. Life changed in many ways. Owning a television was banned. Playing music was banned. And it was forbidden for girls to go to school.</p>	<p>In Tanzania, the early marriage age meant girls often dropped out of school early. In Pakistan, the Taliban made a law to keep girls out of school altogether. I make the <b>connection</b> that around the world, there are laws that might make it difficult for girls to go to school.</p>
<p>The Taliban had already blown up more than 100 girls’ schools by the time they told Ziauddin to close the doors of his school.</p> <p>‘I wanted to give Malala and the other girls every opportunity that boys have – but I can’t risk their safety,’ Ziauddin thought.</p> <p>Malala said goodbye to her classmates with tears in her eyes. She did not know if she would ever be in a classroom with her friends again.</p>	<p>I make the <b>connection</b> that all around the world, many clever girls have to leave school because of gender discrimination.</p>
<p>Ziauddin continued to teach Malala many things at home. But Malala missed learning at school with other girls like her.</p>	<p>Even though <b>both</b> Rebeca and Malala were able to keep learning, not all of the girls around them had the same opportunities as they did.</p>
<p>In September 2008, Ziauddin took Malala to the Peshwar Press Club, an organization of journalists. There, Malala gave her first speech.</p> <p>‘How dare the Taliban take away my basic right to education?’ Malala asked her audience. The next day, her words appeared in newspapers and on television channels throughout Pakistan.</p> <p>Malala knew her words would anger the Taliban. But she decided that she would not stay quiet – even if it made her a target.</p>	<p><b>Both</b> Rebeca and Malala spoke out for what they believed in. They <b>both</b> fought for girls to have access to education.</p>

Text	First Read (Think Aloud)
<p>Malala continued to speak out for her right to an education. She wrote a blog, so that people all across the world could understand her struggle. She also appeared on television.</p> <p>'How can you let Malala speak on television about girls' education?' one of the neighbours whispered to Ziauddin.</p> <p>'Just follow the Taliban's rules!' scolded another, shaking her head.</p> <p>'I have given Malala the same opportunities as boys and now, she is speaking up for herself,' her father responded proudly.</p>	<p>There were people who wanted <b>both</b> Rebeca and Malala to stop speaking up, but they kept fighting anyway.</p>
<p>As Malala became more recognised, she became a target and received many death threats. Malala felt scared, but her fear did not stop her from speaking out on behalf of girls.</p>	<p>--</p>
<p>In October 2012, on her way home from taking an exam, a masked gunman climbed on to Malala's bus. 'Who is Malala?' he asked. Then, he shot Malala on the left side of her head.</p> <p>Malala was seriously wounded but she was still alive. She was airlifted from one military hospital in Pakistan to another, and was later flown to the UK for treatment.</p> <p>When the Taliban found out that Malala had survived, they released a statement saying that they would target her again if she came back to Pakistan.</p>	<p>--</p>
<p>But Malala also received wonderful messages from around the world.</p> <p>'Thank you for championing the education of girls,' one letter read.</p> <p>'You have shown the world just how much some girls struggle to get an education. Thank you for helping to change the world,' a Facebook message read.</p> <p>'It is my job to make sure all girls have every opportunity that boys have,' Malala decided.</p>	<p>Even though some people tried to discourage <b>both</b> Malala and Rebeca, they <b>both</b> received a lot of praise and encouragement as well!</p>
<p>When she was just 17 years old, Malala received the Nobel Peace Prize. She was the youngest winner ever! Malala continues to work to create a world where all girls can learn and lead.</p>	<p><b>Both</b> Malala and Rebeca continue to fight for girls to have access to education. They <b>both</b> care about girls having the same opportunities as boys.</p>

Follow up questions	Possible responses
Where was Malala born?	She was born in Mingora, Pakistan.
Why did Malala have to stop going to school?	<ul style="list-style-type: none"> <li>• She had to stop going to school because school was forbidden for girls.</li> <li>• She had to stop going to school when the Taliban took over, because they forbid girls from going to school.</li> </ul>
Why question	Possible responses
Why was Malala a target for the Taliban?	<ul style="list-style-type: none"> <li>• Because she spoke out about her right to have an education.</li> <li>• Because she was in the newspaper and on TV speaking about the importance of girls' education.</li> <li>• Because the Taliban forbid girls from going to school, and Malala disagreed with them.</li> <li>• Because of gender discrimination.</li> </ul>



## 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

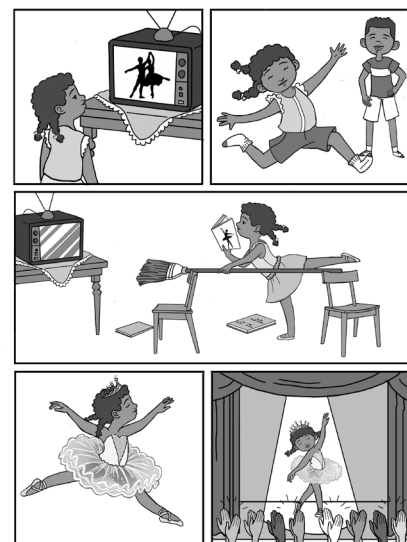
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - journalist
  - audience
  - target

Rhyme or song	Actions
I'm giving all I have to my school work,	<i>Put your hands on your chest</i>
Because my education is important, can't you see?	<i>Open your hands in front of you like a book</i>
I have a master plan to reach my goals	<i>Put your index finger on the side of your head</i>
My success depends on me!	<i>Point to yourself</i>

### CREATIVE STORYTELLING

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







## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

#### I DO...

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

#### WE DO...

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

#### YOU DO...

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

**ALTERNATE PHONICS PROGRAMME**

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

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

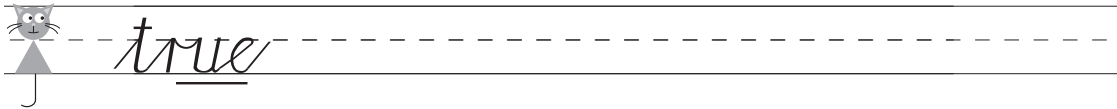
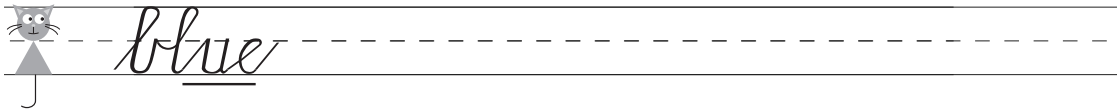
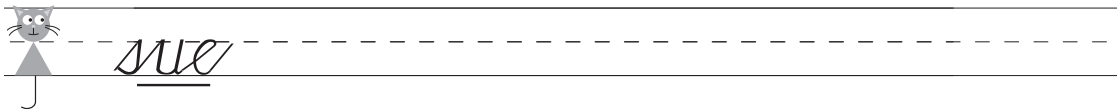
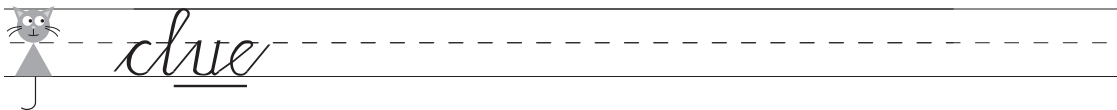
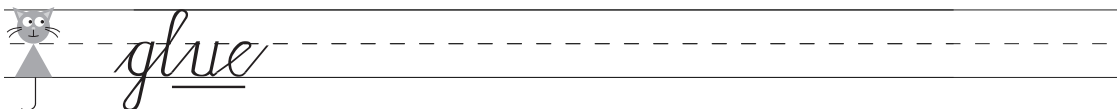
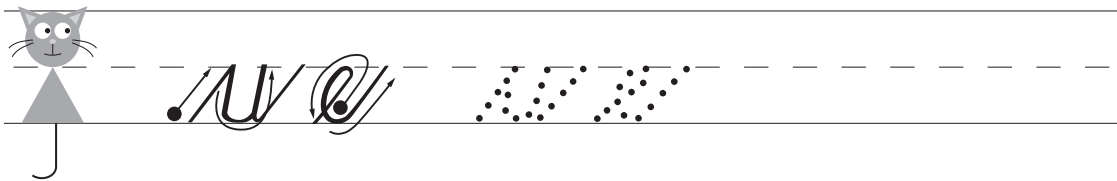


**Handwriting:**

15 minutes

**Write letter(s) / words / sentences in cursive**

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





The glue is blue.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



**Writing:**

30 minutes

**Publish And Present**

**TOPIC:** Write two paragraphs about your dreams and goals for the future.

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

**WRITING FRAME:**

**Paragraph 1**

My dream is to...

This is my dream because...

When I imagine...I...

I feel...

**Paragraph 2**

My plan to reach my goal is...

I will need to...

I think it will be...

When I finally reach my goal, I think...

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

### **MODELLING THE PUBLISHING PROCESS (I DO)**

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

### **LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)**

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

### **LEARNERS PRESENT THEIR WRITING**

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

11 November 2020

Bantu's dreams and goals

My dream is to become a doctor.

This is my dream because I want to help people who are sick.

When I imagine being a doctor, I think about a hospital filled with people needing my help.

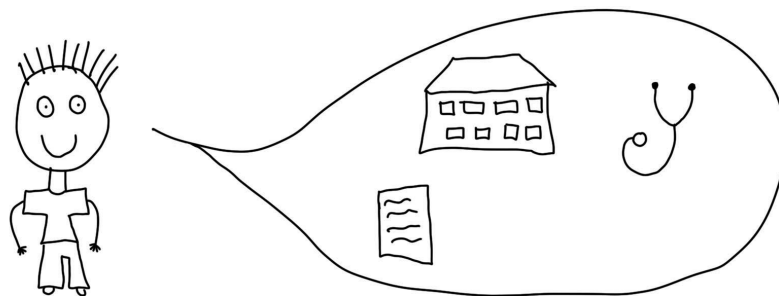
I feel very excited to become the best doctor one day.

My plan to reach my goal is to go to university to study medicine.

I will need to work very hard in school so that I can go to university.

I think it will be exciting but very hard work. I will be tired.

When I finally reach my goal, I think my family will be so proud of me and I will be very excited.





## Group Guided Reading

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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

### Letter Swap

#### I DO...

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

#### WE DO...

##### PART 1

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

##### PART 2

- 1 Next, write this word on the chalkboard: **glue**
- 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: **glue, clue, sue, blue, true, argue**

#### YOU DO...

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

**ALTERNATE PHONICS PROGRAMME**

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

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



**Shared Reading:**

15 minutes

**Second Read**

**READING STRATEGIES: MAKE CONNECTIONS**

Text	Second Read (Think Aloud)
<p><u>Malala's fight for education</u></p> <p><i>Did you know that around the world, more than 130 million girls are out of school because of gender discrimination? Malala Yousafzai has dedicated her life to helping girls all around the world to access education.</i></p>	<p>I <b>remember</b> that not all people think girls deserve an education. When people think girls and boys should be treated differently, that is called <i>gender discrimination</i>. Let's think more about that as we read today.</p>
<p>Malala was born in Mingora, Pakistan on July 12, 1997.</p> <p>'If only she were a boy!' one of the neighbours said to Ziauddin, Malala's father.</p> <p>'What will you do with a girl? – she will never bring you good fortune!' said another, shaking her head.</p> <p>'I will give little Malala every opportunity a boy would have,' her father responded, looking into the big eyes of his baby girl.</p>	<p>I see gender discrimination here, because Ziauddin's neighbours felt sorry for him for having a baby girl instead of a baby boy!</p>
<p>Ziauddin kept his promise to give Malala and girls like her every opportunity that boys would have. He started a school for girls in Mingora.</p> <p>'Why run a school for girls?' one of the neighbours called to Ziauddin as he walked to work.</p> <p>'What is the point of educating girls?' another said, shaking her head.</p> <p>'It is my job to make sure the girls of our village have every opportunity that boys have,' Malala's father responded firmly.</p> <p>He watched his little Malala grow and learn with the other little girls of Mingora.</p>	<p>I see gender discrimination here, because the neighbours think there is no point in educating girls! I saw that in the way people in Tanzania thought marriage was more important than school. But only for girls, not for boys!</p>



Text	Second Read (Think Aloud)
<p>But everything changed when the Taliban took over the village. Life changed in many ways. Owning a television was banned. Playing music was banned. And it was forbidden for girls to go to school.</p>	<p>I learn that the Taliban discriminates against girls, because it bans girls from school. They must think that school is only for boys. That is gender discrimination.</p>
<p>The Taliban had already blown up more than 100 girls' schools by the time they told Ziauddin to close the doors of his school.</p> <p>'I wanted to give Malala and the other girls every opportunity that boys have – but I can't risk their safety,' Ziauddin thought.</p> <p>Malala said goodbye to her classmates with tears in her eyes. She did not know if she would ever be in a classroom with her friends again.</p>	<p>The girls in Tanzania stopped going to school because of early marriage, but the girls in Pakistan were forced to stop going to school for their own safety. They were dealing with gender discrimination in different ways.</p>
<p>Ziauddin continued to teach Malala many things at home. But Malala missed learning at school with other girls like her.</p>	<p><b>I learn</b> that even though gender discrimination exists everywhere, some families choose to treat their girls equally to boys.</p>
<p>In September 2008, Ziauddin took Malala to the Peshwar Press Club, an organization of journalists. There, Malala gave her first speech.</p> <p>'How dare the Taliban take away my basic right to education?' Malala asked her audience. The next day, her words appeared in newspapers and on television channels throughout Pakistan.</p> <p>Malala knew her words would anger the Taliban. But she decided that she would not stay quiet – even if it made her a target.</p>	<p>--</p>
<p>Malala continued to speak out for her right to an education. She wrote a blog, so that people all across the world could understand her struggle. She also appeared on television.</p> <p>'How can you let Malala speak on television about girls' education?' one of the neighbours whispered to Ziauddin.</p> <p>'Just follow the Taliban's rules!' scolded another, shaking her head.</p> <p>'I have given Malala the same opportunities as boys and now, she is speaking up for herself,' her father responded proudly.</p>	<p>Rebeca and Malala <b>both</b> want to fight gender discrimination. <b>I think</b> there must be lots of girls all over the world fighting for girls to be treated equally to boys.</p>
<p>As Malala became more recognised, she became a target and received many death threats. Malala felt scared, but her fear did not stop her from speaking out on behalf of girls.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>In October 2012, on her way home from taking an exam, a masked gunman climbed on to Malala's bus. 'Who is Malala?' he asked. Then, he shot Malala on the left side of her head.</p> <p>Malala was seriously wounded but she was still alive. She was airlifted from one military hospital in Pakistan to another, and was later flown to the UK for treatment.</p> <p>When the Taliban found out that Malala had survived, they released a statement saying that they would target her again if she came back to Pakistan.</p>	<p>Gender discrimination is very serious. It caused Malala to almost be killed. <b>I think</b> this is a problem we should all be fighting against!</p>
<p>But Malala also received wonderful messages from around the world.</p> <p>'Thank you for championing the education of girls,' one letter read.</p> <p>'You have shown the world just how much some girls struggle to get an education. Thank you for helping to change the world,' a Facebook message read.</p> <p>'It is my job to make sure all girls have every opportunity that boys have,' Malala decided.</p>	<p>Malala and Rebeca are <b>both</b> examples that when we see something wrong, it is important to speak up and to fight for what is right.</p>
<p>When she was just 17 years old, Malala received the Nobel Peace Prize. She was the youngest winner ever! Malala continues to work to create a world where all girls can learn and lead.</p>	<p><b>I think</b> Rebeca and Malala <b>both</b> want to make the world better by fighting against gender discrimination.</p>
Follow up questions	Responses
<p>What is gender discrimination?</p>	<p>Gender discrimination is when boys and girls are treated differently / are not given the same opportunities.</p>
<p>How would you feel if someone discriminated against you because of your gender?</p>	<p>I would feel...because...</p>
Why question	Possible responses
<p>Why did both Rebeca Gyumi and Malala Yousafzai devote their lives to fighting for girls' education?</p>	<ul style="list-style-type: none"> <li>• Because they both believed that girls should have the same opportunities as boys.</li> <li>• Because they both grew up in families that did not discriminate against them – they wanted all girls to be treated like them.</li> <li>• Because education was so important for both of them, they wanted to make sure all other girls could have educations too.</li> </ul>



## 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

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### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - threat
  - survive
  - wounded

Rhyme or song	Actions
I'm giving all I have to my school work,	<i>Put your hands on your chest</i>
Because my education is important, can't you see?	<i>Open your hands in front of you like a book</i>
I have a master plan to reach my goals	<i>Put your index finger on the side of your head</i>
My success depends on me!	<i>Point to yourself</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
This story is about...  
One thing I learnt from the story was...  
I think Malala is...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.

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

WEEK 2

**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: /**b**/-/**l**/-/**ue**/ = **blue**
- 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: /**c**/-/**a**/-/**t**/ = **cat**

**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, cat, hat, chase, race, gate, head**

**ALTERNATE PHONICS PROGRAMME**

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

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#### COMPREHENSION STRATEGY: SUMMARISE / SEARCH THE TEXT

#### WRITTEN COMPREHENSION

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

#### MALALA'S FIGHT FOR EDUCATION

- 1 Where was Malala born?  
*Malala was born...*
- 2 How old was Malala when she won the Nobel Peace Prize?  
*Malala was...when she won the Nobel Peace Prize*
- 3 Why was Malala shot?  
*Malala was shot because...*

#### MALALA'S FIGHT FOR EDUCATION – ANSWERS

- 1 Where was Malala born?  
*Malala was born in Mingora, Pakistan*
- 2 How old was Malala when she won the Nobel Peace Prize?  
*Malala was just seventeen years old when she won the Nobel Peace Prize*
- 3 Why was Malala shot?  
*Malala was shot because she fought against the Taliban and spoke out about her education.*



## 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.

WEEK 2



## 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, gears, lightbulbs, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

# **Grade 3 TERM 4 Week**

# **3**

## **THEME: Feeling calm and relaxed**



## Classroom Preparation

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



## Extension Activities

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

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

**Activity 2:** DBE Workbook 2: Page 79 – 80, Let's write

**Activity 3:** DBE Workbook 2: Page 81, Let's write

**Activity 4:** Write a diary entry about a time you didn't feel calm – what caused you to feel that way?

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

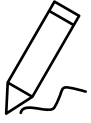
- 1 Show learners the picture of Zandile meditating in the Big Book story: Zandile learns to meditate
- 2 Tell learners that we are starting a new theme called: Feeling calm and relaxed
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What do you already 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 does it feel like when you are **not** calm?
  - b What do you do to feel calm?
  - c What makes you feel relaxed?

WEEK 3

### THEME VOCABULARY

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

Rhyme or song	Actions
Let's meditate together	<i>Join hands with the people next to you</i>
Together, together	
Let's meditate together	
So we can be calm	
Let's hold up our hands	<i>Put hands up, palms together in meditation position (as if you're saying please)</i>
And close our eyes	<i>Close eyes</i>
Let's all say 'Ommm'	<i>Let your lips and teeth vibrate on the 'mmm' sound</i>
And empty our minds	-



## Handwriting

15 minutes

- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Sentences**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular sentences as follows. Learners must write these sentences next to the correct number:  
**Singular to Plural Sentences**
  - 1 I will pack this box.
  - 2 I will wash this glass.
  - 3 People lie on the beach.
  - 4 I have a brush to brush my hair.
  - 5 I broke the dish.
- 4 Next, instruct learners to rewrite the sentences as plurals, on the line below.
- 5 In the last five minutes of the lesson, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 6 Then, ask learners to point out any patterns they can see, like: where words change.
- 7 Underline these patterns, like:  
**Singular to Plural Sentences**
  - 1 I will pack this box.  
I will pack these boxes.
  - 2 I will wash this glass.  
I will wash these glasses.
  - 3 People lie on the beach.  
People lie on beaches.
  - 4 I have a brush to brush my hair.  
I have brushes to brush my hair.
  - 5 I broke the dish.  
I broke the dishes.
- 8 Tell learners to think about these patterns when they are reading or writing.
- 9 Instruct learners to take a coloured pencil and correct their own work.

### ALTERNATE HANDWRITING PROGRAMME

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

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

Sentence: \_\_\_\_\_



## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Zandile learns to meditate
- 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.

WEEK 3



## Writing:

30 minutes

### Plan And Draft

**TOPIC:** Write a letter to a friend or relative about feeling calm and relaxed. The first paragraph will be about things that make you feel calm and relaxed. The second paragraph will be about a time you felt angry or upset, and how you calmed yourself down.

**TASK:** Write at least 12 sentences organised into two paragraphs.

**PLANNING STRATEGY:** Write a list

#### INTRODUCE THE WRITING TOPIC.

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your letter, like:  
*I love to go for long walks when I feel upset. Long walks make me feel calm and relaxed. I will definitely put that in my letter!*

#### MODELLING THE PLANNING STRATEGY (I DO)

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

<p><b>Planning Questions</b></p> <p><b>Paragraph 1</b></p> <ol style="list-style-type: none"><li>1 What makes you feel calm and relaxed?</li><li>2 Why do these make you feel calm and relaxed?</li><li>3 Is there anything you think could make you feel calm and relaxed but you haven't tried yet?</li><li>4 What question can you ask your friend / relative about this topic?</li></ol> <p><b>Paragraph 2</b></p> <ol style="list-style-type: none"><li>1 When was a time you felt upset or angry?</li><li>2 What did you do to calm yourself down?</li><li>3 Do you think you did a good job? Why or why not?</li><li>4 What would you do differently in the future?</li><li>5 What lessons from <b>paragraph 1</b> could you use to help you now?</li><li>6 What question can you ask your friend / relative about this topic?</li></ol>	<p><b>Plan</b></p> <p><b>Paragraph 1</b></p> <ol style="list-style-type: none"><li>1 Long walks, reading books, gardening</li><li>2 Long walks – nature clears my head; reading is like going to a different world; gardening – nature and doing something with my hands.</li><li>3 Maybe meditation?</li><li>4 Do you do any of the same activities as me to feel calm and relaxed?</li></ol> <p><b>Paragraph 2</b></p> <ol style="list-style-type: none"><li>1 I felt upset when I got into a fight with my mother.</li><li>2 I went for a long walk to clear my head.</li><li>3 Yes, I went for a walk rather than yelling.</li><li>4 Nothing.</li><li>5 That when I feel angry walking can help clear my head and make sure I don't say anything I regret later.</li><li>6 What would you do to calm yourself down if you got into a fight with your mother?</li></ol>
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**LEARNERS USE THE PLANNING STRATEGY (YOU DO)**

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

PlanParagraph 1

1. Sitting quietly in my room, talking to my friend
2. Sitting in my room - I can sit calmly and breathe
3. Talking to my friend - We make each other laugh
4. Maybe going for a walk?
5. What do you do to feel calm and relaxed?

Paragraph 2

1. I felt upset when I got into a fight with my sister.
2. I sat in my room and calmed down.
3. Yes, I sat on my own and I didn't shout.
4. Nothing.
5. That when I feel angry getting away from the person I am angry with is better than having a big fight.
6. What would you do to calm yourself down if you got into a fight with your sister?



## Group Guided Reading

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30 minutes

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

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



# Tuesday



## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

#### I DO...

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

#### WE DO...

- 1 Say the sound: **wr**
- 2 Say the word: **wreck**
- 3 Ask learners: What is the first sound in the word? /**wr**/
- 4 Ask learners: What is the second 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 on the chalkboard: **wreck**
- 8 Instruct learners to blend the sounds in the word with you: /**wr**/-/e/-/ck/ = **wreck**

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **wr words**
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:
  - 1 write
  - 2 wrote
  - 3 wrong
  - 4 wrap
  - 5 wrist
  - 6 wreck
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_

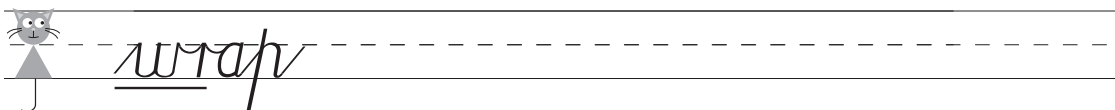
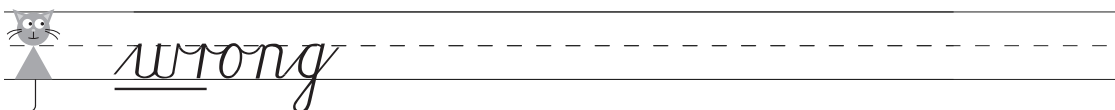
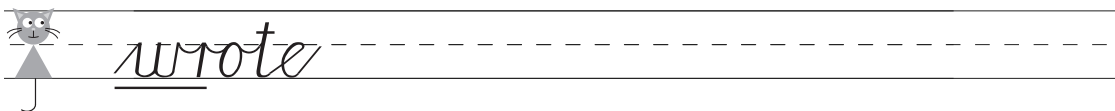
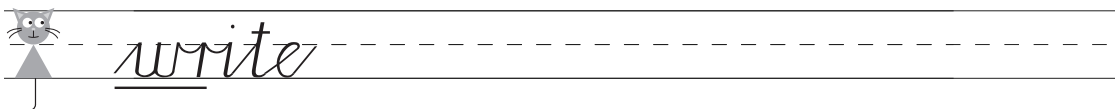
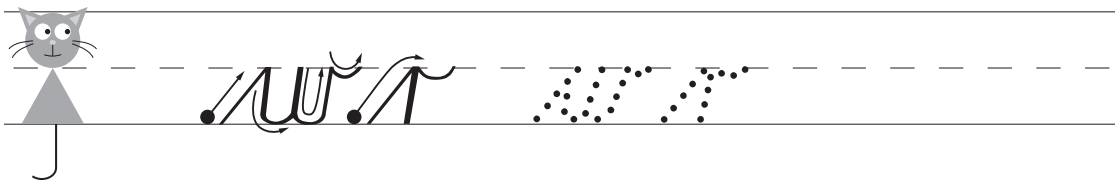



### Handwriting:


15 minutes

### Write letter(s) / words / sentences in cursive

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



 wrist

 wreck

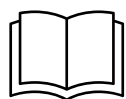
 I wrote a note on my wrist.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Zandile learns to meditate</u></p> <p>Zandile woke up early. It was still dark inside the house. She took her book and went outside.</p> <p>Zandile sat down and began to read.</p>	<p>I can <b>infer</b> that Zandile must have woken up very early because it is still dark inside her house.</p>
<p>But then, she heard a strange noise. She stood on her chair, and looked over the fence. She saw Mr and Mrs Kapoor sitting on the ground. They were making a low humming sound.</p> <p>'What are they doing?' wondered Zandile.</p>	<p>I <b>infer</b> that Zandile looks over the fence to find out where the strange noise is coming from!</p>
<p>That day at school, Zandile saw Geeta on the swings. 'I saw your parents sitting on the ground this morning,' Zandile said. 'Why were they doing that? It was weird!'</p> <p>'It's not weird!' Geeta said. 'It's just meditation!'</p> <p>'What is meditation?' Zandile asked.</p> <p>'You meditate to feel calm and to clear your head,' Geeta replied.</p>	<p>Zandile saw Geeta's parents, so I can <b>infer</b> that Geeta is Zandile's neighbour.</p>
<p>That afternoon, when Zandile got home she went to the backyard. She sat on the ground. She crossed her legs. She made a low humming sound, 'Ommm. Ommm.'</p> <p>But, she didn't feel calm.</p> <p>'I wonder how this works?' Zandile wondered.</p>	<p>Zandile is doing all the things she saw Geeta's parents do. I can <b>infer</b> that she is trying to meditate too!</p>
<p>The next day, Zandile found Geeta. 'I tried to meditate,' Zandile said. 'But it didn't work! I didn't feel calm.'</p> <p>Geeta laughed. 'You did it wrong!'</p> <p>'What do you mean?' Zandile asked, her face feeling hot. 'How do you know?'</p> <p>Geeta's cheeks turned red. 'Um, I saw you, over the fence.'</p> <p>Zandile and Geeta both started laughing. 'Come to my house after school,' said Geeta. 'I'm sure my dad will show you what to do.'</p>	<p>I can infer that Zandile didn't know that Geeta saw her trying to meditate! Look at her face in the picture! I can <b>infer</b> that she feels embarrassed when she learns that Geeta was watching her!</p>
<p>After school, Zandile put down her school bag at home. Then, she went next door. She knocked on the Kapoor's door.</p>	<p>I can <b>infer</b> that Zandile must really want to learn how to meditate, because she goes to the Kapoor's house for help!</p>

Text	First Read (Think Aloud)
<p>Geeta answered the door. 'Oh, hi Zandile!' Geeta said. 'Come in. I told my dad you're coming.'</p> <p>Mr Kapoor was sitting at the kitchen table, reading the newspaper.</p> <p>'Zandile!' he said, with a big smile on his face. 'I hear you want to learn how to meditate! Smart girl!'</p>	
<p>Mr Kapoor put down his newspaper. 'Come,' he said, beckoning to Zandile. 'You come too,' Mr Kapoor said to Geeta. The girls followed him to the backyard.</p> <p>Mr Kapoor showed Zandile how to sit. Geeta helped Zandile to put her hands in the right place. They showed Zandile how to take slow, deep, breaths.</p> <p>'Forget everything else,' said Geeta. 'Just close your eyes and think about your breathing.'</p>	<p>I can <b>infer</b> again that Zandile has never meditated before because she doesn't know what to do!</p>
<p>They sat together for a long time.</p> <p>Zandile tried to think about her breathing, but so many things came into her head. She thought about her Maths homework. She thought about how hungry she felt. She thought about what her mother would cook for dinner.</p>	--
<p>'Do you feel calm?' Mr Kapoor asked Zandile.</p> <p>'Um, I don't know if I can do it!' Zandile answered. 'I couldn't think about my breath.'</p> <p>'It takes practice,' Geeta said. 'Come back tomorrow if you want! We can practise together!'</p>	--
<p>And she did.</p>	<p>Zandile went back to try again the next day. That lets me <b>infer</b> that she really wants to learn how to meditate!</p>

Follow up questions	Possible responses
Who are Zandile's neighbours?	The Kapoors. Geeta and her parents.
What did Zandile want to learn how to do?	She wanted to learn how to meditate.
What must she do to meditate?	She must sit correctly. She must put her hands in the right place. She must take slow, deep, breaths. She must close her eyes and think about her breath.
Why question	Possible response
Why did Zandile go to the Kapoor's house?	<ul style="list-style-type: none"> <li>• Because she wants to learn how to meditate.</li> <li>• Because Geeta told her she could come to learn.</li> <li>• Maybe she really wants a way to feel calm.</li> </ul>



## Group Guided Reading

30 minutes

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**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.
  - fence
  - peek
  - weird

WEEK 3

Rhyme or song	Actions
Let's meditate together	<i>Join hands with the people next to you</i>
Together, together	
Let's meditate together	
So we can be calm	
Let's hold up our hands	<i>Put hands up, palms together in meditation position (as if you're saying please)</i>
And close our eyes	<i>Close eyes</i>
Let's all say 'Ommm'	<i>Let your lips and teeth vibrate on the 'mmm' sound</i>
And empty our minds	-

### CREATIVE STORYTELLING

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





## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

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#### I DO...

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

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ew words**.
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:
  - 1 **new**
  - 2 **news**
  - 3 **few**
  - 4 **stew**
  - 5 **dew**
  - 6 **knew**

Learners must write the words next to the correct number and underline the targeted sound in each word.

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



**ALTERNATE PHONICS PROGRAMME**

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

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



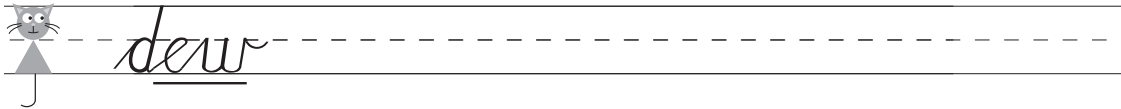
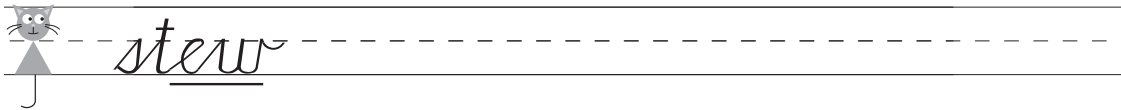
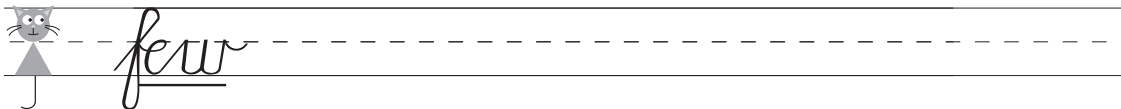
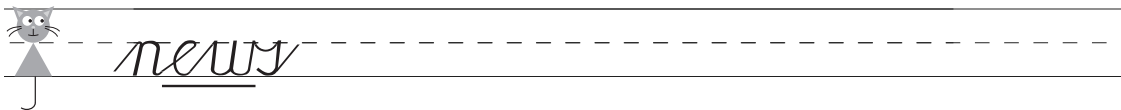
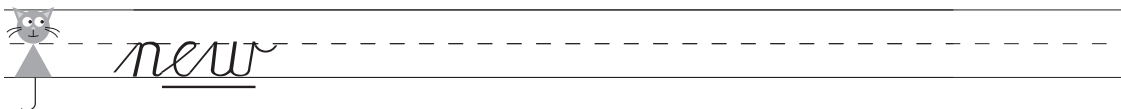
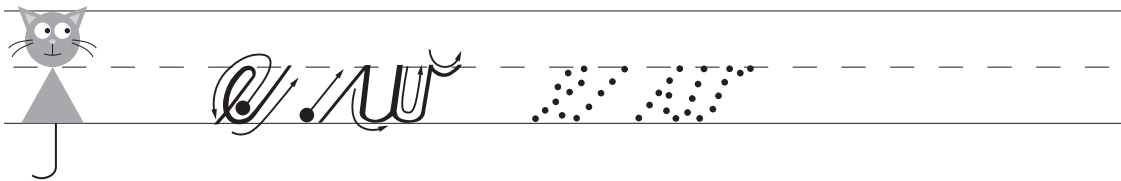
**Handwriting:**

15 minutes

**Write letter(s) / words / sentences in cursive**

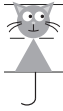
- 1 Teach learners to correctly form the lower case letter(s) in cursive: **ew**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell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

WEEK 3





*knew*



*I knew the stew was new.*

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



## Writing:

30 minutes

### Draft

**TOPIC:** Write a letter to a friend or relative about feeling calm and relaxed. The first paragraph will be about things that make you feel calm and relaxed. The second paragraph will be about a time you felt angry or upset, and how you calmed yourself down.

**TASK:** Write at least 12 sentences organised into two paragraphs.

**WRITING FRAME:**

Dear ...

I am writing to tell you about...

I feel calm and relaxed when...*(Write 2–3 sentences about this)*

I would like to try....

*(Ask a question to the person you are writing to!)*

One time...

I felt...

I decided to...

I think I did / did not do a good job because...

Next time...

*(Ask a question to the person you are writing to!)*

Please write back soon!

Love

...

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

### MODELLING THE DRAFTING PROCESS (I DO)

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

**Dear Mbali**

**I am writing to tell you about** feeling calm and relaxed, which we have just been discussing at school. **I feel calm and relaxed when** I take long walks, because I love

nature. Taking long walks clears my head and helps me think. **I feel calm and relaxed when** I work in my garden. I love gardening because I get to dig in the soil and imagine my plants growing. **I would like to try** meditating because we just read about it at school. **What do you do to feel calm and relaxed?**

**One time** I got into a fight with my mother. **I felt** so angry. **I decided** to calm down by going for a long walk, which made me feel much better. **I think I did a good job because** my walk calmed me down. I didn't yell at my mother. When I returned, we had a conversation and sorted out the problem. **Next time** I fight with anyone, I will try to make sure I go for a walk rather than yelling. **What would you do to calm yourself down if you got into a fight with your mother?**

**Please write back soon!**

**Love**

Catherine

### **LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)**

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

A letter about feeling calm and relaxed: Draft

Dear Mary

I am writing to tell you about feeling calm and relaxed, which we have just been learning about at school. I feel calm and relaxed when I sit quietly in my room by myself. Sitting on my own helps me stay calm and breathe. I feel calm and relaxed when I talk to my friends because we laugh and make each other happy. I would like to try taking a walk because my teacher says that helps her. What do you do to feel calm and relaxed?

One time I got into a fight with my sister. I felt so upset. I decided to calm down by going into my room and sit quietly. I think I did a good job because this calmed me down. I didn't shout at my sister. Next time I fight with anyone, I will try to make sure I go walk away and sit quietly by myself rather than having a big fight. What would you do to calm yourself down if you got into a fight with your sister?

Please write back soon!

Love

Mavis



## Group Guided Reading

30 minutes

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

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

# Thursday



## Phonemic Awareness And Phonics:

15 minutes

### Letter Swap

#### I DO...

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

#### WE DO...

##### PART 1

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

##### PART 2

- 1 Next, write this word on the chalkboard: **wrap**
- 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: **strap, cap, sap, map, chap**

#### YOU DO...

- 1 Write this word on the chalkboard: **wreck**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words and explain which sound has been swopped.  
**neck, deck, peck, check, speck**

**ALTERNATE PHONICS PROGRAMME**

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

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



**Shared Reading:**

15 minutes

**Second Read**

**READING STRATEGIES: MAKE INFERENCES**

Text	Second Read (Think Aloud)
<p><u>Zandile learns to meditate</u></p> <p>Zandile woke up early. It was still dark inside the house. She took her book and went outside.</p> <p>Zandile sat down and began to read.</p>	<p>I <b>wonder</b> why Zandile is awake so early? Maybe she can't sleep because she is feeling worried about something!</p>
<p>But then, she heard a strange noise. She stood on her chair, and looked over the fence. She saw Mr and Mrs Kapoor sitting on the ground. They were making a low humming sound.</p> <p>'What are they doing?' wondered Zandile.</p>	<p>Zandile wonders what the Kapoors are doing, so I can <b>infer</b> that this is the first time she has ever seen anyone meditating.</p>
<p>That day at school, Zandile saw Geeta on the swings. 'I saw your parents sitting on the ground this morning,' Zandile said. 'Why were they doing that? It was weird!'</p> <p>'It's not weird!' Geeta said. 'It's just meditation!'</p> <p>'What is meditation?' Zandile asked.</p> <p>'You meditate to feel calm and to clear your head,' Geeta replied.</p>	<p>I <b>wonder</b> why Zandile says 'it was weird'? Oh, I <b>infer</b> that she thinks what she saw was weird because it was her first time to see people meditating. I know that sometimes people think things are weird when they have never seen them before.</p>
<p>That afternoon, when Zandile got home she went to the backyard. She sat on the ground. She crossed her legs. She made a low humming sound, 'Ommm. Ommm.'</p> <p>But, she didn't feel calm.</p> <p>'I wonder how this works?' Zandile wondered.</p>	<p>Zandile decided she wanted to try meditating after she spoke with Geeta about it. I can <b>infer</b> that Zandile might be looking for a way to feel calm.</p>
<p>The next day, Zandile found Geeta. 'I tried to meditate,' Zandile said. 'But it didn't work! I didn't feel calm.'</p> <p>Geeta laughed. 'You did it wrong!'</p> <p>'What do you mean?' Zandile asked, her face feeling hot. 'How do you know?'</p>	<p>When Zandile's cheeks feel hot, I can <b>infer</b> that she feels embarrassed. She feels embarrassed because she didn't know anyone was watching her when she tried to meditate, and she didn't quite know what to do!</p>



Text	Second Read (Think Aloud)
<p>Geeta's cheeks turned red. 'Um, I saw you, over the fence.'</p> <p>Zandile and Geeta both started laughing. 'Come to my house after school,' said Geeta. 'I'm sure my dad will show you what to do.'</p>	
<p>After school, Zandile put down her school bag at home. Then, she went next door. She knocked on the Kapoor's door.</p> <p>Geeta answered the door. 'Oh, hi Zandile!' Geeta said. 'Come in. I told my dad you're coming.'</p> <p>Mr Kapoor was sitting at the kitchen table, reading the newspaper.</p> <p>'Zandile!' he said, with a big smile on his face. 'I hear you want to learn how to meditate! Smart girl!'</p>	<p>I can infer Zandile doesn't know how to meditate, but I can <b>infer</b> that she is keen to get help and learn!</p>
<p>Mr Kapoor put down his newspaper. 'Come,' he said, beckoning to Zandile. 'You come too,' Mr Kapoor said to Geeta. The girls followed him to the backyard.</p> <p>Mr Kapoor showed Zandile how to sit. Geeta helped Zandile to put her hands in the right place. They showed Zandile how to take slow, deep, breaths.</p> <p>'Forget everything else,' said Geeta. 'Just close your eyes and think about your breathing.'</p>	<p>Geeta is helping Zandile. I <b>infer</b> that she knows how to meditate, just like her parents.</p>
<p>They sat together for a long time.</p> <p>Zandile tried to think about her breathing, but so many things came into her head. She thought about her Maths homework. She thought about how hungry she felt. She thought about what her mother would cook for dinner.</p>	<p>I can <b>infer</b> that meditating is difficult. It seems difficult for Zandile to just think about her breath, like Geeta told her to do.</p>
<p>'Do you feel calm?' Mr Kapoor asked Zandile.</p> <p>'Um, I don't know if I can do it!' Zandile answered. 'I couldn't think about my breath.'</p> <p>'It takes practice,' Geeta said. 'Come back tomorrow if you want! We can practise together!'</p>	<p>I wonder why Zandile doesn't feel calm? I can <b>infer</b> that it is because meditation takes practise. You must practise meditating before it helps you to feel calm.</p>
<p>And she did.</p>	<p>I infer that Zandile feels determined to learn how to meditate when she goes back the next day to practise! She wants to learn even though the first time was difficult!</p>

Follow up questions	Responses
What did Zandile see when she peeked over the fence?	She saw the Kapoors (Geeta's parents) meditating in the backyard.
What did Geeta see when she peeked over the fence?	She saw Zandile trying to meditate.
How did Zandile feel when she found out that Geeta saw her?	<ul style="list-style-type: none"> <li>• She might have felt embarrassed.</li> <li>• She might have felt surprised.</li> </ul>
Why question	Possible response
Why does Zandile need to practise meditating?	<ul style="list-style-type: none"> <li>• Because meditation takes practise.</li> <li>• Because she really wants to learn how to meditate.</li> <li>• Because she is still learning. Meditation is difficult.</li> <li>• Because when she tries, she doesn't feel calm.</li> <li>• Because she wants to practise enough to feel calm.</li> </ul>



## Group Guided Reading

30 minutes

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

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

# Friday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - data
  - click
  - scroll

Rhyme or song	Actions
Let's meditate together	<i>Join hands with the people next to you</i>
Together, together	
Let's meditate together	
So we can be calm	
Let's hold up our hands	<i>Put hands up, palms together in meditation position (as if you're saying please)</i>
And close our eyes	<i>Close eyes</i>
Let's all say 'Ommm'	<i>Let your lips and teeth vibrate on the 'mmm' sound</i>
And empty our minds	-

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - In this story...
  - I liked when...
  - This story is related to the theme of 'Feeling calm and relaxed' 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.

<b>wr</b>	<b>ew</b>	<b>o</b>
<b>e</b>	<b>t</b>	<b>n</b>
<b>g</b>	<b>i</b>	<b>s</b>
<b>a</b>	<b>p</b>	<b>f</b>
<b>d</b>	<b>k</b>	<b>ck</b>

#### 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: /**s**-/**i**-/**ck**/ = **sick**

#### 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, sick, pack, tag, goat, note**

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / SEARCH THE TEXT

#### WRITTEN COMPREHENSION

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

#### ZANDILE LEARNS TO MEDITATE

- 1 What did Zandile see when she peeked over the fence?  
*Zandile saw...*
- 2 Who lives next door to Zandile?  
*...lives next door to Zandile.*
- 3 Why did Zandile want to learn how to meditate?  
*Zandile wants to learn how to meditate because...*

#### ZANDILE LEARNS TO MEDITATE – ANSWERS

- 1 What did Zandile see when she peeked over the fence?  
*Zandile saw Mr and Mrs Kapoor meditating.*
- 2 Who lives next door to Zandile?  
*Geeta / The Kapoors lives next door to Zandile.*
- 3 Why did Zandile want to learn how to meditate?  
*Zandile wants to learn how to meditate because she wants to feel calm.*



## Group Guided Reading

30 minutes

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**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

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

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

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

# **Grade 3**

# **TERM 4**

# **Week**

# **4**

**THEME:**  
**Feeling calm**  
**and relaxed**



## Classroom Preparation

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



## Extension Activities

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

**Activity 1:** DBE Workbook 2: Page 82, Let's read

**Activity 2:** DBE Workbook 2: Page 83, Let's write

**Activity 3:** DBE Workbook 2: Page 84 – 85, Let's write

**Activity 4:** Write a diary entry about a time you talked to someone in order to feel better.



# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: Munene gets help
- 2 Tell learners that we are continuing our theme: Feeling calm and relaxed
- 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 meditate?
  - b Why is it important to have strategies to feel calm?
  - c Who can you ask for help if you don't feel calm and relaxed?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - environment
  - depressed
  - psychologist

Rhyme or song	Actions
Let's meditate together	<i>Join hands with the people next to you</i>
Together, together	
Let's meditate together	
So we can be calm	
Let's hold up our hands	<i>Put hands up, palms together in meditation position (as if you're saying please)</i>
And close our eyes	<i>Close eyes</i>
Let's all say 'Ommm'	<i>Let your lips and teeth vibrate on the 'mmm' sound</i>
And empty our minds	-



## Handwriting

15 minutes

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- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: I hurt myself when I fell.
- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
  - 2 They
  - 3 We
  - 4 He
  - 5 She
- 5 Tell learners to rewrite sentence starting with the word provided.
- 6 In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 7 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 8 Underline any patterns, like:
  - 1 I hurt myself when I fell.
  - 2 They hurt themselves when they fell.
  - 3 We hurt ourselves when we fell.
  - 4 He hurt himself when he fell.
  - 5 She hurt herself when she fell.
- 9 Instruct learners to take a coloured pencil and correct their own work.

### ALTERNATE HANDWRITING PROGRAMME

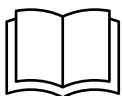
Sound/s: \_\_\_\_\_

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

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Munene gets help
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.

- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.



## Writing:

30 minutes

### Edit

**TOPIC:** Write a letter to a friend or relative about feeling calm and relaxed. The first paragraph will be about things that make you feel calm and relaxed. The second paragraph will be about a time you felt angry or upset, and how you calmed yourself down.

**TASK:** Write at least 12 sentences organised into two paragraphs.

**PREPARATION:**

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

**EDITING CHECKLIST:**

- 1 Did I write like I am talking to someone?
- 2 Is my first paragraph written in the present tense?
- 3 Is my second paragraph written in the past tense?
- 4 Did I include questions to my reader?
- 5 Did I include greeting and closure (Dear...) (Love...)?
- 6 Do I have at least 12 complete sentences?
- 7 Did I spell all words correctly?
- 8 Does every sentence start with a capital letter?
- 9 Does every sentence end with proper punctuation?

### MODEL THE EDITING PROCESS (I DO)

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

### LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

- 1 Hand out exercise books.
- 2 Tell learners to find their draft of the writing task.
- 3 Next, tell learners to go through the editing checklist and make any corrections or improvements that are required.

- 4 As learners work, walk around the room and hold mini-conferences – ensure you work with a different group of learners for every writing task.
- 5 Look for any common errors in learners' writing.
- 6 Call learners to attention and write the commonly made errors on the chalkboard.
- 7 Show learners how to correct these errors.

A letter about feeling calm and relaxed: Draft

Dear Mary,

I am <sup>xxx</sup>riting to tell you about feeling calm and relaxed, which we have just been learning about at <sup>school</sup> ~~school~~. I feel calm and relaxed when I sit <sup>quietly</sup> in my room by myself. Sitting on my own helps me stay calm and <sup>breath</sup> ~~breath~~. I feel calm and relaxed when I talk to my friends <sup>because</sup> ~~becus~~ we laugh and make each other happy. I would like to try ~~talking~~ a walk because my <sup>teacher</sup> ~~teacher~~ says that helps her. What do you do to feel calm and relaxed?

One time I got into a fight with my <sup>sister</sup> ~~sister~~. I felt so upset. I decided to calm down by going into my room and sit <sup>quietly</sup>. I think I did a good job <sup>because</sup> ~~becus~~ this calmed me down. I didn't shout at my <sup>sister</sup> ~~sister~~. Next time I fight with anyone, I will try to make sure I go walk away and sit <sup>quietly</sup> by myself rather than having a big fight. What would you do to calm yourself down if you got into a fight with your <sup>sister</sup> ~~sister~~?

Please write back soon!

<sup>xxx</sup>  
Love,

<sup>^</sup>  
Mavis



## Group Guided Reading

30 minutes

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

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

# Tuesday



## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

#### I DO...

- 1 Say the sound: **c (soft c)**
- 2 Say the word: **cent**
- 3 Segment the word into the individual sounds: /c/-/e/-/n/-/t/
- 4 Say the first sound of the word: /c/
- 5 Say the second sound of the word: /e/
- 6 Say the third sound of the word: /n/
- 7 Say the last single sound of the word: /t/
- 8 Write the word on the chalkboard: **cent**
- 9 Model pointing to and blending the sounds to make a word: /c/-/e/-/n/-/t/ = **cent**

#### WE DO...

- 1 Say the sound: **c (soft c)**
- 2 Say the word: **city**
- 3 Ask learners: What is the first sound in the word? /c/
- 4 Ask learners: What is the second sound in the word? /i/
- 5 Ask learners: What is the third sound in the word? /t/
- 6 Ask learners: What is the last sound in the word? /y/
- 7 Ask learners to segment the word into each individual sound: /c/-/i/-/t/-/y/
- 8 Write the word on the chalkboard: **city**
- 9 Instruct learners to blend the sounds in the word with you: /c/-/i/-/t/-/y/ = **city**

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **c words**
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:
  - 1 city
  - 2 cent
  - 3 ice
  - 4 nice
  - 5 spice
  - 6 rice
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.

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

**ALTERNATE PHONICS PROGRAMME**

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

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

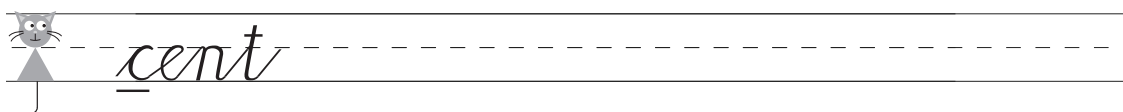
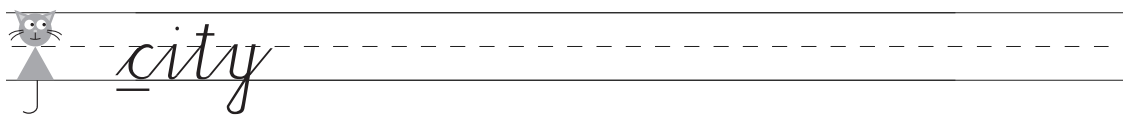
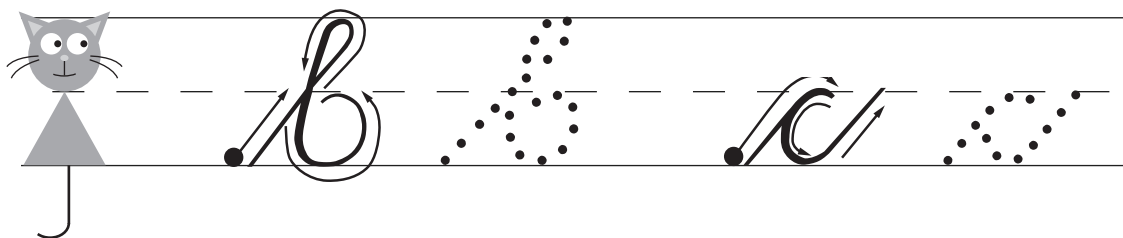


**Handwriting:**

15 minutes

**Write letter(s) / words / sentences in cursive**

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

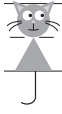




*ice*



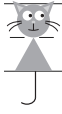
*nice*



*spice*



*rice*



*The ice is nice in the city.*

**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>Munene gets help</u></p> <p>After Munene’s granny died, he went to live with his Auntie Jessica in Mamelodi – far away from his home in Xigalo.</p>	<p>I <b>wonder</b> how Munene felt when he had to move so far away from his home?</p>
<p>When he arrived at his Auntie Jessica’s house, nothing felt right. The house felt big and empty. He missed the sounds of birds chirping outside his window in the morning.</p> <p>He missed the squeaky, creaky old door opening and closing.</p> <p>But mostly, he missed the sound of his granny’s loud, deep laugh.</p> <p>Munene wanted to sleep all day. He felt too tired to get out of bed.</p>	<p>I <b>infer</b> that Munene is not feeling good, because he wants to stay in bed all day.</p>
<p>When he arrived in his new classroom, nothing felt right. The classroom felt dark and cold.</p> <p>He missed the sounds of cow bells outside the window during the school day.</p> <p>He missed the sound of squeaky chalk on the blackboard.</p> <p>But mostly he missed knowing his granny was at home – just a short walk away.</p> <p>Thinking about school made Munene’s stomach hurt. Each morning, he told Auntie Jessica that he felt too sick to go to school.</p>	<p>I <b>infer</b> that Munene is not feeling happy in his new environment – his Auntie Jessica’s house doesn’t feel right and his new school doesn’t feel right.</p>
<p>Auntie Jessica could see that something wasn’t right. She tried to help Munene ease into his new environment.</p> <p>‘Why don’t you come with me to the neighbour’s house? Bokang is nine years old – just like you!’ she offered, but Munene didn’t feel like meeting anyone new.</p>	<p>Auntie Jessica <b>infers</b> that something isn’t right with Munene because he doesn’t want to get out of bed, go to school, or meet anyone new.</p>
<p>‘I’ve made your favourite foods for dinner!’ Auntie Jessica said, serving Munene a crispy toasted cheese sandwich.</p> <p>‘Thanks, but I’m just not hungry,’ Munene said, pushing his plate away.</p>	<p>I <b>infer</b> that Auntie Jessica is doing everything she can to help Munene feel better – even making his favourite food! But nothing seems to be helping Munene feel better. I <b>wonder</b> what Auntie Jessica will do?</p>

Text	First Read (Think Aloud)
<p>At night, Auntie Jessica heard Munene quietly crying into his pillow. 'Do you need a hug?' she asked gently, but Munene didn't want a hug from anyone but his granny.</p>	<p>--</p>
<p>Auntie Jessica gave Munene time to settle in, but after a few weeks things still didn't feel right.</p> <p>'Munene, I am worried about you. I think you are depressed. You have experienced the death of the person you love most. You have moved across the country – away from your home and your friends. I think you need some help to feel better,' she said.</p> <p>Munene sat quietly for a few minutes. 'Does that mean something is wrong with me?' Munene asked fearfully.</p> <p>'No, it doesn't,' Auntie Jessica said. 'I know that there is a negative stigma around seeing a psychologist, but it is nothing to be ashamed of. If your body feels sick, there is no shame in going to a doctor. If your mind and emotions feel sick, there shouldn't be any shame in seeing a psychologist. I see a psychologist regularly to help me feel calm and happy,' she assured him.</p>	<p>I <b>infer</b> that Munene needs help to feel better – he can't just feel better all on his own. I <b>wonder</b> if seeing a psychologist will help Munene to feel better?</p>
<p>A few days later, Auntie Jessica brought Munene to a special clinic. They waited in the waiting room.</p> <p>When Munene's name was called, he felt scared. 'Don't worry, I'll be here waiting,' Auntie Jessica assured him as she patted his back.</p>	
<p>Munene walking into a small, bright office. He sat in a soft, comfortable chair.</p> <p>'I'm Siya,' the psychologist said, sitting across from him. 'Let's talk about how you're feeling.'</p> <p>'Well, I feel...' Munene began.</p>	<p>I infer that Munene is finally talking about his feelings. I <b>wonder</b> if seeing a psychologist will help Munene to feel better?</p>
<p>When the hour was up, Munene took a deep breath, and walked back to the waiting room.</p> <p>'So?' asked Auntie Jessica, hesitantly. 'How was that?'</p> <p>'Well, I don't know if I feel better yet...' said Munene, 'but I think I want to come back next week. I like Psychologist Siya – I think talking to him might help.'</p> <p>Auntie Jessica squeezed Munene's hand and smiled.</p>	<p>I <b>infer</b> that feeling better is a process – it doesn't happen magically or after just one session with a psychologist.</p>

Follow up questions	Possible responses
Who did Munene miss?	Munene missed his granny.
Where did Munene live with his granny?	Munene and his granny lived in Xigalo.
Why question	Possible responses
Why was Munene's Auntie Jessica worried about him?	<ul style="list-style-type: none"> <li>• She was worried because he didn't want to get out of bed.</li> <li>• Munene didn't want to go to school.</li> <li>• Muenene didn't want to meet anyone new.</li> <li>• Munene didn't want to eat his favourite food.</li> <li>• Because she tried to do everything she could think of to help Munene feel better, but nothing seemed to help him.</li> </ul>



## Group Guided Reading

30 minutes

WEEK 4

**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

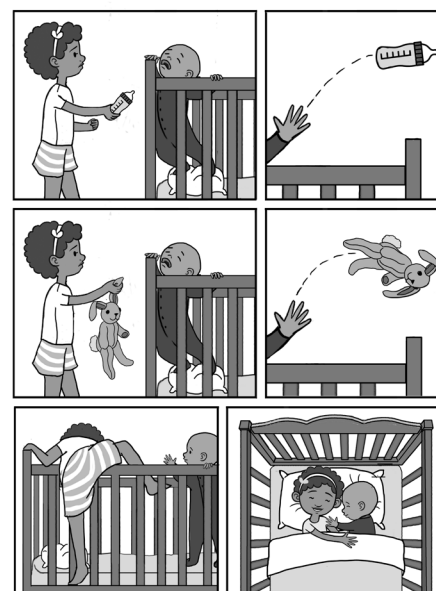
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - stomach ache
  - exhausted
  - comfortable

Rhyme or song	Actions
Let's meditate together	<i>Join hands with the people next to you</i>
Together, together	
Let's meditate together	
So we can be calm	
Let's hold up our hands	<i>Put hands up, palms together in meditation position (as if you're saying please)</i>
And close our eyes	<i>Close eyes</i>
Let's all say 'Ommm'	<i>Let your lips and teeth vibrate on the 'mmm' sound</i>
And empty our minds	-

### CREATIVE STORYTELLING

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





## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

#### I DO...

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

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **aw words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
  - 1 **yawn**
  - 2 **dawn**
  - 3 **lawn**
  - 4 **law**
  - 5 **hawk**

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

**ALTERNATE PHONICS PROGRAMME**

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

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

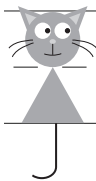


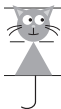
**Handwriting:**


15 minutes


**Write letter(s) / words / sentences in cursive**


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


 *aw aw aw*


 *yawn*

 *dawn*

 *lawn*

 *law*

 *hawk*

 *I will yawn at dawn.*

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



**Writing:**

30 minutes

**Publish And Present**

WEEK 4

**TOPIC:** Write a letter to a friend or relative about feeling calm and relaxed. The first paragraph will be about things that make you feel calm and relaxed. The second paragraph will be about a time you felt angry or upset, and how you calmed yourself down.

**TASK:** Write at least 12 sentences organised into two paragraphs.

**WRITING FRAME:**

Dear ...

I am writing to tell you about...

I feel calm and relaxed when...*(Write 2-3 sentences about this)*

I would like to try....

*(Ask a question to the person you are writing to!)*

One time...

I felt...

I decided to...

I think I did / did not do a good job because...

Next time...

*(Ask a question to the person you are writing to!)*

Please write back soon!

Love

...

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

### **MODELLING THE PUBLISHING PROCESS (I DO)**

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

### **LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)**

- 1 Hand out learners' exercise books or if possible, a blank sheet of A4 paper to write their letters on so they can easily give to the proper recipient.
- 2 Instruct learners to write the date and heading: **A letter about feeling calm and relaxed.**
- 3 Tell learners to neatly rewrite their final piece of writing, with no mistakes.
- 4 If learners have time, they can draw a quick illustration at the end of their letter.
- 5 As learners write, walk around the classroom and help learners who are struggling.

### **LEARNERS PRESENT THEIR WRITING**

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 If possible let learners take letter home and give to the recipient. This helps bring meaning to writing.



26 November 2020

A letter about feeling calm and relaxed

Dear Mary,

I am writing to tell you about feeling calm and relaxed, which we have just been learning about at school. I feel calm and relaxed when I sit quietly in my room by myself. Sitting on my own helps me stay calm and breathe. I feel calm and relaxed when I talk to my friends because we laugh and make each other happy.

I would like to try taking a walk because my teacher says that helps her.

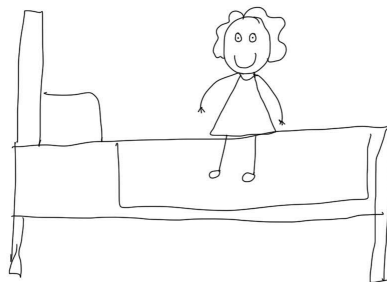
What do you do to feel calm and relaxed?

One time I got into a fight with my sister. I felt so upset. I decided to calm down by going into my room and sit quietly. I think I did a good job because this calmed me down. I didn't shout at my sister. Next time I fight with anyone, I will try to make sure I go walk away and sit quietly by myself rather than having a big fight. What would you do to calm yourself down if you got into a fight with your sister?

Please write back soon!

Love,

Naivis





## Group Guided Reading

30 minutes

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

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

# Thursday



## Phonemic Awareness And Phonics:

15 minutes

### Letter Swap

#### I DO...

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

#### WE DO...

##### PART 1

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

##### PART 2

- 1 Next, write this word on the chalkboard: **yawn**
- 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: **dawn, lawn, prawn, drawn**

#### YOU DO...

- 1 Write this word on the chalkboard: **spice**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words and explain which sound has been swopped.  
**nice, rice, dice, mice, lice, slice, price**

**ALTERNATE PHONICS PROGRAMME**

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

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

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**Shared Reading:**

15 minutes

**Second Read**

**READING STRATEGIES: I WONDER; MAKE INFERENCES**

Text	Second Read (Think Aloud)
<p><u>Munene gets help</u> After Munene's granny died, he went to live with his Auntie Jessica in Mamelodi – far away from his home in Xigalo.</p>	<p>I <b>remember</b> that Munene feels depressed in this story. Let's think about how Auntie Jessica made this <b>inference</b> as we read today.</p>
<p>When he arrived at his Auntie Jessica's house, nothing felt right. The house felt big and empty. He missed the sounds of birds chirping outside his window in the morning. He missed the squeaky, creaky old door opening and closing. But mostly, he missed the sound of his granny's loud, deep laugh. Munene wanted to sleep all day. He felt too tired to get out of bed.</p>	<p>I <b>infer</b> that wanting to stay in bed all day might be a sign of depression.</p>
<p>When he arrived in his new classroom, nothing felt right. The classroom felt dark and cold. He missed the sounds of cow bells outside the window during the school day. He missed the sound of squeaky chalk on the blackboard. But mostly he missed knowing his granny was at home – just a short walk away. Thinking about school made Munene's stomach hurt. Each morning, he told Auntie Jessica that he felt too sick to go to school.</p>	<p>I <b>infer</b> that having a stomach ache every day might be a sign of depression.</p>

Text	Second Read (Think Aloud)
<p>Auntie Jessica could see that something wasn't right. She tried to help Munene ease into his new environment.</p> <p>'Why don't you come with me to the neighbour's house? Bokang is nine years old – just like you!' she offered, but Munene didn't feel like meeting anyone new.</p>	<p>I <b>infer</b> that not wanting to meet anyone new or talk to other people might be a sign of depression.</p>
<p>'I've made your favourite foods for dinner!' Auntie Jessica said, serving Munene a crispy toasted cheese sandwich.</p> <p>'Thanks, but I'm just not hungry,' Munene said, pushing his plate away.</p>	<p>I <b>infer</b> that not feeling hungry might be a sign of depression – especially when you don't want to eat your favourite food!</p>
<p>At night, Auntie Jessica heard Munene quietly crying into his pillow. 'Do you need a hug?' she asked gently, but Munene didn't want a hug from anyone but his granny.</p>	<p>There are so many signs that Munene is feeling depressed – especially when Auntie Jessica thinks about them altogether. I think all of these signs helped her <b>infer</b> that Munene might be depressed.</p>
<p>Auntie Jessica gave Munene time to settle in, but after a few weeks things still didn't feel right.</p> <p>'Munene, I am worried about you. I think you are depressed. You have experienced the death of the person you love most. You have moved across the country – away from your home and your friends. I think you need some help to feel better,' she said.</p> <p>Munene sat quietly for a few minutes. 'Does that mean something is wrong with me?' Munene asked fearfully.</p> <p>'No, it doesn't,' Auntie Jessica said. 'I know that there is a negative stigma around seeing a psychologist, but it is nothing to be ashamed of. If your body feels sick, there is no shame in going to a doctor. If your mind and emotions feel sick, there shouldn't be any shame in seeing a psychologist. I see a psychologist regularly to help me feel calm and happy,' she assured him.</p>	<p>Auntie Jessica <b>inferred</b> that Munene was depressed from all the signs she saw – and because of the fact that he experienced some big life changes, like his granny dying and moving somewhere new.</p>
<p>A few days later, Auntie Jessica brought Munene to a special clinic. They waited in the waiting room.</p> <p>When Munene's name was called, he felt scared. 'Don't worry, I'll be here waiting,' Auntie Jessica assured him as she patted his back.</p>	<p>I <b>infer</b> that Munene has never seen a psychologist before, because he is scared about his appointment.</p>
<p>Munene walking into a small, bright office. He sat in a soft, comfortable chair.</p> <p>'I'm Siya,' the psychologist said, sitting across from him. 'Let's talk about how you're feeling.'</p> <p>'Well, I feel...' Munene began.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>When the hour was up, Munene took a deep breath, and walked back to the waiting room.</p> <p>'So?' asked Auntie Jessica, hesitantly. 'How was that?'</p> <p>'Well, I don't know if I feel better yet...' said Munene, 'but I think I want to come back next week. I like Psychologist Siya – I think talking to him might help.'</p> <p>Auntie Jessica squeezed Munene's hand and smiled.</p>	<p>I <b>infer</b> that seeing a psychologist might help Munene deal with his depression. Psychologists are so important and helpful.</p>

Follow up questions	Responses
<p>Why did Munene move to Mamelodi?</p>	<p>He had to move to Mamelodi to live with his Auntie Jessica when his granny died.</p>
<p>What is Munene's favourite food?</p>	<p>Munene's favourite food is a crispy toasted cheese sandwich.</p>
Why question	Possible responses
<p>How did Auntie Jessica infer that Munene might be depressed?</p>	<ul style="list-style-type: none"> <li>• Because he wanted to sleep all day. He didn't want to get out of bed.</li> <li>• Because he had a stomach ache every day and he didn't want to go to school.</li> <li>• Because he doesn't want to meet anyone new.</li> <li>• Because he doesn't want to eat – even when it is his favourite food.</li> <li>• Because Auntie Jessica hears Munene crying at night.</li> <li>• Because Munene's granny just died.</li> <li>• Because Munene had to move somewhere new – everything changed for him!</li> </ul>



## Group Guided Reading

30 minutes

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

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

# Friday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - sign
  - symptom
  - emotion

Rhyme or song	Actions
Let's meditate together	<i>Join hands with the people next to you</i>
Together, together	
Let's meditate together	
So we can be calm	
Let's hold up our hands	<i>Put hands up, palms together in meditation position (as if you're saying please)</i>
And close our eyes	<i>Close eyes</i>
Let's all say 'Ommm'	<i>Let your lips and teeth vibrate on the 'mmm' sound</i>
And empty our minds	-

WEEK 4

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - In this story...
  - We can infer that Munene feels depressed because...
  - We can infer that Auntie Jessica cares about Munene 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.

<b>c</b>	<b>aw</b>	<b>n</b>
<b>e</b>	<b>t</b>	<b>y</b>
<b>i</b>	<b>r</b>	<b>d</b>
<b>l</b>	<b>h</b>	<b>p</b>
<b>s</b>	<b>k</b>	<b>a</b>

#### 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: /h/-/aw/-/k/ = **hawk**
- 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: /d/-/e/-/s/-/k/ = **desk**

#### LEARNERS DO

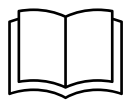
- 1 Tell learners to open their exercise books and write the heading: **c, aw**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others):  
**city, cent, ice, nice, spice, rice, yawn, dawn, lawn, law, hawk, desk, net, ten, ship, this, rash**

#### ALTERNATE PHONICS PROGRAMME

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

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





## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

#### ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about what a character in the story is thinking or feeling.
- 3 **Model** how you **choose a character and infer what they are thinking or feeling**, like: Auntie Jessica is worried that Munene is not feeling okay.
- 4 Draw your own picture on the chalkboard of Auntie Jessica listening to Munene crying at night.
- 5 Use **modelling** to add a thought bubble to your illustration with one or two sentences inside, like: What can I do to help Munene?
- 6 Next, tell learners that they are going to choose a character and make an inference about what they are thinking or feeling.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes, and draw their ideas.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration with a partner.



## 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

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

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

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

**Grade 3**

**TERM 4**

**Week**

**5**

**THEME:**

**Sadness and grief**



## Classroom Preparation

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



## Extension Activities

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

**Activity 1:** DBE Workbook 2: Page 86, Let's read

**Activity 2:** DBE Workbook 2: Page 87 – 88, Let's write

**Activity 3:** DBE Workbook 2: Page 89, Let's do

**Activity 4:** Write a diary entry about a time you felt sad, and what helped you to feel better.

# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the front cover of the Big Book story: Bantu feels sad
- 2 Tell learners that we are starting a new theme called: Sadness and grief
- 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 reasons people feel sad?
  - b What does it look or sound like when someone is sad?
  - c What is grief?
  - d How are grief and sadness connected to each other? (How are they similar? How are they different?)

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - sadness
  - grief
  - death
  - funeral

Rhyme or song	Actions
Cry, cry, it's okay to cry	<i>Put your arm around a friend's shoulder (as if to comfort them)</i>
When you're feeling sad!	
The tears will help to ease your pain,	
Then you won't feel so bad.	



## Handwriting

15 minutes

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- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words**.
- 2 Next tell learners to write numbers 1–6 in the margin, skipping lines between numbers.
- 3 Call out the singular words as follows. Learners must write these words next to the correct number.  
**Singular to Plural Words**
  - 1 hero
  - 2 echo
  - 3 tomato
  - 4 potato
  - 5 domino
- 4 Next, instruct learners to rewrite the words as plurals, on the line below.
- 5 In the last five minutes of the lesson, correctly write the words on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 6 Then, ask learners to point out any patterns they can see, like: where the words change.
- 7 Underline these patterns, like:  
**Singular to Plural Words**
  - 1 hero  
    heroes
  - 2 echo  
    echoes
  - 3 tomato  
    tomatoes
  - 4 potato  
    potatoes
  - 5 domino  
    dominoes
- 8 Tell learners to think about these patterns when they are reading or writing.
- 9 Instruct learners to take a coloured pencil and correct their own work.

### ALTERNATE HANDWRITING PROGRAMME

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

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

Sentence: \_\_\_\_\_



## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Bantu feels sad
- 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 someone who is experiencing sadness or grief

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

**PLANNING STRATEGY:** Make a mind-map

WEEK 5

#### INTRODUCE THE WRITING TOPIC.

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your story, like:  
*I will write a story inspired by when my grandmother died. It will be a fictional story, but I will draw on my own experiences to make the story more realistic.*

#### MODELLING THE PLANNING STRATEGY (I DO)

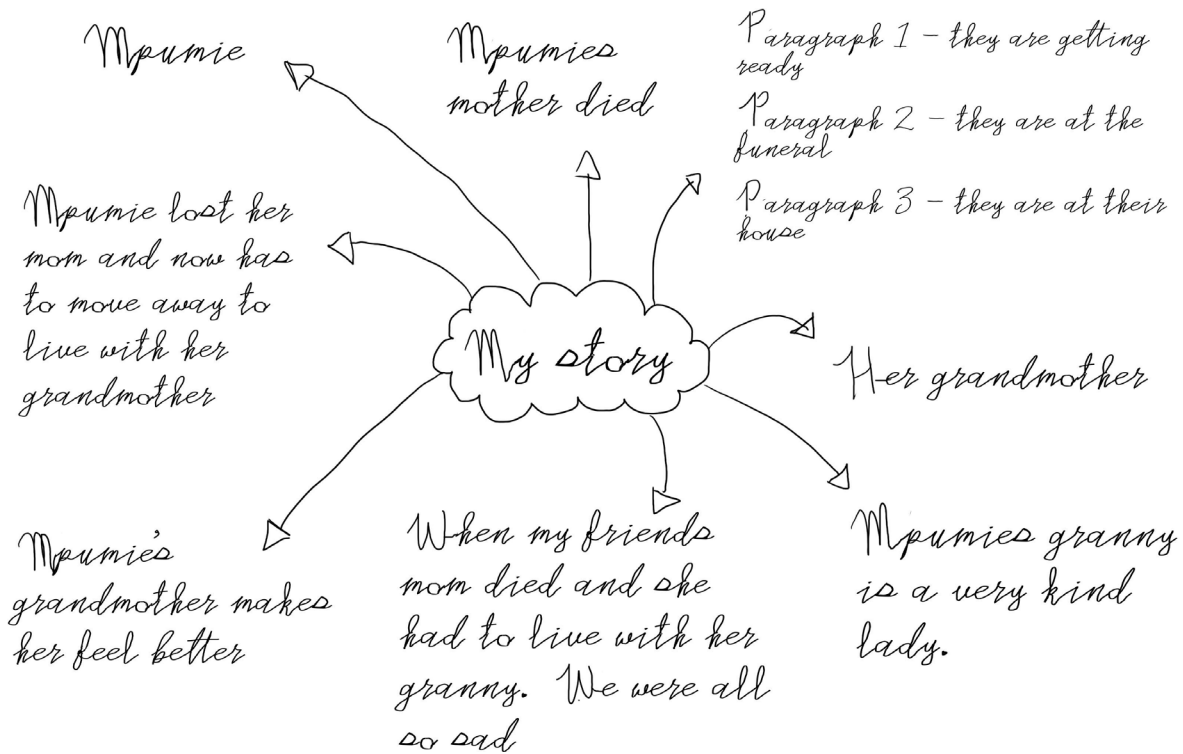
- 1 Draw a mind-map frame on one side of the chalkboard.
- 2 Show learners how you make a mind-map by answering the questions.
- 3 Complete the mind-map on the other side of the chalkboard.

Mind-map plan			Mind-map		
Who is sad or experiencing grief?	What happened?	What is the setting (when and where)?	Sandile and especially Sandile's mother	Sandile's grandmother / his mother's mother died	Paragraph 1 – they are getting ready Paragraph 2 – they are at the funeral Paragraph 3 – they are eating dinner
Why is this person sad or experiencing grief?	<b>My story</b>	Who are the other characters in the story?	The death was unexpected – she was in a car accident	<b>My story</b>	There are other people at the church
What happens to help this person feel better?	What experiences can you draw on to help you write this story?	Are there any other important details?	Sandile puts his arm around his mother, they see lots of people at the church	When my grandfather died and I felt very sad – and my mom cried for many days	They eat Gogo's favourite food to honour her later

**LEARNERS USE THE PLANNING STRATEGY (YOU DO)**

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





## Group Guided Reading

30 minutes

WEEK 5

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

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

# Tuesday



## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

#### I DO...

- 1 Say the sound: **au**
- 2 Say the word: **fraud**
- 3 Segment the word into the individual sounds: /f/-/r/-/au/-/d/
- 4 Say the first sound of the word: /f/
- 5 Say the second sound of the word: /r/
- 6 Say the third sound of the word: /au/
- 7 Say the last single sound of the word: /d/
- 8 Write the word on the chalkboard: **fraud**
- 9 Model pointing to and blending the sounds to make a word: /f/-/r/-/au/-/d/ = **fraud**

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **au words**
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:
  - 1 August
  - 2 **fraud**
  - 3 pause
  - 4 launch
  - 5 haunt
  - 6 because
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.

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

**ALTERNATE PHONICS PROGRAMME**

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

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



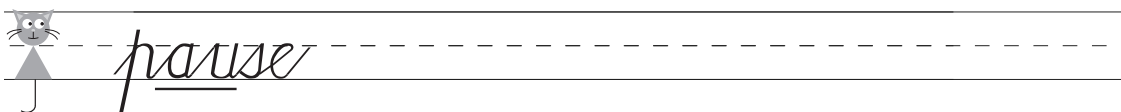
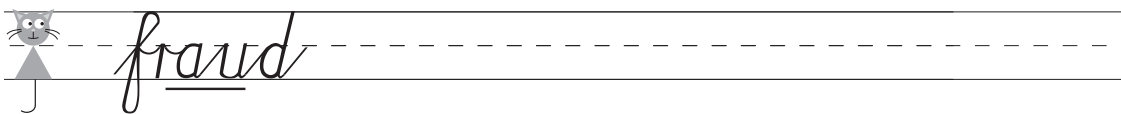
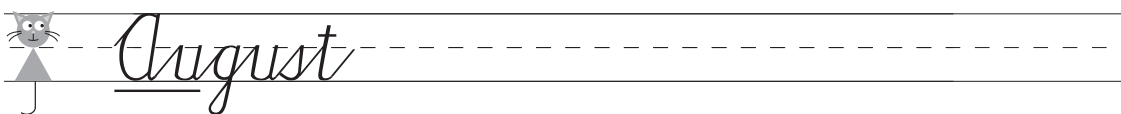
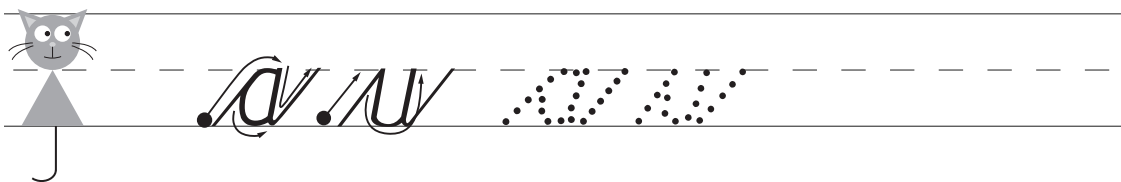
**Handwriting:**


15 minutes


**Write letter(s) / words / sentences in cursive**


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


WEEK 5



 launch

 haunt

 because

 I will pause to launch the ice.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



**Shared Reading:**

15 Minutes

**First Read**

**COMPREHENSION STRATEGIES: MAKE INFERENCES**

Text	First Read (Think Aloud)
<p><u>Bantu feels sad</u></p> <p>Khumo's friend Bantu didn't come to school on Monday or Tuesday. Khumo wondered where his friend could be.</p>	<p>--</p>
<p>When Khumo got home from school on Tuesday, his mother told him that Bantu's granny had died. Bantu was always with his granny. Khumo thought about how sad Bantu must feel.</p> <p>'I must try to make my friend feel better,' Khumo thought. He thought and thought about what to do.</p>	<p>I can <b>infer</b> that Khumo cares about his friend, because he wants to help him feel better!</p>

Text	First Read (Think Aloud)
<p>'Maybe I can make Bantu laugh if I tell him all my best jokes!' Khumo thought. 'Then he will forget all about feeling sad!'</p> <p>Khumo thought of all of his good jokes. He wrote them down on a piece of paper and put them in his school bag.</p>	<p>I can <b>infer</b> that Khumo is trying very hard to help his friend feel better!</p>
<p>On Wednesday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So Khumo didn't say anything. Instead, he took out his paper and started telling Bantu all of his jokes. After each one, he looked for a smile on Bantu's face. But, Bantu just looked sad.</p>	<p>I can <b>infer</b> that Khumo's jokes did not actually make Bantu feel better, because Bantu still looks sad after Khumo tells all his jokes!</p>
<p>On Wednesday evening, Khumo thought about what else he could do to help his friend feel better.</p> <p>'Maybe I can make Bantu forget how sad he feels if I show him some new juggling tricks,' Khumo thought. 'Then, he will forget all about feeling sad!'</p> <p>Khumo found some oranges in the kitchen. He took them outside and practised juggling them, until he could keep three up in the air!</p>	<p>I can <b>infer</b> that Khumo is trying very hard to help his friend feel better!</p>
<p>On Thursday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So Khumo didn't say anything. Instead, he took out his oranges and showed his new trick to Bantu. He kept all three oranges up in the air, which he thought was pretty impressive. He looked for a smile on Bantu's face. But, Bantu just looked sad.</p>	<p>I can <b>infer</b> that Khumo's tricks did not actually make Bantu feel better, because Bantu still looks sad after Khumo shows him all his cool tricks!</p>
<p>When Khumo got home from school on Thursday, he felt upset.</p> <p>'I have tried and tried to make Bantu not feel sad!' Khumo told his mother. 'I told jokes, I showed him my best juggling trick, but nothing worked!' Khumo said.</p> <p>'Did you tell him you're sorry his granny died?' Khumo's mother asked.</p> <p>'No...I thought it might make Bantu feel worse if I talked about his granny,' Khumo replied.</p>	<p>I can <b>infer</b> that Khumo wants to help his friend Bantu feel better, but he isn't sure how to do it! I can <b>infer</b> that Khumo has never had a friend whose granny died before.</p>
<p>Khumo's mother sat down next to him. 'Bantu feels sad because he loved his granny. You don't need to try to make him forget his sadness. Sometimes, when we are sad, we just need our friends to be with us, and to listen to us,' Khumo's mother said.</p>	<p>I can <b>infer</b> that Khumo's mother has had a friend whose granny has died before because she seems to know what to do!</p>

WEEK 5

Text	First Read (Think Aloud)
<p>On Friday morning, Khumo found Bantu at school.</p> <p>'I'm really sorry your granny died,' Khumo said. 'I don't know how to help you feel better. But I can just sit with you if that's what you want. And if you want to talk about how sad you feel, I'm here to listen,' Khumo said.</p>	<p>Khumo follows his mother's advice! I can <b>infer</b> that Khumo really cares about his friend, and wants to help him feel better!</p>
<p>For the first time all week, Bantu looked at Khumo with a small smile.</p> <p>'Thanks, Khumo. You're a good friend,' Bantu said.</p>	<p>I can <b>infer</b> that for the first time all week, Khumo helped Bantu feel a little bit better.</p>

Follow up questions	Responses
Why was Bantu absent from school on Monday and Tuesday?	Because his granny died.
What did Khumo do on Wednesday to try to help his friend feel better?	He told his friend jokes to try to make him laugh.
Who helped Khumo in the story?	Khumo's mother helped him!
Why question	Possible response
Why did Khumo tell jokes and do juggling tricks?	<ul style="list-style-type: none"> <li>• Because he wanted his friend Bantu to feel better.</li> <li>• Because he thought joke and tricks would make Bantu forget about feeling sad.</li> <li>• Because he cared about helping his friend feel better.</li> <li>• Because he didn't know what would help his friend feel better. He tried the best he could!</li> </ul>



## Group Guided Reading

30 minutes

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

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

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

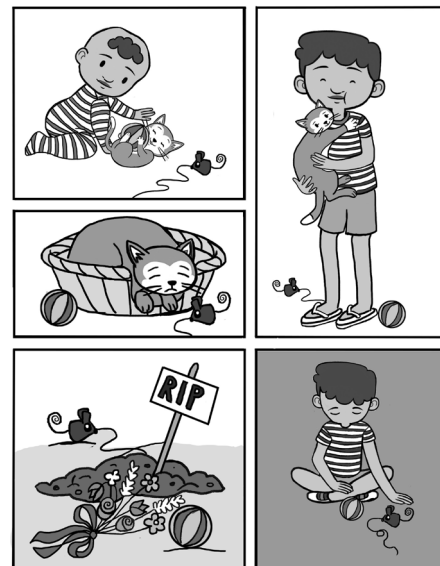
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - juggle
  - distract
  - thoughtful
  - grateful
  - thankful

Rhyme or song	Actions
Cry, cry, it's okay to cry When you're feeling sad! The tears will help to ease your pain, Then you won't feel so bad.	<i>Put your arm around a friend's shoulder (as if to comfort them)</i>

WEEK 5

### CREATIVE STORYTELLING

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





## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

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#### I DO...

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

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **oi words**.
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:

- 1 **coin**
- 2 **oil**
- 3 **soil**
- 4 **boil**
- 5 **foil**
- 6 **toil**

Learners must write the words next to the correct number and underline the targeted sound in each word.

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



**ALTERNATE PHONICS PROGRAMME**

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

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

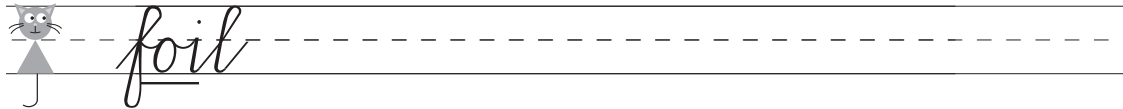
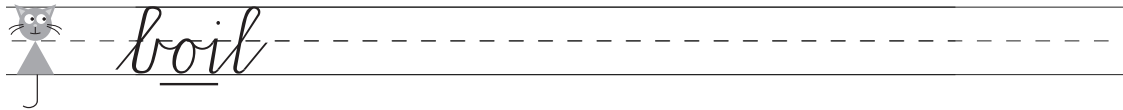
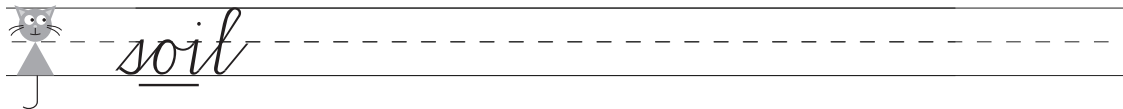
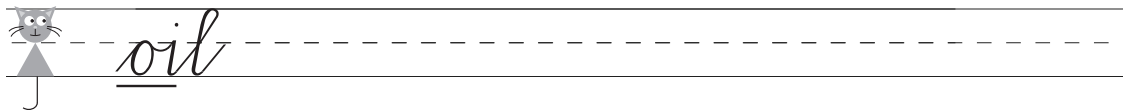
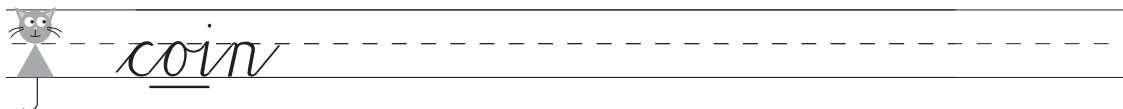
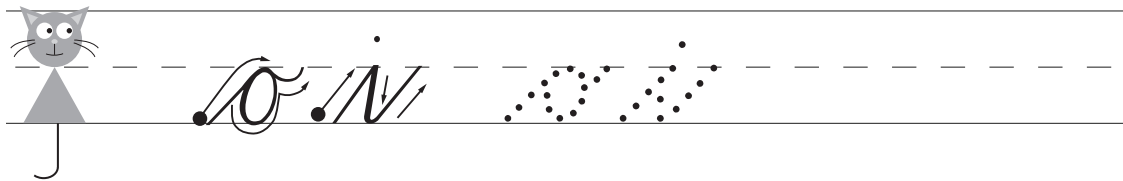


**Handwriting:**

15 minutes

**Write letter(s) / words / sentences in cursive**

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





toil



Can I boil oil in foil?

### ALTERNATE HANDWRITING PROGRAMME

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

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

Sentence: \_\_\_\_\_



### Writing:

30 minutes

### Draft

**TOPIC:** Write a story about someone who is experiencing sadness or grief

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

#### WRITING FRAME:

##### *Paragraph 1*

***It was...*** (Write about the problem in the story. Give details about the characters, the setting, and what happened.)

##### *Paragraph 2*

***When...*** (Write about how the problem is resolved. What happens in the story to help the characters deal with their sadness or grief?)

##### *Paragraph 3 (optional)*

***Later...*** (Write about how the story ends. What happens next or later in the story.)

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

**MODELLING THE DRAFTING PROCESS (I DO)**

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:  
**It was** the morning of Sandile's grandmother's funeral. It was going to be a hard day. Sandile heard his mother crying as she got dressed in the other room. Sandile wished that the accident had never happened. He had never thought about what life would be like without his grandmother.  
**When** they arrived at the church, they sat in the front row. Sandile and his mother both cried when they saw the coffin. Sandile's grandmother's friends and neighbours filled the other pews.  
'Look Mama, so many people loved Gogo,' Sandile said, putting his arm around his mother.  
Sandile's mother smiled through her tears as she looked around.  
'So many people loved her,' she said.  
**Later** that night, Sandile and his mother ate Gogo's favourite food in honour of her. 'We will never forget our Gogo,' Sandile said, taking a big bite.

**LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)**

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

## Sadness and grief: Draft

### Paragraph 1

it was the day of Mpumie's moms funerals. this was a very sad day. Mpumie's granny was trying to make mpumie feel a bit better by giving her a big hug. mpumie felt sad about her mom and that she had to move away from her friends to go and live with her grandmother.

### Paragraph 2

When they got to the funerals, they were so sad. they started to cry. Mpumie's granny gave her a big hug and told her that she will look after her. She told Mpumie that she loved her very much and will always be there for her.

### Paragraph 3

Later when granny and mpumie were in the house. Granny told mpumie that she wanted to move into Mpumie's house so that Mpumie can stay close to her friends. Mpumie was happy because she would always remember her mom and she would have a wonderful granny to look after her.



## Group Guided Reading

30 minutes

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

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

# Thursday



## Phonemic Awareness And Phonics:

15 minutes

### Letter Swap

#### I DO...

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

#### WE DO...

##### PART 1

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

##### PART 2

- 1 Next, write this word on the chalkboard: **soil**
- 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: **boil, foil, toil, coil, spoil**

#### YOU DO...

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

**ALTERNATE PHONICS PROGRAMME**

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

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



**Shared Reading:**

15 minutes

**Second Read**

**READING STRATEGIES: MAKE INFERENCES**

Text	Second Read (Think Aloud)
<p><u>Bantu feels sad</u></p> <p>Khumo's friend Bantu didn't come to school on Monday or Tuesday. Khumo wondered where his friend could be.</p>	<p>--</p>
<p>When Khumo got home from school on Tuesday, his mother told him that Bantu's granny had died. Bantu was always with his granny. Khumo thought about how sad Bantu must feel.</p> <p>'I must try to make my friend feel better,' Khumo thought. He thought and thought about what to do.</p>	<p>I can <b>infer</b> that Khumo has never had a friend whose granny died, because Khumo wants to help but he doesn't know how!</p>
<p>'Maybe I can make Bantu laugh if I tell him all my best jokes!' Khumo thought. 'Then he will forget all about feeling sad!'</p> <p>Khumo thought of all of his good jokes. He wrote them down on a piece of paper and put them in his school bag.</p>	<p>I can <b>infer</b> that Khumo thinks laughing will make his friend feel better, and forget all about his granny!</p>
<p>On Wednesday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So Khumo didn't say anything. Instead, he took out his paper and started telling Bantu all of his jokes. After each one, he looked for a smile on Bantu's face. But, Bantu just looked sad.</p>	<p>I <b>infer</b> that Khumo must be thinking that Bantu will feel better if he forgets all about his granny.</p>
<p>On Wednesday evening, Khumo thought about what else he could do to help his friend feel better.</p> <p>'Maybe I can make Bantu forget how sad he feels if I show him some new juggling tricks,' Khumo thought. 'Then, he will forget all about feeling sad!'</p> <p>Khumo found some oranges in the kitchen. He took them outside and practised juggling them, until he could keep three up in the air!</p>	<p>I can <b>infer</b> that Khumo thinks seeing some cool juggling tricks will help his friend feel better, and forget all about his granny!</p>

WEEK 5

Text	Second Read (Think Aloud)
<p>On Thursday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So Khumo didn't say anything. Instead, he took out his oranges and showed his new trick to Bantu. He kept all three oranges up in the air, which he thought was pretty impressive. He looked for a smile on Bantu's face. But, Bantu just looked sad.</p>	<p>I <b>infer</b> that Khumo must be thinking that Bantu will feel better if he forgets all about his granny.</p>
<p>When Khumo got home from school on Thursday, he felt upset.</p> <p>'I have tried and tried to make Bantu not feel sad!' Khumo told his mother. 'I told jokes, I showed him my best juggling trick, but nothing worked!' Khumo said.</p> <p>'Did you tell him you're sorry his granny died?' Khumo's mother asked.</p> <p>'No...I thought it might make Bantu feel worse if I talked about his granny,' Khumo replied.</p>	<p>I can <b>infer</b> that Khumo is feeling upset, because he is trying so hard to help his friend but nothing is working! I <b>infer</b> that Khumo doesn't know what else to do!</p>
<p>Khumo's mother sat down next to him. 'Bantu feels sad because he loved his granny. You don't need to try to make him forget his sadness. Sometimes, when we are sad, we just need our friends to be with us, and to listen to us,' Khumo's mother said.</p>	<p>Oh! Khumo was thinking that Bantu needed to forget about his granny and feeling sad. But, I can <b>infer</b> that maybe this isn't correct. Khumo's mother says that Khumo must listen to his friend – not try to make him forget!</p>
<p>On Friday morning, Khumo found Bantu at school.</p> <p>'I'm really sorry your granny died,' Khumo said. 'I don't know how to help you feel better. But I can just sit with you if that's what you want. And if you want to talk about how sad you feel, I'm here to listen,' Khumo said.</p>	<p>I can <b>infer</b> that Khumo took his mother's advice seriously, because he offers to just listen to his friend. I can <b>infer</b> that Khumo really cares about helping his friend.</p>
<p>For the first time all week, Bantu looked at Khumo with a small smile.</p> <p>'Thanks, Khumo. You're a good friend,' Bantu said.</p>	<p>I can <b>infer</b> that Khumo's mother's advice was helpful. I can make this <b>inference</b> because Bantu finally smiles at Khumo. Khumo must be feeling relieved that he could finally help his friend a little bit!</p>



Follow up questions	Possible responses
When was Bantu absent?	On Monday and Tuesday.
What did Khumo do to try to help his friend feel better?	<ul style="list-style-type: none"> <li>• He told him funny jokes.</li> <li>• He learned juggling tricks.</li> <li>• In the end, he offered to listen to his friend!</li> </ul>
Why can we <b>infer</b> that Khumo felt frustrated on Thursday night?	<ul style="list-style-type: none"> <li>• Because he wasn't able to make his friend feel better.</li> <li>• Because he was working hard but nothing he tried worked!</li> <li>• Because he didn't know what else to do!</li> </ul>
Why question	Possible response
Why did Bantu finally smile at Khumo?	<ul style="list-style-type: none"> <li>• Because Khumo finally told Bantu he felt sorry about his granny.</li> <li>• Because Khumo offered to listen to Bantu.</li> <li>• Because Khumo didn't try to make Bantu forget about his granny.</li> <li>• Because Khumo told Bantu that it was okay to feel sad.</li> </ul>



## Group Guided Reading

30 minutes

WEEK 5

**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

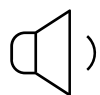
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - 1 advice
  - 2 relieved
  - 3 memory

Rhyme or song	Actions
Cry, cry, it's okay to cry	<i>Put your arm around a friend's shoulder (as if to comfort them)</i>
When you're feeling sad!	
The tears will help to ease your pain,	
Then you won't feel so bad.	

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
This story is about...  
I think Khumo is...because...  
This story is related to the theme of 'Sadness and grief' 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.

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

#### 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: /**c**/-/**oi**/-/**n**/ = **coin**
- 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: /**p**/-/**e**/-/**t**/ = **pet**

#### 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, pet, can, pen, fast, blast, chat**

#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

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### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE; MAKE INFERENCES

#### ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about what a character in the story is thinking or feeling.
- 3 **Model** how you **choose a character and infer what they are thinking or feeling**, like: Bantu is sitting and wishing he had someone to talk to about his feelings. I think that he is feeling sad and lonely.
- 4 Draw your own picture on the chalkboard of Bantu sitting outside, feeling sad.
- 5 Use **modelling** to add a thought bubble to your illustration with one or two sentences inside, like: I wonder who I can talk to about feeling so sad?
- 6 Next, tell learners that they are going to choose a character and make an inference about what they are thinking or feeling.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes, and draw their ideas.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration with a partner.



## Group Guided Reading

30 minutes

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#### 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.



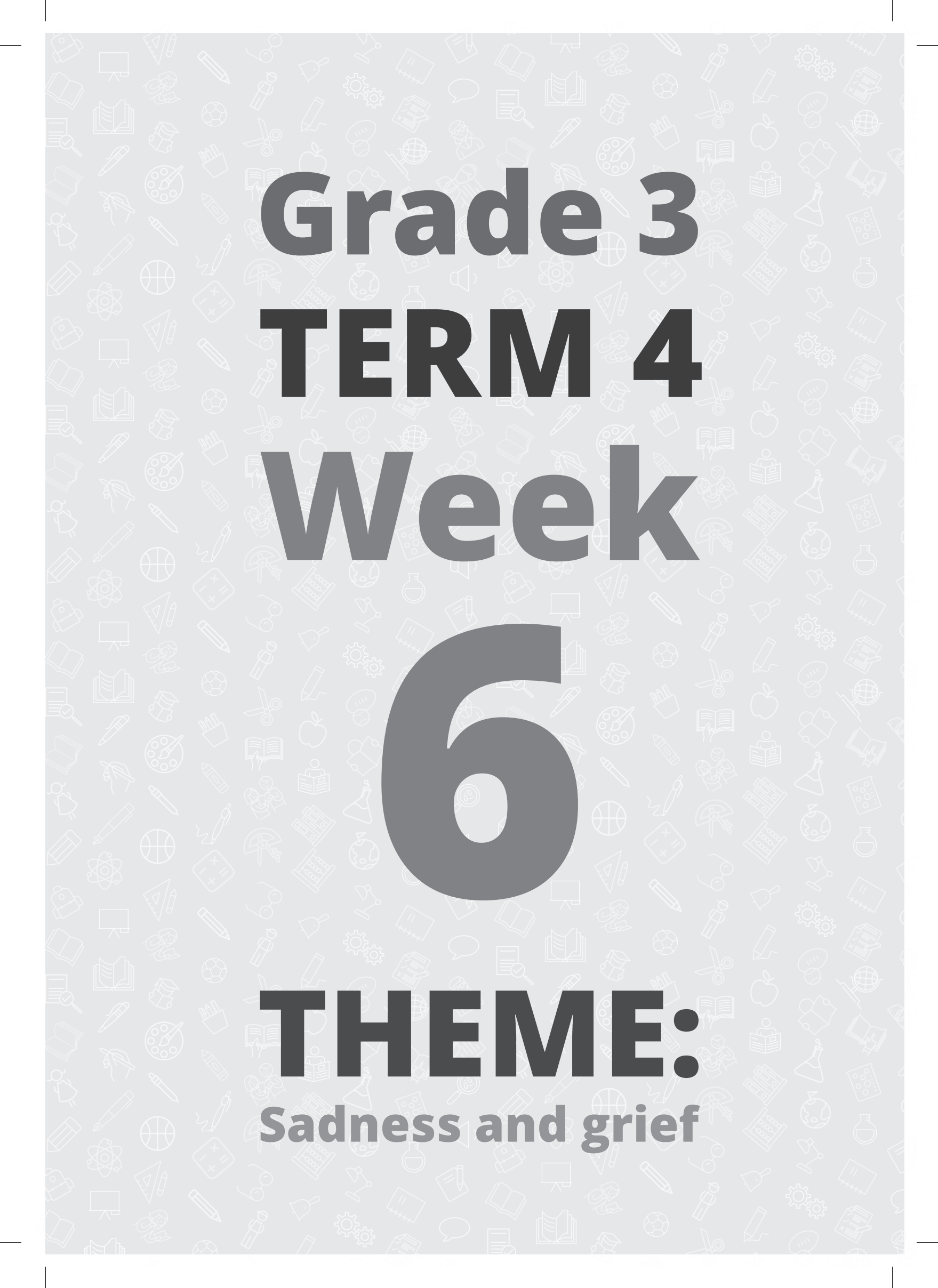
## End of week language learning review

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, lightbulbs, gears, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

# **Grade 3**

# **TERM 4**

# **Week**

# **6**

## **THEME:**

**Sadness and grief**



## Classroom Preparation

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: Pictures of pyramids / tombs in ancient Egypt; pictures of the Taj Mahal; pictures of other interesting monuments to people who have died
- 5 Do some research on the internet to prepare for the theme. For example: Different ways people honour or celebrate death (in different religions, in different countries, throughout history)
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



## Extension Activities

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

**Activity 1:** DBE Workbook 2: Page 90, Let's read

**Activity 2:** DBE Workbook 2: Page 91 – 92, Let's write

**Activity 3:** DBE Workbook 2: Page 93, Let's write

**Activity 4:** Write a diary entry about a time you helped a friend or family member who felt sad.



# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of the elaborate altar in the Big Book story: Remembering Tio Pablo
- 2 Tell learners that we are continuing our theme: Sadness and grief
- 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 feel sadness or grief? (Have you learned anything new about this?)
  - b What are some things that can help when someone feels sad?
  - c What have you learnt about sadness and grief from Munene, Auntie Jessica, Khumo, and Bantu?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - altar
  - elaborate
  - Mexico

Rhyme or song	Actions
Cry, cry, it's okay to cry When you're feeling sad! The tears will help to ease your pain, Then you won't feel so bad.	<i>Put your arm around a friend's shoulder (as if to comfort them)</i>



## Handwriting

15 minutes

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

### **Singular to Plural Sentences**

- 1 The man is a hero.
  - 2 The child can hear an echo.
  - 3 The girl will eat a tomato.
  - 4 The mom puts a potato in the soup.
  - 5 The boy plays with a domino.
- 4 Next, instruct learners to rewrite the sentences as plurals, on the line below.
  - 5 In the last five minutes of the lesson, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
  - 6 Then, ask learners to point out any patterns they can see, like: where words change.
  - 7 Underline these patterns, like:

### **Singular to Plural Sentences**

- 1 The man is a hero.  
The men are heroes.
  - 2 The child can hear an echo.  
The children can hear echoes.
  - 3 The girl will eat a tomato.  
The girls will eat tomatoes.
  - 4 The mom puts a potato in the soup.  
The moms put potatoes in the soup.
  - 5 The boy plays with a domino.  
The boys play with dominoes.
- 8 Tell learners to think about these patterns when they are reading or writing.
  - 9 Instruct learners to take a coloured pencil and correct their own work.

### **ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_

**Shared Reading:**

15 minutes

**Pre-Read****COMPREHENSION STRATEGY: PREDICT**

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

**Writing:**

30 minutes

**Edit**

**TOPIC:** Write a story about someone who is experiencing sadness or grief

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

**PREPARATION:**

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

**EDITING CHECKLIST:**

- 1 Is my story about a character who is experiencing sadness or grief?
- 2 Did I include the setting (where and when)?
- 3 Did I include details about what happened?
- 4 Did I write at least 12 sentences?
- 5 Did I write at least two paragraphs?
- 6 Did I spell all words correctly?
- 7 Does every sentence start with a capital letter?
- 8 Does every sentence end with proper punctuation?

**MODEL THE EDITING PROCESS (I DO)**

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

**LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)**

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

Sadness and grief: DraftParagraph 1

It was the day of Mpumie's mom's funeral. This was a very sad day. Mpumie's granny was trying to make Mpumie feel a bit better by giving her a big hug. Mpumie felt sad about her mom and that she had to move away from her friends to go and live with her grandmother.

Paragraph 2

When they got to the funeral, they were so sad. They started to cry. Mpumie's granny gave her a big hug and told her that she will look after her. She told Mpumie that she loved her very much and will always be there for her.

Paragraph 3

Later when granny and Mpumie were in the house. Granny told Mpumie that she wanted to move into Mpumie's house so that Mpumie can stay close to her friends. Mpumie was happy because she would always remember her mom and she would have a wonderful granny to look after her.



## Group Guided Reading

30 minutes

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

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

# Tuesday



## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

#### I DO...

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

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ph words**
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:
  - 1 **ph**one
  - 2 **ph**oto
  - 3 **ph**ase
  - 4 **ph**onic
  - 5 **ph**in
  - 6 **ph**rase
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.

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

### ALTERNATE PHONICS PROGRAMME

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

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

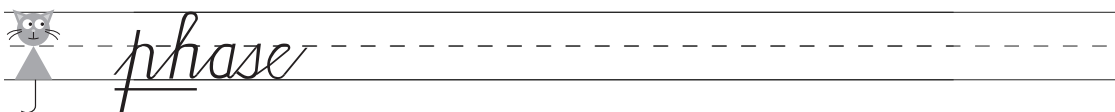
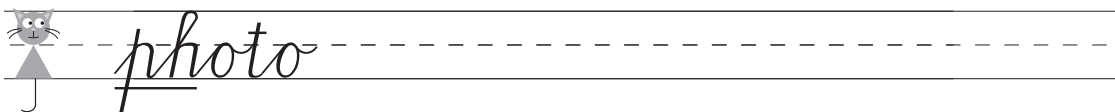
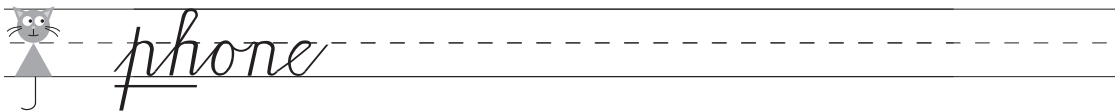
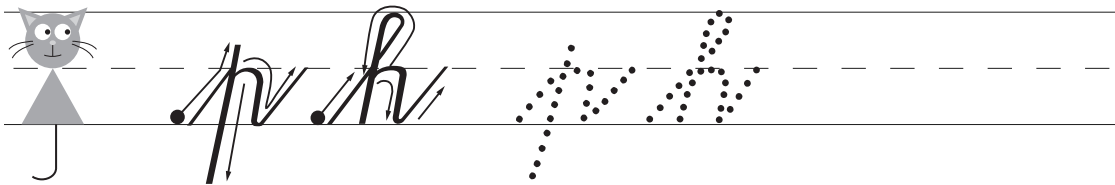


### Handwriting:

15 minutes

### Write letter(s) / words / sentences in cursive

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





 *phonic*

 *dolphin*

 *phrase*

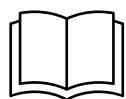
 *I will phone for a photo.*

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



## Shared Reading:

15 Minutes

### First Read

#### COMPREHENSION STRATEGIES: VISUALISE; MAKE EVALUATIONS

Text	First Read (Think Aloud)
<p><u>Remembering Tio Pablo</u></p> <p><i>There are different rituals all over the world for honouring and celebrating people who have died.</i></p> <p><i>In South Africa, many people hold a tombstone unveiling, usually a year after the person has passed. This event is a time to celebrate and honour the deceased, after a year of mourning. This event usually starts with a religious ceremony, then the tombstone is unveiled, and the inscription is read. Finally, food and drink are shared, and a celebration is held.</i></p> <p><i>In Mexico, a celebration called Día de los Muertos is held once a year from October 31st to the 2nd of November to honour the dead. This celebration began several thousand years ago with the indigenous people of Central America, who considered mourning the dead disrespectful. For people in these cultures, death was a natural part of life. They believed in keeping the dead alive in both memory and spirit. During the Día de los Muertos, they believed that the dead temporarily returned to Earth. Today, families still build altars to guide their dead home to join them for the celebration.</i></p> <p>In this story you will encounter some Spanish words:</p> <p><i>Día de los Muertos – Day of the Dead (pronounced deeah deh lows mwertoes)</i></p> <p><i>Tio – uncle</i></p> <p><i>Abuela – grandmother</i></p> <p><i>Tamales – little pies filled with spicy meat or vegetables</i></p>	
<p>It was the first <i>Día de los Muertos</i> celebration since my Tio Pablo died. My mother decided we should build an especially elaborate altar this year – to guide him home for the first time since his death.</p> <p>The day before the celebration, my mother set up two small tables in the sitting room. She placed a brightly-coloured cloth over each of the tables. Then, she put boxes of all different sizes on top of the tables to create seven levels.</p>	<p>I <b>visualise</b> the narrator’s mother carefully setting up the tables as she thinks about her mother and her brother who are gone.</p>

Text	First Read (Think Aloud)
<p>On the eve of November 1<sup>st</sup>, my mother asked my sister and I to gather all the photos from around the house of Tio Pablo and bring them to her. She found some old photos of her and Tio from when they were little children. She organised all of the photos around the altar.</p> <p>‘There!’ my mother said. ‘This will make Tio’s soul feel welcome – and to know that we have not forgotten him.’</p>	<p>I <b>visualise</b> the narrator’s mother carefully setting up all the photos on the different levels of the altar, smiling as she remembers the fun times she had with her brother.</p>
<p>Then my mother added the photographs of our Abuela – like we did every year. ‘Abuela has been coming home for a long time,’ my sister Sophia said as she looked at the big portrait of Abuela as a young woman.</p>	<p>--</p>
<p>Next, my mother handed my sister and I each a bag filled with marigolds. ‘Abuela always loved marigolds. I think their scent makes her feel welcome and happy each year when she comes home,’ my mother said.</p> <p>‘This is more flowers than we usually get!’ I told my mother, sticking my nose into the fragrant bag.</p> <p>‘Well this year we are going to make a path from the door to the altar – to help make sure Tio’s soul can find the altar easily,’ my mother said. She showed us how to pull the petals from the flowers. Then we carefully sprinkled petals from the door all the way to our altar. We used the remaining flowers to decorate the altar.</p> <p>‘I think this is the most beautiful altar we’ve ever made!’ my sister said, with a big smile. ‘I think Tio will be impressed.’</p>	<p>I <b>visualise</b> the narrator and her sister pulling the petals from the flower and decorating the passage – all the way to the altar! I <b>imagine</b> the smell of sweet flowers all around the house.</p>
<p>‘What kind of food will we leave for Tio’s soul?’ I asked my mother.</p> <p>‘Both Tio and Abuela loved spicy tamales,’ my mother said. She went to the kitchen and came back with four tamales for the altar. ‘This should help fill their hunger after travelling so far – from the spirit world all the way back here – to the world of the living!’</p>	<p>The altar has colourful fabric, pictures, flowers and now food. It is becoming very beautiful and elaborate.</p>
<p>‘I remember that Tio loved hot chocolate – it was his favourite! I am going to make him a delicious mug full,’ my sister said, running into the kitchen.</p> <p>‘Oh, and they will be thirsty after their long journey too,’ my mother said. ‘Valentina, bring two glasses of water, won’t you,’ she whispered to me.</p>	<p>I <b>visualise</b> Sophia carefully and lovingly making hot chocolate for her Uncle. This must feel like one way she can connect to and remember her uncle even though he is gone.</p>

Text	First Read (Think Aloud)
My mother hung paper flags on the wall above the altar – colourful skulls, and colourful dancing skeletons.	The flags make the altar even more elaborate. I <b>think</b> the family is <b>visualising</b> Uncle Tio's surprised face when he sees how much time they have put into the altar for him.
My mother stood back to admire the beautiful altar. 'Oh! I almost forgot!' she gasped.	I <b>think</b> the family in the story is <b>visualising</b> their Abuela and Tio seeing the altar when they return – and being impressed with what they see!
My mother ran to the kitchen and came back with a small white box. She handed the box to me.  'Oooh! These are beautiful!' I said as I opened the box of sugar skulls. I carefully put them next to the picture of Tio Pablo.	I can <b>visualise</b> the narrator placing the fragile sugar skulls on the altar. The way she places the skulls shows how much she cares for her Tio and Abuela who have died.
Finally, my mother added two candles – one for Tio Pablo and one for Abuela. As she lit the candles, I thought about my Tio and Abuela's souls making their way back home – to keep us company for the <i>Día de los Muertos</i> celebration.	The altar is so elaborate because the narrator's family has put so much care into setting it up. I <b>think</b> the decorations show how much they still love and care for their family members who have died.

Follow up questions	Possible responses
What is the celebration in the story called?	The celebration is called <i>Día de los Muertos</i> .
What items did the narrator's family place on their altar?	They place photographs, brightly coloured cloth, marigolds, spicy tamales, hot chocolate, water, sugar skulls, and candles on the altar.
Why question	Possible responses
Why did the narrator's family build an elaborate altar?	<ul style="list-style-type: none"> <li>• Because it is <i>Día de los Muertos</i>, and building an altar is their tradition.</li> <li>• Because they wanted to honour the narrator's uncle and grandmother.</li> <li>• It was the first <i>Día de los Muertos</i> since their Uncle Pablo died, so they wanted to build an extra special altar for him.</li> <li>• Because putting time and thought into their altar helps them feel connected to their loved ones who are now gone.</li> </ul>



## Group Guided Reading

30 minutes

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

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

# Wednesday



## Oral Activities

15 minutes

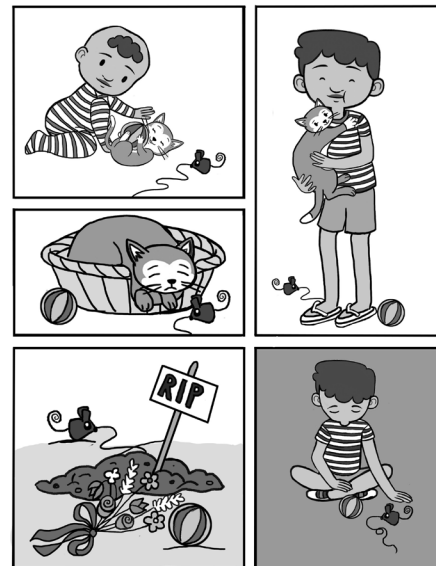
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - celebration
  - ritual
  - spirit

Rhyme or song	Actions
Cry, cry, it's okay to cry	<i>Put your arm around a friend's shoulder (as if to comfort them)</i>
When you're feeling sad!	
The tears will help to ease your pain,	
Then you won't feel so bad.	

### CREATIVE STORYTELLING

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





## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

#### I DO...

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

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **oy words**.
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:

- 1 **toy**
- 2 **boy**
- 3 **joy**
- 4 **enjoy**
- 5 **ploy**
- 6 **coy**

Learners must write the words next to the correct number and underline the targeted sound in each word.

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

**ALTERNATE PHONICS PROGRAMME**

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

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

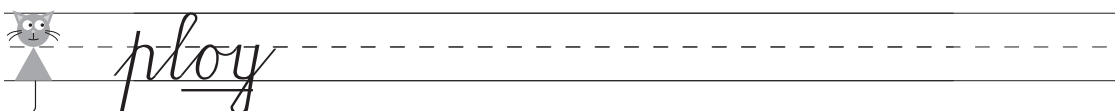
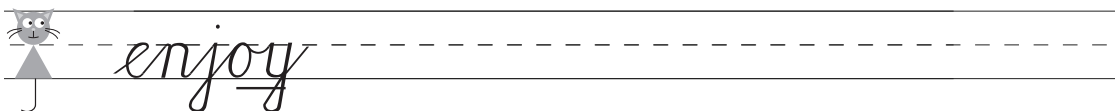
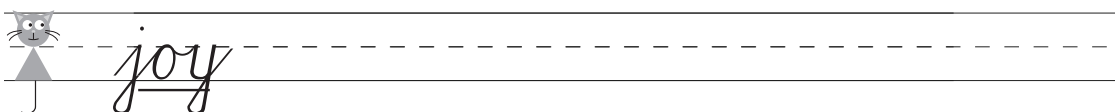
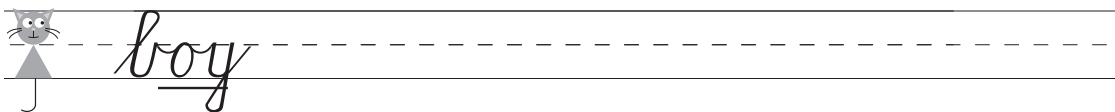
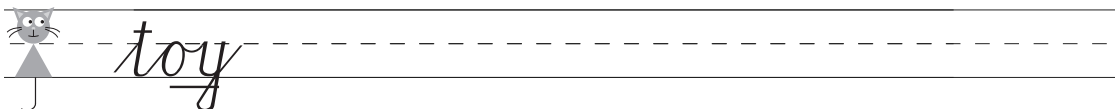
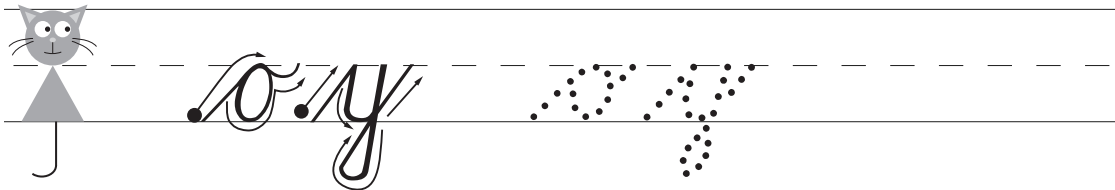


**Handwriting:**

15 minutes

**Write letter(s) / words / sentences in cursive**

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







toy



The boy will enjoy the toy.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



**Writing:**

30 minutes

**Publish And Present**

**TOPIC:** Write a story about someone who is experiencing sadness or grief

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

**WRITING FRAME:**

**Paragraph 1**

***It was...** (Write about the problem in the story. Give details about the characters, the setting, and what happened.)*

**Paragraph 2**

***When...** (Write about how the problem is resolved. What happens in the story to help the characters deal with their sadness or grief?)*

**Paragraph 3 (optional)**

***Later...** (Write about how the story ends. What happens next or later in the story.)*

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

### **MODELLING THE PUBLISHING PROCESS (I DO)**

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

### **LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)**

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

### **LEARNERS PRESENT THEIR WRITING**

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

9 December 2020

Mpumie feels sad

It was the day of Mpumie's mom's funeral. This was a very sad day. Mpumie's granny was trying to make Mpumie feel a bit better by giving her a big hug. Mpumie felt sad about her mom and that she had to move away from her friends to go and live with her grandmother.

When they got to the funeral, they were so sad. They started to cry. Mpumie's granny gave her a big hug and told her that she will look after her. She told Mpumie that she loved her very much and will always be there for her.

Later when Granny and Mpumie were in the house. Granny told Mpumie that she wanted to move into Mpumie's house so that Mpumie can stay close to her friends. Mpumie was happy because she would always remember her mom and she would have a wonderful granny to look after her.





## Group Guided Reading

30 minutes

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

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

# Thursday



## Phonemic Awareness And Phonics:

15 minutes

### Letter Swap

#### I DO...

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

#### WE DO...

##### PART 1

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

##### PART 2

- 1 Next, write this word on the chalkboard: **joy**
- 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: **toy, boy, enjoy, ploy, coy, annoy, destroy**

#### YOU DO...

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

## ALTERNATE PHONICS PROGRAMME

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

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



## Shared Reading:

15 minutes

## Second Read

### READING STRATEGIES: VISUALISE; MAKE EVALUATIONS

Text	Second Read (Think Aloud)
<p><u>Remembering Tio Pablo</u></p> <p><i>There are different rituals all over the world for honouring and celebrating people who have died.</i></p> <p><i>In South Africa, many people hold a tombstone unveiling, usually a year after the person has passed. This event is a time to celebrate and honour the deceased, after a year of mourning. This event usually starts with a religious ceremony, then the tombstone is unveiled, and the inscription is read. Finally, food and drink are shared, and a celebration is held.</i></p> <p><i>In Mexico, a celebration called Día de los Muertos is held once a year from October 31st to the 2nd of November to honour the dead. This celebration began several thousand years ago with the indigenous people of Central America, who considered mourning the dead disrespectful. For people in these cultures, death was a natural part of life. They believed in keeping the dead alive in both memory and spirit. During the Día de los Muertos, they believed that the dead temporarily returned to Earth. Today, families still build altars to guide their dead home to join them for the celebration.</i></p> <p>In this story you will encounter some Spanish words:</p> <p><i>Día de los Muertos – Day of the Dead (pronounced deeah deh lows mwertoes)</i></p> <p><i>Tio – uncle</i></p> <p><i>Abuela – grandmother</i></p> <p><i>Tamales – little pies filled with spicy meat or vegetables</i></p>	<p>There are different ways people around the world deal with grief. I <b>think</b> <i>rituals or traditions</i> are one important way people around the world deal with the sadness of losing people they love.</p>

Text	Second Read (Think Aloud)
<p>It was the first <i>Día de los Muertos</i> celebration since my Tio Pablo died. My mother decided we should build an especially elaborate altar this year – to guide him home for the first time since his death.</p> <p>The day before the celebration, my mother set up two small tables in the sitting room. She placed a brightly-coloured cloth over each of the tables. Then, she put boxes of all different sizes on top of the tables to create seven levels.</p>	<p>This is the first time the narrator’s family has celebrated <i>Día de los Muertos</i> since their Tio Pablo died. I <b>think</b> celebrating in this way is one way to deal with the grief of losing a loved one.</p>
<p>On the eve of November 1<sup>st</sup>, my mother asked my sister and I to gather all the photos from around the house of Tio Pablo and bring them to her. She found some old photos of her and Tio from when they were little children. She organised all of the photos around the altar.</p> <p>‘There!’ my mother said. ‘This will make Tio’s soul feel welcome – and to know that we have not forgotten him.’</p>	<p>I <b>imagine</b> the narrator’s mother feeling nostalgic as she sets up all the photos around the altar.</p>
<p>Then my mother added the photographs of our Abuela – like we did every year. ‘Abuela has been coming home for a long time,’ my sister Sophia said as she looked at the big portrait of Abuela as a young woman.</p>	<p>I can <b>infer</b> that their Abuela died a long time ago – but that doesn’t mean the grief is gone. People deal with grief for a long time when they lose someone who they love.</p>
<p>Next, my mother handed my sister and I each a bag filled with marigolds. ‘Abuela always loved marigolds. I think their scent makes her feel welcome and happy each year when she comes home,’ my mother said.</p> <p>‘This is more flowers than we usually get!’ I told my mother, sticking my nose into the fragrant bag.</p> <p>‘Well this year we are going to make a path from the door to the altar – to help make sure Tio’s soul can find the altar easily,’ my mother said. She showed us how to pull the petals from the flowers. Then we carefully sprinkled petals from the door all the way to our altar. We used the remaining flowers to decorate the altar.</p> <p>‘I think this is the most beautiful altar we’ve ever made!’ my sister said, with a big smile. ‘I think Tio will be impressed.’</p>	<p>I <b>think</b> the process of making the altar helps the family deal with their grief. They can celebrate the things they love about people who have died, have time to miss and talk about them, and keep their memories close even though they are gone.</p>

Text	Second Read (Think Aloud)
<p>'What kind of food will we leave for Tio's soul?' I asked my mother.</p> <p>'Both Tio and Abuela loved spicy tamales,' my mother said. She went to the kitchen and came back with four tamales for the altar. 'This should help fill their hunger after travelling so far – from the spirit world all the way back here – to the world of the living!'</p>	<p>As the family sets up the altar, they can show care and love for the people they have lost by doing special things for them – like making their favourite foods. I <b>think</b> this must help them deal with their grief.</p>
<p>'I remember that Tio loved hot chocolate – it was his favourite! I am going to make him a delicious mug full,' my sister said, running into the kitchen.</p> <p>'Oh, and they will be thirsty after their long journey too,' my mother said. 'Valentina, bring two glasses of water, won't you,' she whispered to me.</p>	<p>As the family sets up the altar, they are reliving the memories of their <i>Tio</i> and their <i>Abuela</i>. I <b>think</b> this must help them to never forget the people who they loved – and to still feel close to them even though they are gone.</p>
<p>My mother hung paper flags on the wall above the altar – colourful skulls, and colourful dancing skeletons.</p>	<p>I <b>think</b> they are putting so much effort into making an elaborate altar because it helps them feel connected to their family members who have died.</p>
<p>My mother stood back to admire the beautiful altar. 'Oh! I almost forgot!' she gasped.</p>	<p>--</p>
<p>My mother ran to the kitchen and came back with a small white box. She handed the box to me.</p> <p>'Oooh! These are beautiful!' I said as I opened the box of sugar skulls. I carefully put them next to the picture of Tio Pablo.</p>	<p>I <b>think</b> spending time setting up an altar for <i>Abuela</i> and <i>Tio Pablo</i> helps the family deal with their grief, because they get to relive memories about them all day.</p>
<p>Finally, my mother added two candles – one for Tio Pablo and one for Abuela. As she lit the candles, I thought about my Tio and Abuela's souls making their way back home – to keep us company for the <i>Día de los Muertos</i> celebration.</p>	<p>I <b>think</b> celebrating the dead once a year helps people deal with grief, because they have a time where they are meant to talk about and remember people who are gone.</p>

Follow up questions	Responses
<p>What does the family remember about <i>Tio</i> and <i>Abuela</i> as they set up the altar?</p>	<p>The remember that <i>Abuela</i> loved marigolds, <i>Tio</i> and <i>Abuela</i> both loved spicy tamales, <i>Tio Pablo's</i> favourite drink was hot chocolate.</p>
<p>How do you think the family feels as they set up the altar?</p>	<p><i>I think they feel...because...</i></p>
Why question	Possible responses
<p>How does this story relate to the theme of 'Grief'?</p>	<p><i>I think this relates to the theme of 'Grief' because...</i></p>





## 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

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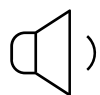
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - organise
  - nostalgic
  - portrait

Rhyme or song	Actions
Cry, cry, it's okay to cry	<i>Put your arm around a friend's shoulder (as if to comfort them)</i>
When you're feeling sad!	
The tears will help to ease your pain,	
Then you won't feel so bad.	

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:  
This story is about...  
One thing I learnt from the story was...  
This story is related to the theme of 'Sadness and grief' 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.

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

**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: /**n**-/**e**-/**t**/ = **net**

**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, net, ten, past, last, dice, nice**

**ALTERNATE PHONICS PROGRAMME**

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

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

\_\_\_\_\_



## Shared Reading:

15 minutes

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### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE

#### 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 something we can **connect** to in the story*.
- 3 *We will rate the story out of 5 stars. We give a story five stars if we LOVE it. We give a story zero stars if we dislike it.*
- 4 Write the summary frame on the chalkboard.
- 5 Instruct learners to use the frame to answer the question:  
**This story is about...**(2–3 sentences)  
**The family in this story builds an altar because...**  
**I learnt...**  
**Out of 5 stars, I give this story...because...**
- 6 Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.  
Model your own example for learners. Say: ***This story is about*** a family building an elaborate altar for Dia de los Muertos in Mexico. We learn that they are building an extra special altar because it is the first year since their uncle died. ***The family in this story builds an altar because*** it is a special ritual they have to celebrate their dead. ***I learnt*** that food, drinks, and flowers are placed on the altar. ***Out of 5 stars, I give this story 5 stars because*** I learned so much about a new place!
- 7 Give learners time to think about the most important parts of the text.
- 8 Tell learners to **turn and talk** with a partner to share their ideas. / Tell learners to write their own summaries using the frame.
- 9 Call the class back together.
- 10 Ask 1–2 learners to share their summaries with the class.  
Come up with a class summary, like: ***This story is about*** a family building an extra special altar because it is the first year since their uncle died. They live in Mexico and are celebrating the holiday of Dia de los Muertos. ***The family in this story builds an altar because*** it is a special ritual that helps them welcome their family members who have died back home for Dia de los Muertos. ***We learnt*** that food, drinks, photographs, and flowers are placed on the altar. ***Out of 5 stars, we give this story 5 stars because*** the illustrations are especially beautiful and we learned something new about Mexico!



## 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 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, gears, lightbulbs, and laboratory equipment. The icons are scattered across the page, creating a textured, academic atmosphere.

# **Grade 3**

# **TERM 4**

# **Week**

# **7**

# **THEME:**

# **History**



## Classroom Preparation

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



## Extension Activities

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

**Activity 1:** DBE Workbook 2: Page 94, Let's read

**Activity 2:** DBE Workbook 2: Page 95 – 96, Let's write

**Activity 3:** DBE Workbook 2: Page 97, Fun

**Activity 4:** Draw a picture and write about something in history you feel curious about.



# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the stone ruins in the Big Book story: Shamiso's big trip.
- 2 Tell learners that we are starting a new theme called: History.
- 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 history?
  - b What do you know about history?
  - c Why do you think history is important?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - history
  - ancient
  - ancestor

Rhyme or song	Actions
History history, a time so far	<i>Use your thumbs to point backwards</i>
What a mystery you are!	-
You can teach us something new,	<i>Put your index finger on your head</i>
There's so much to learn about you!	<i>Spread your arms out wide</i>
History history, a time so far	<i>Use your thumbs to point backwards</i>
Oh how interesting you are!	-



## Handwriting

15 minutes

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- 1 Tell learners to open their exercise books and write the date.
- 2 Next tell learners to number from 1–5 in the margin.
- 3 Write the following sentence on the chalkboard next to number 1: My teacher gave me a treat on my last day of school.
- 4 Next, write the following pronouns (subject morphemes) next to numbers 2–5:
  - 2 His
  - 3 Her
  - 4 Their
  - 5 Our
- 5 Tell learners to rewrite sentence starting with the word provided.
- 6 In the last five minutes, correctly write the sentences on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 7 Then, ask learners to point out any patterns they can see, like: where the sentence changes.
- 8 Underline any patterns, like:
  - 1 My teacher gave me a treat on my last day of school.
  - 2 His teacher gave him a treat on his last day of school.
  - 3 Her teacher gave her a treat on her last day of school.
  - 4 Their teacher gave them a treat on their last day of school.
  - 5 Our teacher gave us a treat on our last day of school.
- 9 Instruct learners to take a coloured pencil and correct their own work.

### ALTERNATE HANDWRITING PROGRAMME

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

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

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

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### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Shamiso's big trip
- 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:** Interview an older person in your family to find out what school was like for them. Then, write two paragraphs about the interview.

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

**PLANNING STRATEGY:** Write a list

#### INTRODUCE THE WRITING TOPIC.

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for your questions, like:  
*Today we will think of questions we would like to ask someone older in our family about what their education was like. Then, you will bring the questions home and complete the interview for homework. I will interview my grandmother because I am curious to find out more about what life was like for her when she was small.*

#### MODELLING THE PLANNING STRATEGY (I DO)

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

<u>Planning Questions</u>	<u>Plan</u>
<p><b>I will interview:</b></p> <p><b>Write 10 questions to ask during your interview.</b></p>	<p><b>I will interview: My grandmother</b></p> <ol style="list-style-type: none"> <li>1 Where did you go to school?</li> <li>2 How long ago did you begin school?</li> <li>3 What was your school like?</li> <li>4 What do you think was the same about school then and now?</li> <li>5 What do you think was different when you went to school?</li> <li>6 What did you like about school?</li> <li>7 What did you dislike about school?</li> <li>8 Who was your favourite teacher? Why?</li> <li>9 When did you stop going to school?</li> <li>10 Why did you stop going to school?</li> </ol>

**LEARNERS USE THE PLANNING STRATEGY (YOU DO)**

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

I will interview: My grandmother

1. Where did you go to school?
2. How long ago did you begin school?
3. What was your school like?
4. What do you think was the same about school then and now?
5. What do you think was different when you went to school?
6. What did you like about school?
7. What did you dislike about school?
8. Who was your favourite teacher? Why?
9. When did you stop going to school?
10. Why did you stop going to school?



## Group Guided Reading

30 minutes

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

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

# Tuesday



## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

#### I DO...

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

#### WE DO...

- 1 Say the sound: **or**
- 2 Say the word: **thorn**
- 3 Ask learners: What is the first sound in the word? /th/
- 4 Ask learners: What is the second 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: /th/-/or/-/n/
- 7 Write the word on the chalkboard: **thorn**
- 8 Instruct learners to blend the sounds in the word with you: /th/-/or/-/n/ = **thorn**

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **or words**
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:
  - 1 for
  - 2 fork
  - 3 pork
  - 4 horn
  - 5 thorn
  - 6 born
- 4 Learners must write the words next to the correct number and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.

- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

**ALTERNATE PHONICS PROGRAMME**

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

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

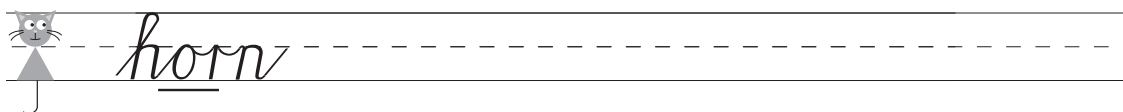
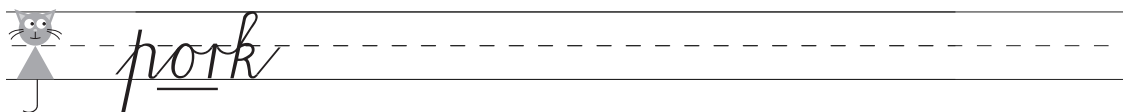
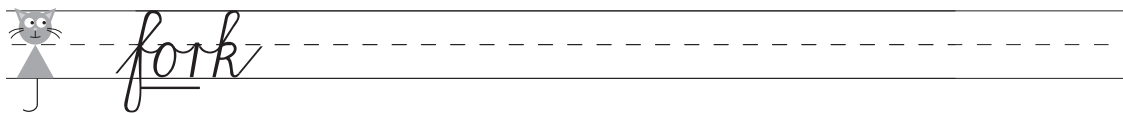
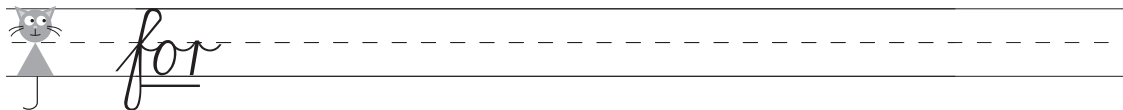
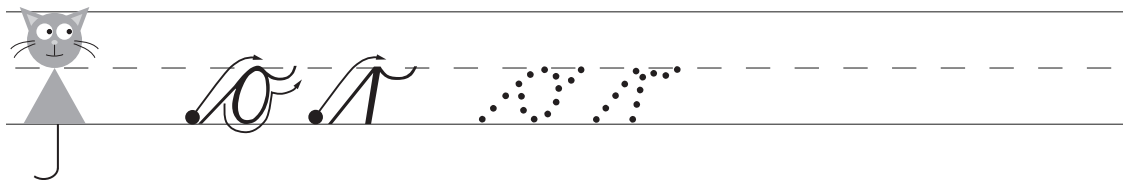


**Handwriting:**


15 minutes


**Write letter(s) / words / sentences in cursive**


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



WEEK 7

 *thorn*

 *born*

 *I see the fork in the pork.*

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



**Shared Reading:**

15 Minutes

**First Read**

**COMPREHENSION STRATEGIES: VISUALISE**

Text	First Read (Think Aloud)
<p><u>Shamiso's big trip</u></p> <p>Shamiso and her family had been waiting for months for the school holiday. They were going to visit their family in Zimbabwe. On the way, they were making a stop at a place called Great Zimbabwe. Shamiso looked up 'Great Zimbabwe' on the Internet. She learned that it was a great city and palace from long ago. 'Wow! How cool!' she thought. She couldn't wait to see the place of her ancestors.</p>	<p>I <b>visualise</b> Shamiso packing and getting ready days before the trip because she is so excited! I think she is so excited to learn more about how her ancestors lived!</p>
	<p>I <b>visualise</b> Shamiso using Google to research Great Zimbabwe. I <b>visualise</b> her clicking through all the pictures she can find!</p>



Text	First Read (Think Aloud)
<p>'Great Zimbabwe was built by our Shona ancestors!' her father told her. 'When I was a child, Zimbabwe was called Rhodesia and it was ruled by the British. The government didn't want people to know that it was Africans who created such an impressive place!' he said.</p>	<p>I <b>visualise</b> Shamiso's father looking sad when he thinks about this!</p>
<p>When the family finally arrived at Great Zimbabwe, Shamiso's dad stopped the car and went over to the ticket booth. He came back with their tickets and a tour guide.</p> <p>'Welcome to Great Zimbabwe,' the guide said. 'This place was built hundreds of years ago – beginning in the 11<sup>th</sup> century!'</p>	<p>I think Shamiso is <b>visualising</b> her ancestors hundreds of years ago, and wondering what life was like for them in this beautiful place!</p>
<p>Their guide took them to the small museum first. 'Everything in this museum came from inside the ruins,' their guide told them.</p> <p>First, the guide showed them eight carved birds. 'These birds were the symbols of our ancient kings,' he said. 'And look – this is the bird on our Zimbabwean flag!' he said, pointing to one of the carvings.</p>	<p>--</p>
<p>As they walked by the cases, Shamiso saw golden beads and copper wire. 'The people who lived here were rich in gold,' the tour guide explained.</p> <p>'And those beads came all the way from China!' the guide added, pointing to some beautiful glass beads inside the case. 'This tells us that the people who lived here traded internationally!'</p> <p>'Wow! How cool!' thought Shamiso, thinking about the jewelry of her ancestors.</p>	<p>I think that as Shamiso looks through the glass, she must be <b>visualising</b> one of her ancestors wearing these beautiful beads.</p>
<p>Then, they walked to an enormous, round stone wall. 'This is called the Great Enclosure and it was a home for queens!' their guide explained. He went on, 'Zimbabwe is named after this big structure. Zimbabwe means a big stone house – just like this one!'</p>	<p>I <b>visualise</b> Shamiso's look of surprise when she learns this new fact!</p>
<p>Shamiso's dad bent down and whispered in her ear, 'This is the biggest stone structure in Africa – other than the pyramids in Egypt.'</p> <p>'Wow! How cool!' thought Shamiso, thinking about her ancestors building big stone walls.</p>	<p>I think that as Shamiso looks at the huge and impressive stone wall, she must be <b>visualising</b> her ancestors carrying and stacking all of the stone bricks!</p>

WEEK 7

Text	First Read (Think Aloud)
<p>Next, their guide took them to a small village. 'This has been rebuilt, so you can see what the houses looked like when people really lived here at Great Zimbabwe!' he explained. They also saw a group of dancers.</p> <p>'These dancers are working to keep the ancient dances alive!' the guide said.</p> <p>'Wow! How cool!' thought Shamiso, thinking about the beautiful music and dancing of her ancestors.</p>	<p>I think that as Shamiso watches the dancers, she must be <b>visualising</b> her ancestors in the same spot, doing the same kind of dance!</p>
<p>Finally, their guide took them on a steep walk up a big hill. 'This was a religious space, where special ceremonies were performed,' he explained. 'This is where the stone-carved birds in the museum were found! And look!' he said, pointing to giant boulders on the hilltop. 'Those boulders look like a bird too!'</p> <p>'Wow! How cool!' thought Shamiso, thinking about her ancestors praying together.</p>	<p>--</p>
<p>Shamiso stood at the edge of the hill with her dad, overlooking the beautiful green hills and the dam in the distance. They could see the stone ruins dotting the landscape. 'Wow! How cool!' she said, 'I'm proud of all the work of our ancestors!'</p> <p>'Me too!' her dad said, smiling.</p>	<p>I think that as Shamiso and her dad look over the land, Shamiso is <b>visualising</b> a busy city filled with her ancestors!</p>

Follow up questions	Responses
Where did Shamiso and her family go?	They went to Great Zimbabwe.
What did Shamiso see at Great Zimbabwe?	<ul style="list-style-type: none"> <li>• She saw carved birds.</li> <li>• She saw beads and copper wire.</li> <li>• She saw the museum.</li> <li>• She saw the Great Enclosure.</li> <li>• She saw a huge, stone wall.</li> <li>• Etc.</li> </ul>
What do you <b>visualise</b> when you think about your ancestors?	<i>I visualise...</i>
Why question	Possible response
Why did Shamiso visualise her ancestors at the Great Zimbabwe?	<ul style="list-style-type: none"> <li>• Because Shamiso is Shona, just like the ancient people who built Great Zimbabwe.</li> <li>• Because Shamiso is related to the ancient people who built Great Zimbabwe.</li> <li>• Because Shamiso is trying to imagine what life was like for her ancestors who built Great Zimbabwe.</li> </ul>



## Group Guided Reading

30 minutes

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

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

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - ruins
  - century
  - build
  - rebuild

Rhyme or song	Actions
History history, a time so far	<i>Use your thumbs to point backwards</i>
What a mystery you are!	-
You can teach us something new,	<i>Put your index finger on your head</i>
There's so much to learn about you!	<i>Spread your arms out wide</i>
History history, a time so far	<i>Use your thumbs to point backwards</i>
Oh how interesting you are!	-

### CREATIVE STORYTELLING

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





## Phonemic Awareness And Phonics: Revise Sounds, Blending And Segmenting

15 minutes

### I DO...

- 1 Say the sound: **ead** (short /ed/ sound)
- 2 Say the word: **head**
- 3 Segment the word into the individual sounds: /h/-/ead/
- 4 Say the first sound of the word: /h/
- 5 Say the last sound of the word: /ead/
- 6 Write the word on the chalkboard: **head**
- 7 Model pointing to and blending the sounds to make a word: /h/-/ead/ = **head**

### WE DO...

- 1 Say the sound: **ead** (short /ed/ sound)
- 2 Say the word: **bread**
- 3 Ask learners: What is the first sound in the word? /br/
- 4 Ask learners: What is the last sound in the word? /ead/
- 5 Ask learners to segment the word into each individual sound: /br/-/ead/
- 6 Write the word on the chalkboard: **bread**
- 7 Instruct learners to blend the sounds in the word with you: /br/-/ead/ = **bread**

### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ead words**.
- 2 Next, tell learners to number from 1–6 in the margin.
- 3 Call out the following words:
  - 1 **bread**
  - 2 **head**
  - 3 **dead**
  - 4 **read**
  - 5 **dread**
  - 6 **lead**

Learners must write the words next to the correct number and underline the targeted sound in each word.

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

**ALTERNATE PHONICS PROGRAMME**

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

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

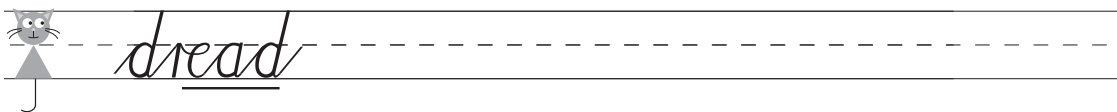
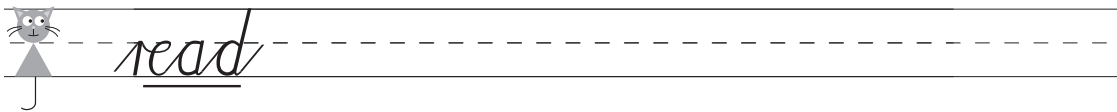
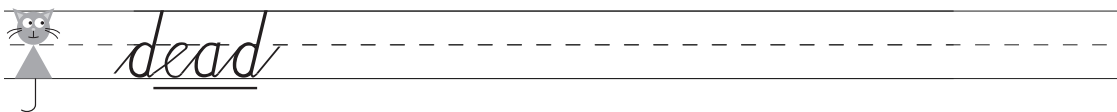
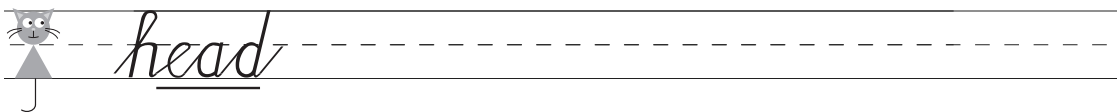
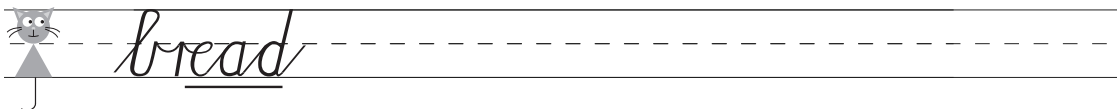
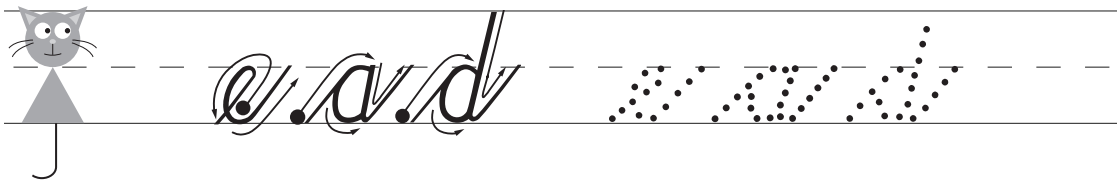


**Handwriting:**

15 minutes

**Write letter(s) / words / sentences in cursive**

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





*lead*



*I read the book in my head.*

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



## Writing:

30 minutes

### Draft

**TOPIC:** Interview an older person in your family to find out what school was like for them. Then, write two paragraphs about the interview.

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

#### WRITING FRAME:

##### Paragraph 1

I interviewed...

He / she went to school... (*where and when?*)

He / she thought school was... because... (*tell us about what this person thought about school in 2–4 sentences*)

Overall, school was...

##### Paragraph 2

In my interview, I learnt...

School was similar to now because...

School was different from now because...

The most interesting thing I found out in my interview was...

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

### MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:  
**I interviewed** my grandmother. **She went to school** in Maputo, Mozambique. She began school when she was six years old – which was 64 years ago! **She thought school was fun because** she got to play with her friends at school. She loved when the teacher read books to the class. At that time, people didn't think girls should learn Maths so she felt discriminated against at school. She had one teacher named Mrs Maluka who she loved because she helped her with Maths when other teachers would not. **Overall school was** a fun place for visiting with friends but not a great place for learning.



**In my interview, I learnt** that my grandmother was discriminated against at school. She didn't like school because her teachers treated boys and girls differently – except Mrs Maluka. **I think school was different from now because** now teachers must treat girls and boys the same and teach girls and boys Maths. My grandmother had to leave school when she was 12 years old to work, but I want to stay in school until I am at least 18 years old. **The most interesting thing I found out in my interview was that** my grandmother didn't like school, because I thought everyone loved school!

### **LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)**

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

## Interview: Draft

### Paragraph 1

i interview my grandmother. She went to school in Italy. She began school when she was five years old. She thought school was fun because she loved to learn new things. Her favorite lesson was maths. She is really good at doing maths. Overall school was exciting for her.

### Paragraph 2

In my interview I learnt that girls were only allowed to go to school until age of 10. School was different from now because now girls can go to school and get treated the same as boys. The most interesting thing I found out in my interview was my grandmother had to walk 15km to school every morning because her parents couldn't afford the bus. I thought if you lived in Italy you were rich.



## Group Guided Reading

30 minutes

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

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

# Thursday



## Phonemic Awareness And Phonics:

15 minutes

### Letter Swap

#### I DO...

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

#### WE DO...

##### PART 1

- 1 Write these two words on the chalkboard: **thorn, horn**
- 2 Ask learners: what is the difference between these two words?
- 3 Call on a learner to come and underline the difference between the two words, like: **thorn, horn**
- 4 Explain the difference between the two words.

##### PART 2

- 1 Next, write this word on the chalkboard: **born**
- 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: **horn, thorn, corn, scorn, form, uniform, unicorn, burn, bun, bin**

#### YOU DO...

- 1 Write this word on the chalkboard: **bread**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words and explain which sound has been swopped.  
**head, dead, read, dread, lead, ahead, tread, spread, instead**

**ALTERNATE PHONICS PROGRAMME**

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

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



**Shared Reading:**

15 minutes

**Second Read**

**READING STRATEGIES: VISUALISE**

Text	Second Read (Think Aloud)
<p><u>Shamiso's big trip</u></p> <p>Shamiso and her family had been waiting for months for the school holiday. They were going to visit their family in Zimbabwe. On the way, they were making a stop at a place called Great Zimbabwe. Shamiso looked up 'Great Zimbabwe' on the Internet. She learned that it was a great city and palace from long ago. 'Wow! How cool!' she thought. She couldn't wait to see the place of her ancestors.</p>	<p>--</p>
<p>'Great Zimbabwe was built by our Shona ancestors!' her father told her. 'When I was a child, Zimbabwe was called Rhodesia and it was ruled by the British. The government didn't want people to know that it was Africans who created such an impressive place!' he said.</p>	<p>I can <b>visualise</b> Shamiso getting more and more excited with each picture she sees!</p>
<p>When the family finally arrived at Great Zimbabwe, Shamiso's dad stopped the car and went over to the ticket booth. He came back with their tickets and a tour guide.</p> <p>'Welcome to Great Zimbabwe,' the guide said. 'This place was built hundreds of years ago – beginning in the 11<sup>th</sup> century!'</p>	<p>I <b>visualise</b> Shamiso listening to every word the guide says and asking lots of questions about what they will see!</p>
<p>Their guide took them to the small museum first. 'Everything in this museum came from inside the ruins,' their guide told them.</p> <p>First, the guide showed them eight carved birds. 'These birds were the symbols of our ancient kings,' he said. 'And look – this is the bird on our Zimbabwean flag!' he said, pointing to one of the carvings.</p>	<p>I <b>visualise</b> Shamiso looking at the birds and feeling proud of the skilled carvers who made them!</p>

Text	Second Read (Think Aloud)
<p>As they walked by the cases, Shamiso saw golden beads and copper wire. 'The people who lived here were rich in gold,' the tour guide explained.</p> <p>'And those beads came all the way from China!' the guide added, pointing to some beautiful glass beads inside the case. 'This tells us that the people who lived here traded internationally!'</p> <p>'Wow! How cool!' thought Shamiso, thinking about the jewelry of her ancestors.</p>	<p>I <b>visualise</b> Shamiso looking at the bracelets and necklaces inside the case and feeling proud of the skills of her ancestors!</p>
<p>Then, they walked to an enormous, round stone wall. 'This is called the Great Enclosure and it was a home for queens!' their guide explained. He went on, 'Zimbabwe is named after this big structure. Zimbabwe means a big stone house – just like this one!'</p>	<p>--</p>
<p>Shamiso's dad bent down and whispered in her ear, 'This is the biggest stone structure in Africa – other than the pyramids in Egypt.'</p> <p>'Wow! How cool!' thought Shamiso, thinking about her ancestors building big stone walls.</p>	<p>I <b>visualise</b> Shamiso admiring how the stones in the giant wall fit together and feeling proud of the architect who designed the Great Enclosure.</p>
<p>Next, their guide took them to a small village. 'This has been rebuilt, so you can see what the houses looked like when people really lived here at Great Zimbabwe!' he explained. They also saw a group of dancers.</p> <p>'These dancers are working to keep the ancient dances alive!' the guide said.</p> <p>'Wow! How cool!' thought Shamiso, thinking about the beautiful music and dancing of her ancestors.</p>	<p>I <b>visualise</b> Shamiso listening to the beat of the drum and feeling proud of the dances her ancestors created and passed down!</p>
<p>Finally, their guide took them on a steep walk up a big hill. 'This was a religious space, where special ceremonies were performed,' he explained. 'This is where the stone-carved birds in the museum were found! And look!' he said, pointing to giant boulders on the hilltop. 'Those boulders look like a bird too!'</p> <p>'Wow! How cool!' thought Shamiso, thinking about her ancestors praying together.</p>	<p>--</p>

Text	Second Read (Think Aloud)
<p>Shamiso stood at the edge of the hill with her dad, overlooking the beautiful green hills and the dam in the distance. They could see the stone ruins dotting the landscape. 'Wow! How cool!' she said, 'I'm proud of all the work of our ancestors!'</p> <p>'Me too!' her dad said, smiling.</p>	<p>I <b>visualise</b> Shamiso and her dad smiling with pride as they look out on the work of their impressive ancestors.</p>
Follow up questions	Possible responses
<p>How did Shamiso and her dad feel at the end of the story?</p>	<p>They felt proud of their ancestors.</p>
<p>What is the only stone structure in Africa that is bigger than Great Zimbabwe?</p>	<p>The pyramids in Egypt.</p>
<p><b>Visualise</b> your own family at Great Zimbabwe. What would you feel most excited to see?</p>	<p><i>I would feel most excited to see...</i></p>
Why question	Possible response
<p>Why did Shamiso and her dad feel proud?</p>	<ul style="list-style-type: none"> <li>• Because their ancestors did so many amazing things.</li> <li>• Because their ancestors were good builders.</li> <li>• Because their ancestors were traders.</li> <li>• Because their ancestors knew how to make beautiful jewelry.</li> <li>• Because their ancestors were great builders with stone</li> </ul>



## Group Guided Reading

30 minutes

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

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

# Friday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - structure
  - museum
  - ground
  - underneath

Rhyme or song	Actions
History history, a time so far	<i>Use your thumbs to point backwards</i>
What a mystery you are!	-
You can teach us something new,	<i>Put your index finger on your head</i>
There's so much to learn about you!	<i>Spread your arms out wide</i>
History history, a time so far	<i>Use your thumbs to point backwards</i>
Oh how interesting you are!	-

### DISCUSSION OF SHARED READING TEXT

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



## Phonemic Awareness And Phonics:

15 minutes

### Word Find

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

<b>or</b>	<b>ead</b>	<b>f</b>
<b>k</b>	<b>p</b>	<b>h</b>
<b>n</b>	<b>t</b>	<b>b</b>
<b>r</b>	<b>a</b>	<b>l</b>
<b>i</b>	<b>d</b>	<b>e</b>

#### MODEL

- 1 Remind learners of the sounds of the week: /**or**/ and /**ead**/
- 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: /**r**/-/**ead**/ = **read**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /**or**/ or /**ead**/
- 6 Show learners how to make another word, like: /**d**/-/**r**/-/**i**/-/**n**/-/**k**/ = **drink**

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **or, ead**
- 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, drink, link, rail, nail, like, bike**

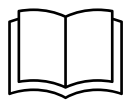
#### ALTERNATE PHONICS PROGRAMME

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

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

\_\_\_\_\_





## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / MAKE INFERENCES

#### ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Explain that today learners will **write and draw** about what a character in the story is thinking or feeling.
- 3 **Model** how you **choose a character and infer what they are thinking or feeling**, like: Shamiso is looking at the Great Enclosure and feeling amazed!
- 4 Draw your own picture on the chalkboard of Shamiso looking amazed.
- 5 Use **modelling** to add a thought bubble to your illustration with one or two sentences inside, like: This is amazing! I wonder how it was built?
- 6 Next, tell learners that they are going to choose a character and make an inference about what they are thinking or feeling.
- 7 Ask learners to close their eyes and relax. Read the text to them once more.
- 8 Ask learners to open their eyes, and draw their ideas.
- 9 Finally, ask learners to **turn and talk**, and to share their illustration with a partner.



## 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.



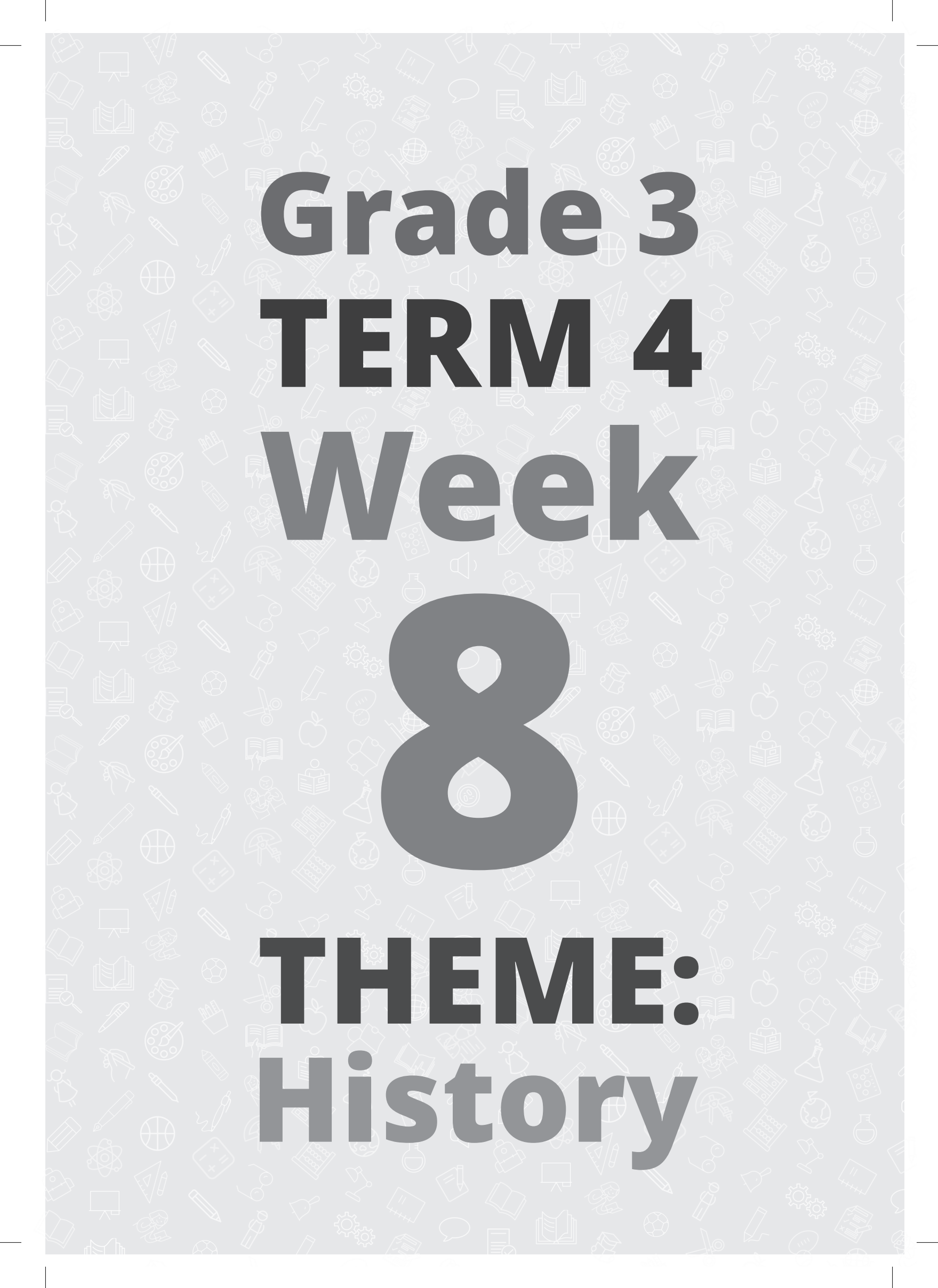
## End of week language learning review

15 minutes

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

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

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

**Grade 3**  
**TERM 4**  
**Week**  
**8**

**THEME:**  
**History**



## Classroom Preparation

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Add items for your theme wall and table that will be of interest to learners, for instance: Pictures of Nelson Mandela, pictures of Simon Nkoli, pictures of the struggle against Apartheid, pictures of Pride marches in South Africa today
- 5 Do some research on the internet to prepare for the theme. For example: Who was Simon Nkoli?
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.



## Extension Activities

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

**Activity 1:** DBE Workbook 2: Page 102, Let's read

**Activity 2:** DBE Workbook 2: Page 103 – 105, Let's write

**Activity 3:** DBE Workbook 2: Page 106, Let's read and page 107 – 109, Let's write

**Activity 4:** Draw and write about something you know about history.

# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Simon Nkoli and Nelson Mandela in the Big Book story: A hero named Simon Nkoli
- 2 Tell learners that we are continuing our theme: History
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
  - a What do you know about history?
  - b Why do you think history is important? (What have we learnt so far?)
  - c What questions do you have about history?

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - hero
  - rights
  - equal rights
  - equality

Rhyme or song	Actions
History history, a time so far	<i>Use your thumbs to point backwards</i>
What a mystery you are!	-
You can teach us something new,	<i>Put your index finger on your head</i>
There's so much to learn about you!	<i>Spread your arms out wide</i>
History history, a time so far	<i>Use your thumbs to point backwards</i>
Oh how interesting you are!	-



## Handwriting

15 minutes

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- 1 Tell learners to open their exercise books and write the date and heading **Singular to Plural Words**.
- 2 Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
- 3 Call out the singular words as follows. Learners must write these words next to the correct number.  
**Singular to Plural Words**
  - 1 loaf
  - 2 wolf
  - 3 shelf
  - 4 thief
  - 5 leaf
- 4 Next, instruct learners to rewrite the words as plurals, on the line below.
- 5 In the last five minutes of the lesson, correctly write the words on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
- 6 Then, ask learners to point out any patterns they can see, like: where the words change.
- 7 Underline these patterns, like:  
**Singular to Plural Words**
  - 1 loaf  
loaves
  - 2 wolf  
wolves
  - 3 shelf  
shelves
  - 4 thief  
thieves
  - 5 leaf  
leaves
- 8 Tell learners to think about these patterns when they are reading or writing.
- 9 Instruct learners to take a coloured pencil and correct their own work.

### ALTERNATE HANDWRITING PROGRAMME

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

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

Sentence: \_\_\_\_\_



## Shared Reading:

15 minutes

### Pre-Read

#### COMPREHENSION STRATEGY: PREDICT

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



## Writing:

30 minutes

### Edit

**TOPIC:** Interview an older person in your family to find out what school was like for them. Then, write two paragraphs about the interview.

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

#### PREPARATION:

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

#### EDITING CHECKLIST:

- 1 Did I write about my interview using the past tense?
- 2 Did I use third person ('he / she')?
- 3 Did I write at least 12 sentences split into two paragraphs?
- 4 Did I spell all words correctly?
- 5 Does every sentence start with a capital letter?
- 6 Does every sentence end with proper punctuation?

#### MODEL THE EDITING PROCESS (I DO)

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

**LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)**

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

Interview: Draft

Paragraph 1

I interviewed<sup>ed</sup> my grandmother. She went to school<sup>h</sup> in Italy<sup>I</sup>. She began school when she was five years old. She thought school<sup>h</sup> was fun because she loved to learn new things. Her favorite<sup>u</sup> lesson<sup>n</sup> was maths. She is really good at doing maths. Overall, school<sup>h</sup> was exiting<sup>c</sup> for her.

Paragraph 2

In my interview, I learnt that girls were only allowed<sup>l</sup> to go to school<sup>h</sup> until<sup>the</sup> age of 10. School was different<sup>f</sup> from now because now girls can go to school<sup>h</sup> and get treated<sup>a</sup> the same as boys. The most interesting thing (i) found out in my interview was my grandmother had to walk 15km to school<sup>h</sup> every morning because her parents couldn't afford the bus. I thought if you lived in Italy<sup>I</sup> you were rich.





## Group Guided Reading

30 minutes

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

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

# Tuesday



## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

---

#### I DO...

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

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading:  
**wr, au words**
- 2 Next, tell learners to number from 1–10 in the margin.
- 3 Call out the following words:
  - 1 **write**
  - 2 **wrote**
  - 3 **wrong**
  - 4 **wrap**
  - 5 **wrist**
  - 6 **August**
  - 7 **fraud**
  - 8 **pause**
  - 9 **launch**

**10 haunt**

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

**ALTERNATE PHONICS PROGRAMME**

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

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

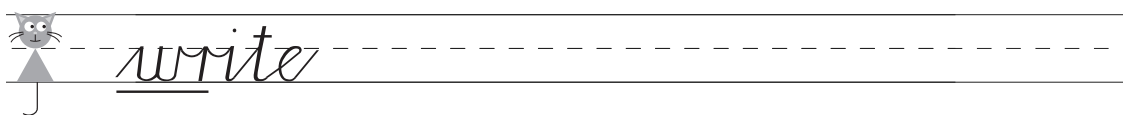
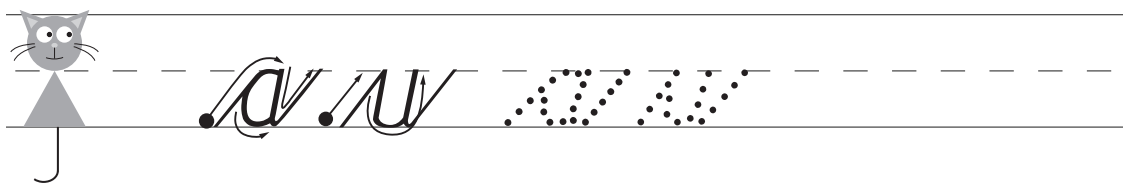
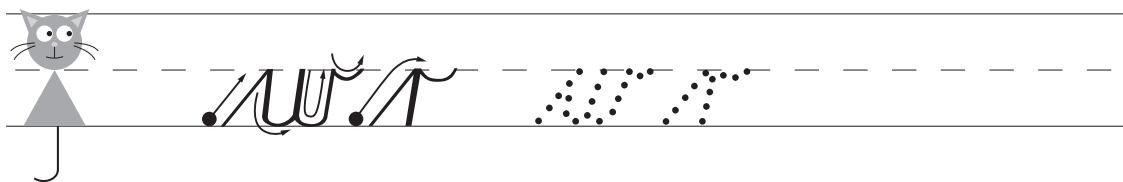



**Handwriting:**


15 minutes


**Write letter(s) / words / sentences in cursive**


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



 wrote

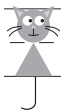
 wrong

 wrap

 wrist

 August

 fraud

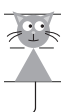
 pause

 launch

 haunt

 because

 I wrote a note on my wrist.

 I will pause to launch the ice.

**ALTERNATE HANDWRITING PROGRAMME**

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

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

Sentence: \_\_\_\_\_



**Shared Reading:**

15 Minutes

**First Read**

**COMPREHENSION STRATEGIES: SEARCH THE TEXT**

Text	First Read (Think Aloud)
<p>A hero named Simon Nkoli</p> <p>My teacher told us to write a paragraph on our heroes. That night, I sat at the table in the kitchen while my dad cooked supper. 'Who is your hero?' I asked him. 'I don't think I have one,' I confessed.</p>	<p><b>Who</b> is the narrator's hero? Oh, I learn that she doesn't have a hero.</p>
<p>'Well, my hero is Simon Nkoli. Have I ever told you about him?' he asked.</p> <p>I shook my head. I had never heard of Simon Nkoli before.</p>	<p><b>Who</b> is the narrator's father's hero? I read here that it is someone named Simon Nkoli.</p>
<p>'Well, Simon Nkoli was born right here in Soweto,' my dad said. 'Simon was an anti-Apartheid activist. He fought for our rights as black people – to be able to learn, work, and live wherever we choose.'</p> <p>'Oh, like Nelson Mandela?' I asked. We had learned about President Nelson Mandela at school, but not about Simon Nkoli. I wondered why my dad's hero was Simon Nkoli rather than Nelson Mandela.</p>	<p><b>Where</b> was Simon Nkoli from? I learn that he was born in Soweto.</p>

WEEK 8

Text	First Read (Think Aloud)
<p>'Well, in some ways, Simon Nkoli was like Nelson Mandela,' my father explained. 'They both fought against Apartheid. They both believed in the struggle for our rights so strongly that they even went to jail.'</p> <p>'Why did they go to jail?' I asked. 'Did they do something wrong?'</p> <p>'No, they didn't do anything wrong,' he reassured me. 'But, during Apartheid, the police arrested and jailed people who protested and spoke out about racism in South African,' he said.</p> <p>'So how were they different, then?' I asked. So far, it sounded like Nelson Mandela and Simon Nkoli were pretty similar.</p>	<p><b>Why</b> did the police put Simon Nkoli in jail? Oh! I learn that it is because he protested and spoke out against racism – not because he did anything wrong.</p>
<p>'Simon Nkoli wasn't just fighting against Apartheid – he was also fighting for the rights of all South Africans to love and build families in any way we choose,' my father continued.</p> <p>'What do you mean?' I asked, a bit confused.</p> <p>'Simon Nkoli didn't just fight against Apartheid. He also fought for equal human rights for everyone. He was fighting two fights for me and your Papa– he was fighting for our rights as black people and for our rights to be together.'</p> <p>'You mean, there was a time when you and Papa weren't allowed to be together?' I asked. Most of my friends didn't have two dads like me, but I had never really thought about it before.</p>	<p>I have learnt that Simon Nkoli fought against apartheid. <b>What</b> else did he fight for? I learn that he fought for equal human rights for everyone.</p>
<p>'That's right,' said my dad. 'Thankfully, when Apartheid ended, our new government made laws to ensure equal human rights for all. We live in one of the few countries in the world where there are laws to protect you, no matter your race, religion, or who you choose to marry.'</p>	<p><b>What</b> happened when apartheid ended? Oh, I learn that the new government made laws to ensure equal rights for everyone.</p>
<p>'But,' said Papa, 'We still have to be extra careful. Even in South Africa, there are still people who call us bad names, or want to hurt us,' he explained. 'Not everyone believes in equality for all. We still need heroes like Nelson Mandela, Simon Nkoli and Charlotte Maxeke, who fought for the rights of black women.'</p>	<p>--</p>
<p>My dad pulled out some old pictures. 'Here is a photo of Simon Nkoli and President Mandela,' he said, smiling. 'Oh, and here is one of Papa and I with Simon!' My dad gave the pictures to me, and I used a magnet to stick them on our fridge.</p>	<p><b>Where</b> did the narrator stick the picture of Simon Nkoli and Nelson Mandela? She stuck it on the fridge.</p>

Text	First Read (Think Aloud)
'I hope those pictures remind us that we must never think it is okay to treat people like they are less – no matter the reason,' my father said, using his most serious voice.	
I stared at the pictures, thinking about what life was like for my dad when he was young.	--
I took out my exercise book. 'I think I am going to write about Simon Nkoli for my paragraph,' I decided. 'He helped our family, so I think he's my hero too!'	<b>Who</b> did the narrator decide to write her paragraph about? I learn that she will write about her dad's hero: Simon Nkoli!

Follow up questions	Possible responses
Who was the narrator's hero at the beginning of the story?	The narrator said she didn't have a hero.
Who did the narrator decide to write her paragraph about?	She decided to write about Simon Nkoli.
Why question	Possible responses
Why did the narrator's father tell her about Simon Nkoli?	<ul style="list-style-type: none"> <li>• Because Simon Nkoli is his hero</li> <li>• Because he wanted her to learn about Simon Nkoli</li> <li>• Because the narrator had to write a paragraph about a hero, but she didn't have one</li> <li>• Maybe because he wanted to teach the narrator about how Simon Nkoli fought for equal rights</li> </ul>



## Group Guided Reading

30 minutes

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

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

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - government
  - protest
  - unfair

Rhyme or song	Actions
History history, a time so far	<i>Use your thumbs to point backwards</i>
What a mystery you are!	-
You can teach us something new,	<i>Put your index finger on your head</i>
There's so much to learn about you!	<i>Spread your arms out wide</i>
History history, a time so far	<i>Use your thumbs to point backwards</i>
Oh how interesting you are!	-

### CREATIVE STORYTELLING

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







## Phonemic Awareness And Phonics:

15 minutes

### Revise Sounds, Blending And Segmenting

#### I DO...

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

#### WE DO...

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

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading:  
**oi, ew words.**
- 2 Next, tell learners to number from 1–10 in the margin.
- 3 Call out the following words:
  - 1 **coin**
  - 2 **oil**
  - 3 **soil**
  - 4 **boil**
  - 5 **foil**
  - 6 **new**
  - 7 **news**
  - 8 **few**
  - 9 **dew**
  - 10 **knew**

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

### ALTERNATE PHONICS PROGRAMME

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

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

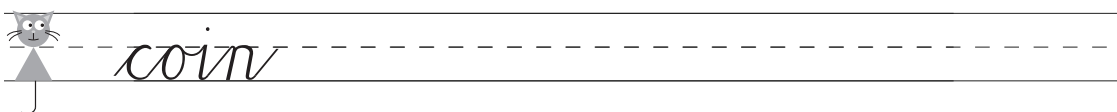
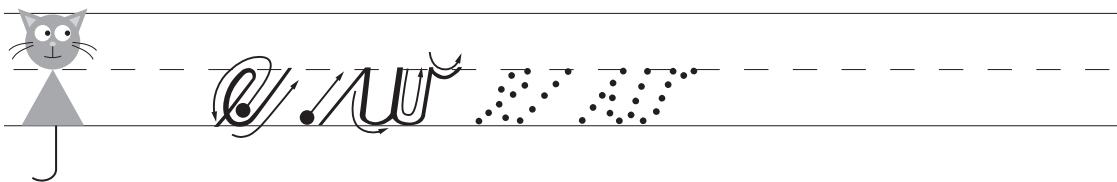
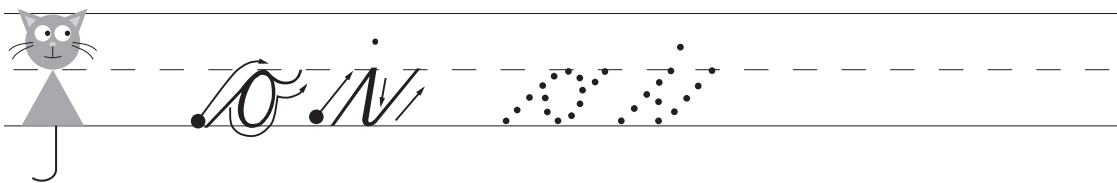


### HandWriting:

15 minutes

### Write letter(s) / words / sentences in cursive

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





oil



soil



boil



foil



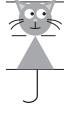
toil



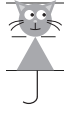
new



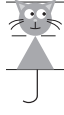
news



few



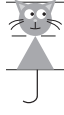
stew



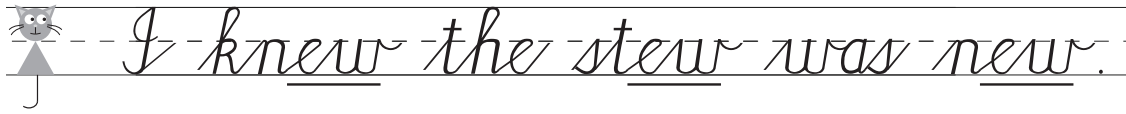
dew



knew



Can I boil oil in foil?



### ALTERNATE HANDWRITING PROGRAMME

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

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

Sentence: \_\_\_\_\_



### Writing:

30 minutes

### Publish And Present

**TOPIC:** Interview an older person in your family to find out what school was like for them. Then, write two paragraphs about the interview.

**TASK:** Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)

#### WRITING FRAME:

##### Paragraph 1

I interviewed...

He / she went to school...(*where and when?*)

He / she thought school was...because...(*tell us about what this person thought about school in 2-4 sentences*)

Overall, school was...

##### Paragraph 2

In my interview, I learnt...

School was similar to now because...

School was different from now because...

The most interesting thing I found out in my interview was...

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

### **MODELLING THE PUBLISHING PROCESS (I DO)**

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

### **LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)**

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

### **LEARNERS PRESENT THEIR WRITING**

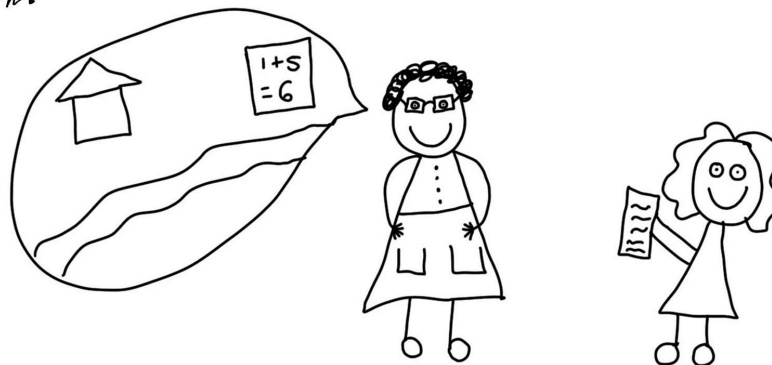
- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Display learners' writing at eye-level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

23 December 2020

My interview with my grandmother

I interviewed my grandmother. She went to school in Italy. She began school when she was five years old. She thought school was fun because she loved to learn new things. Her favourite lesson was maths. She is really good at doing maths. Overall, school was exciting for her.

In my interview, I learnt that girls were only allowed to go to school until the age of 10. School was different from now because now girls can go to school and get treated the same as boys. The most interesting thing I found out in my interview was my grandmother had to walk 15km to school every morning because her parents couldn't afford the bus. I thought if you lived in Italy you were rich.





## Group Guided Reading

30 minutes

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

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

# Thursday



## Phonemic Awareness And Phonics:

15 minutes

### Letter Swap

#### I DO...

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

#### WE DO...

##### PART 1

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

##### PART 2

- 1 Next, write this word on the chalkboard: **wrap**
- 2 Ask learners: What is one sound you could swap in this word to make it into a different word?
- 3 Write a list of learners' ideas on the chalkboard, like: **strap, cap, sap, map, chap**

#### YOU DO...

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



**ALTERNATE PHONICS PROGRAMME**

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

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



**Shared Reading:**

15 minutes

**Second Read**

**READING STRATEGIES: SEARCH THE TEXT**

Text	Second Read (Think Aloud)
<p><u>A hero named Simon Nkoli</u></p> <p>My teacher told us to write a paragraph on our heroes. That night, I sat at the table in the kitchen while my dad cooked supper. ‘Who is your hero?’ I asked him. ‘I don’t think I have one,’ I confessed.</p>	<p>I <b>remember</b> that the narrator’s father’s hero was Simon Nkoli.</p>
<p>‘Well, my hero is Simon Nkoli. Have I ever told you about him?’ he asked.</p> <p>I shook my head. I had never heard of Simon Nkoli before.</p>	<p>--</p>
<p>‘Well, Simon Nkoli was born right here in Soweto,’ my dad said. ‘Simon was an anti-Apartheid activist. He fought for our rights as black people – to be able to learn, work, and live wherever we choose.’</p> <p>‘Oh, like Nelson Mandela?’ I asked. We had learned about President Nelson Mandela at school, but not about Simon Nkoli. I wondered why my dad’s hero was Simon Nkoli rather than Nelson Mandela.</p>	<p><b>Why</b> was Simon Nkoli the narrator’s father’s hero? I think it is because he was an activist who fought for equal rights.</p>
<p>‘Well, in some ways, Simon Nkoli was like Nelson Mandela,’ my father explained. ‘They both fought against Apartheid. They both believed in the struggle for our rights so strongly that they even went to jail.’</p> <p>‘Why did they go to jail?’ I asked. ‘Did they do something wrong?’</p> <p>‘No, they didn’t do anything wrong,’ he reassured me. ‘But, during Apartheid, the police arrested and jailed people who protested and spoke out about racism in South African,’ he said.</p> <p>‘So how were they different, then?’ I asked. So far, it sounded like Nelson Mandela and Simon Nkoli were pretty similar.</p>	<p><b>How</b> were Simon Nkoli and Nelson Mandela similar? I learn here that they both fought against apartheid. They both even went to jail for what they believed in!</p>

WEEK 8

Text	Second Read (Think Aloud)
<p>'Simon Nkoli wasn't just fighting against Apartheid – he was also fighting for the rights of all South Africans to love and build families in any way we choose,' my father continued.</p> <p>'What do you mean?' I asked, a bit confused.</p> <p>'Simon Nkoli didn't just fight against Apartheid. He also fought for equal human rights for everyone. He was fighting two fights for me and your Papa– he was fighting for our rights as black people and for our rights to be together.'</p> <p>'You mean, there was a time when you and Papa weren't allowed to be together?' I asked. Most of my friends didn't have two dads like me, but I had never really thought about it before.</p>	<p><b>How</b> were Simon Nkoli and Nelson Mandela different? Simon Nkoli was fighting against apartheid and for the rights of all people to love and build families in different ways.</p>
<p>'That's right,' said my dad. 'Thankfully, when Apartheid ended, our new government made laws to ensure equal human rights for all. We live in one of the few countries in the world where there are laws to protect you, no matter your race, religion, or who you choose to marry.'</p>	<p><b>What</b> is special about the laws in South Africa? The laws protect people no matter their race, religion, or who they choose to marry. That is different from other countries in the world.</p>
<p>'But,' said Papa, 'We still have to be extra careful. Even in South Africa, there are still people who call us bad names, or want to hurt us,' he explained. 'Not everyone believes in equality for all. We still need heroes like Nelson Mandela, Simon Nkoli and Charlotte Maxeke, who fought for the rights of black women.'</p>	<p><b>Why</b> does the narrator's family need to be extra careful? Because there are people who don't believe in equality for all.</p>
<p>My dad pulled out some old pictures. 'Here is a photo of Simon Nkoli and President Mandela,' he said, smiling. 'Oh, and here is one of Papa and I with Simon!' My dad gave the pictures to me, and I used a magnet to stick them on our fridge.</p> <p>'I hope those pictures remind us that we must never think it is okay to treat people like they are less – no matter the reason,' my father said, using his most serious voice.</p>	<p><b>When</b> is it okay to treat people like they are less? Oh, I read here that, according to the narrator's father, it is never okay!</p>
<p>I stared at the pictures, thinking about what life was like for my dad when he was young.</p>	<p><b>What</b> did the narrator learn about was different for her father when he was young? She learns that her father didn't have equal rights.</p>
<p>I took out my exercise book. 'I think I am going to write about Simon Nkoli for my paragraph,' I decided. 'He helped our family, so I think he's my hero too!'</p>	<p><b>Why</b> did the narrator decide to write her paragraph about Simon Nkoli? Oh, because Simon Nkoli helped fight for equal rights for all South Africans.</p>

Follow up questions	Responses
How were Simon Nkoli and Nelson Mandela similar?	<ul style="list-style-type: none"> <li>• They both fought against apartheid</li> <li>• They both went to jail for their beliefs</li> <li>• They both spoke out against racism</li> </ul>
How were Simon Nkoli and Nelson Mandela different?	Simon Nkoli also fought for people to be able to love and build families in any way they choose.
Why question	Possible responses
Why did the narrator in the story decide to write her paragraph about Simon Nkoli?	<ul style="list-style-type: none"> <li>• Because her father's hero was Simon Nkoli, and she didn't have a hero of her own.</li> <li>• Because Simon Nkoli helped the narrator's family.</li> <li>• Because she decided that Simon Nkoli was her hero after her father told her all about him.</li> </ul>



## 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

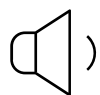
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - arrest
  - jail
  - speak out

Rhyme or song	Actions
History history, a time so far	<i>Use your thumbs to point backwards</i>
What a mystery you are!	-
You can teach us something new,	<i>Put your index finger on your head</i>
There's so much to learn about you!	<i>Spread your arms out wide</i>
History history, a time so far	<i>Use your thumbs to point backwards</i>
Oh how interesting you are!	-

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - This story is about...
  - One thing I liked about this story was...
  - My hero is...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 all the sounds covered this term.

<b>kn</b>	<b>ir</b>	<b>er</b>
<b>a</b>	<b>r</b>	<b>h</b>
<b>ue</b>	<b>wr</b>	<b>ew</b>
<b>s</b>	<b>e</b>	<b>k</b>
<b>c</b>	<b>aw</b>	<b>au</b>
<b>i</b>	<b>h</b>	<b>o</b>
<b>oi</b>	<b>ph</b>	<b>oy</b>
<b>l</b>	<b>u</b>	<b>d</b>
<b>or</b>	<b>ead</b>	<b>b</b>

**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

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### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE / SEARCH THE TEXT

#### WRITTEN COMPREHENSION

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

#### A HERO NAMED SIMON NKOLI

- 1 Where was Simon Nkoli born?  
*He was born...*
- 2 What did Simon Nkoli fight for?  
*Simon Nkoli fought for...*
- 3 What was one thing that was similar about Simon Nkoli and Nelson Mandela?  
*They both...*

#### A HERO NAMED SIMON NKOLI – ANSWERS

- 1 Where was Simon Nkoli born?  
*He was born in Soweto.*
- 2 What did Simon Nkoli fight for?  
*Simon Nkoli fought for equal rights.*
- 3 What was one thing that was similar about Simon Nkoli and Nelson Mandela?  
*They both fought against apartheid / spoke out against racism / went to jail for their beliefs.*



## 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.*

