

**GRADE 2**

**FIRST ADDITIONAL  
LANGUAGE  
LESSON PLAN  
ENGLISH**

**TERM 2 2021**

Resources provided ..... 3

Weekly Routine..... 4

Themes and Reading Schedule ..... 5

**CORE METHODOLOGIES** ..... 6

Daily Activities ..... 6

    Daily Activities: Greetings ..... 6

    Daily Activities: Song / Rhyme / Finger Play..... 6

    Daily Activities: Theme Vocabulary ..... 6

    Daily Activities: The Question of the Day ..... 7

    Daily Activities: Sight words ..... 8

Shared Reading with Comprehension Strategies..... 10

    Comprehension strategies ..... 11

    Shared Reading: Pre-Read..... 19

    Shared Reading: First Read..... 20

    Shared Reading: Illustrate the Story..... 21

    Shared Reading: Second Read..... 22

    Shared Reading: Post-Read ..... 23

Phonemic Awareness and Phonics ..... 24

    Monday example lesson and purpose ..... 25

    Wednesday example lesson and purpose ..... 27

    Friday example lesson and purpose ..... 27

Writing Strategies ..... 28

**LESSON PLANS** ..... 31

    Week 1: We have feelings! ..... 31

    Week 2: We have feelings! ..... 57

    Week 3: Making mistakes ..... 79

    Week 4: Making mistakes ..... 101

    Week 5: Being safe and responsible ..... 123

    Week 6: Being safe and responsible ..... 145

    Week 7: Traditions ..... 169

    Week 8: Traditions ..... 191

    Week 9: Fact or fiction? ..... 213

    Week 10: Fact or fiction? ..... 237

## Resources Provided

Please note that all resources provided belong to the school.

In Term 2, the PSRIP provides you with the following resources:

ITEM	QUANTITY	NOTES
Term 2 Lesson Plan	1	Use this lesson plan to see what to teach on a daily basis. The core methodologies included tell you how to teach each lesson.
Term 2 Management Document	1	Use this document to complete your ATP and Term Planner. Tick off and date each activity as it is done. Reflect on your teaching. The Programme of Assessment can be found at the back of this document.
Term 2 Big Book	1	Use the big book stories during Shared Reading lessons. There are 5 stories for the term – one story per cycle.
Term 1 Resource Pack	1	All flashcard words and theme word illustrations are included in the Resource Pack. Cut them up and store them in an orderly fashion. You will use these resources with the display boards.
Term 1 Worksheet Pack	10 Worksheets	A Worksheet Pack is provided with 10 worksheets, one for each week of the term. The class works through these worksheet activities as individuals or in pairs during Group Guided Reading sessions.

All resources are available for download from the NECT website: [www.nect.org.za](http://www.nect.org.za)

**Weekly Routine**

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

**GRADE 2 WEEKLY ROUTINE**

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

## Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	GROUP GUIDED READING TEXT	INDEPENDENT READING TEXT
1	We have feelings!	Dintle visits Dumi	Select a reading text to suit the level of each group. Use the Group Guided Reading Tracker to carefully note what each group has read.	Worksheet 1
2				Worksheet 2
3	Making mistakes	Jabu scrambles eggs		Worksheet 3
4				Worksheet 4
5	Being safe and responsible	Duma and his friends get lost		Worksheet 5
6				Worksheet 6
7	Traditions	My grandmother's story		Worksheet 7
8				Worksheet 8
9	Fact or fiction?	Did you know?		Worksheet 9
10				Worksheet 10

**Daily Activities**

These are the oral activities that you will do at the start of the EFAL lesson on Monday, Wednesday and Friday. These are the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak.

**Daily Activities: Greetings**

1. The greeting part of the daily activities should be very brief (1 to 2 minutes only).
2. Use common English phrases to welcome and greet different children every morning.
3. Each child should respond and greet you back. For example:
  - a) *Greeting 1: Hello, (child's name). How are you this morning?*
  - b) *Response 1: Hello, Teacher. I am fine, thank you. How are you?*
  - c) *Greeting 2: Good morning, (child's name). How are you today?*
  - d) *Response 2: Good morning, Teacher. I am well, thank you. How are you?*
4. This establishes a ROUTINE. The learners soon know that the English lesson begins every day after the greeting.

**Daily Activities: Song / Rhyme / Finger Play**

1. The specific song, rhyme or finger play which you are to do with the learners is listed in the lesson plan.
2. Over time, the learners will get to know these songs and finger plays, and they will sing them automatically.
3. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).
4. On Monday teach the song, rhyme or finger play to the learners, line-by-line as follows:
  - a. Sing or say the song, rhyme or finger play, and then explain the meaning of it to learners, using code-switching if necessary.
  - b. Sing or say the first line, and then let learners repeat after you.
  - c. Sing or say the second line, and then let learners repeat after you.
  - d. Sing or say the first two lines together, and then let learners repeat after you.
  - e. Continue on in this manner until you have taught learners the whole song or rhyme.
5. For the rest of the week, repeat the song, rhyme or finger play with the learners.
6. Always include appropriate actions with the song or rhyme.
7. Let the children request to sing their favourite songs, rhymes or finger plays at the end of the day – this is a fun way of reinforcing the new language that they have learnt.

**Daily Activities: Theme Vocabulary**

1. Every time you do Daily Activities, you will teach new theme vocabulary words to learners, just before the Question of the Day.
2. Use the methodology 'PATS' to teach new vocabulary.
3. PATS is an acronym for Point, Act, Tell and Say.

4. It is not always possible to do all four actions for each theme word – just do what is appropriate.
  - a. P - POINT to a picture or real item, if possible.
  - b. A - ACT out the theme word, if possible.
  - c. T - TELL learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
  - d. S - SAY the word in a sentence, and have the learners repeat the word after you.
5. Once you have taught the theme vocabulary for the week, display the words on the yellow display board.

### Daily Activities: The Question of the Day

Every day after the new vocabulary words are introduced, learners use these new words to answer a question. This method of vocabulary introduction ensures that learners interact with each new theme vocabulary word. This activity creates a context for learners to think about, discuss, and answer questions using new vocabulary words.

### The purpose of the question of the day:

1. The question of the day reinforces new theme vocabulary for learners.
2. It helps learners to use and repeat the target vocabulary words in complete oral sentences.
3. It creates regular opportunities for learners to hear and speak simple English in a real context.
4. It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
5. The question of the day asks learners an opinion based question (there is no right or wrong answer) or a prediction type question, or a question about what they know or like. These types of questions allow learners to interact with new words without the fear or stress of making a mistake.

### Getting ready for the question of the day:

1. If you have a large class, divide them into groups for the Question of the Day. Then, call only one group per day to answer the question. For example, if you are a Grade 3 teacher, you could divide your class into 6 groups:
  - a. On Week 1 Mondays, Group 1 will answer
  - b. On Week 1 Wednesdays, Group 2 will answer
  - c. On Week 1 Fridays, Group 3 will answer
  - d. On Week 2 Mondays, Group 4 will answer
  - e. On Week 2 Wednesdays, Group 5 will answer
  - f. On Week 2 Fridays, Group 6 will answer
2. Write the question of the day on the chalkboard before the lesson begins.

3. Draw a two or three column graph below the question of the day, and fill in the options.
4. Label each column with an answer word.
5. Draw or display matching pictures where possible.

For example:

Question of the day: **Who do you have the most fun with?**

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

**Filling out the graph:**

**Modelling:**

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

**Learners:**

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

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

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

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



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

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

#### Discussing the question of the day:

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

#### Daily Activities: Sight words

1. From Monday to Thursday, show learners the flashcards of the targeted sight words, and repeat three times.
2. Next, ask learners to repeat each sight word after you, three times.
3. Finally, call on a few individual learners to read each word.
4. On Fridays, do the following:
  - a. Write the sentence on the board.
  - b. Read the sentence to learners, pointing to each word.
  - c. Instruct learners to read the sentence while you point to each word.
  - d. Read the sentence fluently.
  - e. Instruct learners to repeat the sentence fluently.
  - f. Call on a few learners to come and read the sentence while pointing to each word.

## Shared Reading with Comprehension Strategies

In Grade 2, a new story is read every second week.

Shared Reading is done as follows:

Week 1 Tuesday: Pre-Read

Week 1 Thursday: First Read

Week 2 Tuesday: Second Read

Week 2 Thursday: Post-Read

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

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

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

- a. The learners experience what it is like to read an entire story that is more complex than they are able to read alone. Because learners are not worried about the technical part of reading, they can focus on the storyline and the characters. The learners can also enjoy the stories, and develop a love for reading.
- b. As the teacher reads the story aloud, she incidentally models certain reading skills: she reads from the first to the last page; she reads from the top of the page to the bottom; she reads from left to right; she responds to punctuation marks; she reads fluently and at a good pace; and she reads with expression, which adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.
- c. As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and watching her, the learners are acquiring new language skills.
- d. Then, very importantly, during Shared Reading, the teacher must teach the learners how to think about a story, and how to build their understanding of a story. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies. The following comprehension strategies are used:
  1. Predict
  2. Visualise
  3. Search the text
  4. Summarise
  5. Think about the text (wonder)
  6. Make connections
  7. Make inferences
  8. Make evaluations

## Comprehension strategies

The table below provides information on each strategy.

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

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

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

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

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

Strategy 6: Make connections	
Explanation	When learners <i>make connections</i> , they compare the story to their own lives, or to another text. Sometimes, they think about how something from the story is like something in their own lives. Sometimes, these questions ask learners to think about what they would have done if they were in the story. Sometimes, learners must connect the character's feelings and actions to those of characters in other stories they have read.
Purpose	These kinds of questions help learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy and understanding for the feelings and experiences of other people.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question, like: When was a time that you wanted to win something, like Joe?</li> <li>3. Use modelling to give a sample answer, like: When Joe wanted to win the race, it reminded me of how I used to compete with my sister at school. She always got top marks for everything, and my parents were so proud. I wanted my parents to feel proud of me too.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1. How does this remind you of your own life?</li> <li>2. Tell me about a time when something similar happened to you.</li> <li>3. If you were Joe, what do you think you would have done when Sizwe laughed at you?</li> <li>4. How do you think Sizwe felt when Joe beat him?</li> <li>5. Which other character does this remind you of?</li> </ol>



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

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

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

### **Shared Reading: Pre-Read** ***Comprehension Strategy: Predict***

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

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Explain to learners that they must not think of each picture on its own. They must think about how the pictures relate to each other. They must connect all the pictures to each other to try and work out what the entire story is about.
4. Show learners the cover of the story and read the title aloud.
5. Ask learners: What do you think will happen in this story?
6. Next, look at each picture in the story, and as you look, ask learners:
  - a. What do you see in this picture?
  - b. What do you think is happening here?
  - c. What do you think might happen next?
7. If learners forget to connect the different pictures, prompt them to do this. For example: 'Can you remember what this boy was doing in the last picture? What is he doing now? What do you think is happening?'
8. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
9. Thank learners for their predictions.
10. If you have time, read through the story once without stopping.

**Shared Reading: First Read**

***Comprehension Strategy: The strategy that must be used is identified in the lesson plan.***

In the First Read, we first build comprehension skills by reading and explaining the story to learners. We also model how to think about the story.

- Before reading, tell the class what you are going to do. Say something like: *'Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story. This means that as I read, I will make a movie of the story in my mind.'*
1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
  2. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This gives learners a clear understanding of the story.
  3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
  4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
  5. Once you have read and explained the page to learners, pause and show that you are thinking. Then, read or say the text in block 1. By doing this, you are modelling how to think about the story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
  6. On the last page of the story, there are a few questions in block 1.
  7. Ask different learners to answer the questions.
  8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

## Shared Reading: Second Read

**Comprehension Strategy:** *The strategy that must be used is identified in the lesson plan.*

In the Second Read, we continue to build comprehension skills by reading the story to learners, and by modelling how to think about the story.

- Once again, tell the class what you are going to do. Say something like: *'Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story.. This means that as I read, I will make a movie of the story in my mind.'*
1. Next, read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
  2. This time, try to avoid code switching.
  3. At the same time, during the Second Read, you will model how to think about the story.
  4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
  5. Once you have read and explained the page to learners, pause and show that you are thinking. Then, read or say the text in block 2. By doing this, you are modelling how to think about the story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
  6. On the last page of the story, there are a few questions in block 2.
  7. Ask different learners to answer the questions.
  8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

## Shared Reading: Post-Read

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt.

**In Grade 2 during the post-read, you will do one of the following activities:**

- Act out the story
- Recount the story
- Illustrate the story

### Act out the story (oral activity)

1. Settle the learners on the carpet, or in a quiet space outside.
2. Tell learners that today they will act out parts of the story that they have read.
3. Hold up the big book. Read the first page.
4. Give learners the instruction of what to act out. (in lesson plan)
5. Act out the instruction with learners.
6. Repeat with every page.
7. Train learners to respond to a signal that they should be quiet and listen as you read a page between actions.

### Recount the story (oral activity)

1. Settle the learners so that you have their attention.
2. Follow the steps in the lesson plan to recount the story with learners.
3. First, you will model recounting something from the story.
4. Next, you will tell learners to think of something from the story – they should not copy your recount.
5. Then, learners will TURN AND TALK and share their recount with a partner.
6. Finally, you will call on a few learners to share their recounts with the class.

### Illustrate the Story (written activity)

#### Modelling

1. Begin by modelling the activity for learners.
2. Explain that today, learners will draw their **favourite** part of the story.
3. Use **modelling** to **think before you write**.
4. Use **modelling** to **explain** your favourite part of the story.
5. Use **modelling** to draw a picture of the part of the story you like best.
6. Use **modelling** to add a label to your drawing.

**Oral Instructions:**

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story. (*Learners can point to the picture that they like best if they cannot yet use English words.*)
6. Explain that learners can try to add a label.

**Writing:**

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

**Turn and Talk:**

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

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*

## Phonemic Awareness and Phonics

You will need to master three phonemic awareness and phonic activities for use in Grade 2.

### Monday example lesson and purpose

#### INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard **/sh-/** for learners to see.
2. Say the sound and instruct learners to repeat the sound. Do this three times.
3. Explain that when we see the letters **s** and **h** together in a word, we must not say the sounds separately. We must say one sound: **/sh-/**
4. Say each word loudly and clearly as you show the flashcard: **ship, shop, shut, shed, shell, shack, shock, shall**
5. Ask learners to repeat each word after you.
6. Stick up the flashcards on the Phonics Display Board.

ship	shell
shop	shack
shut	shock
shed	shall

#### PURPOSE OF THE ACTIVITY

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



**Wednesday example lesson and purpose****SEGMENTING AND BLENDING (I DO)**

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

**SEGMENTING AND BLENDING (WE DO)**

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

**SEGMENTING AND BLENDING (YOU DO)**

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

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

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

**PURPOSE OF THE ACTIVITY**

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

**Friday example lesson and purpose****BEGINNING SOUND**

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

**LETTER SWAP**

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

**INFORMAL ASSESSMENT**

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

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

**PURPOSE OF THE ACTIVITY**

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

## Group Guided Reading

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

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

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

### Structure of the Reading Worksheets:

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

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

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

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

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

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

**What to do with each group during Group Guided Reading:**

1. Call a group to read to you.
2. Select a text to read with the group – IF YOU HAVE A SERIES OF GRADED READERS, PLEASE MAKE USE OF THIS.
  - a. Make sure that learners all have the correct text.
  - b. Seat the group in a circle.
  - c. Remind learners of the sight words they have learnt for the week. Show the group the flashcards of these words and practice reading them.
  - d. Next, give learners a few minutes to read part of the text independently and in silence.
  - e. Then, ask each learner to read part of the text aloud, on his or her own.
3. During group guided reading, it is important to remember to:
  - a. **Point out the sight words.** Remind learners that there are some words that we cannot sound out, so we must learn to read them by sight.


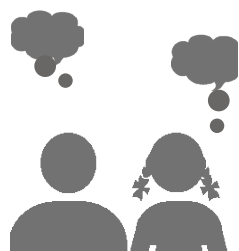

- b. **Build decoding skills.** If a learner cannot read a word, do not just help the learner with the word straight away. Rather, encourage the learner to sound the word out, and then blend the sounds together to form the word.
- c. **Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
- d. **Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they are talking. Model reading fluency for learners and let them repeat after you.
- e. **Build reading comprehension.** Tell learners that they must always think about what they are reading. Teach learners to pause, go back, and reread what they have read if they lose track of the meaning. Teach learners to visualise as they read – to build a movie in their heads of what they are reading. Teach learners to try and remember what they have read. Also encourage learners to ask if they do not understand something.

**Care of the Reading Worksheets:**

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

## Writing Strategies

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

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

## STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS

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



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




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



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

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



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



# GRADE 2 - TERM 2

# WEEK 1

**THEME:**  
**WE HAVE FEELINGS!**

'Feelings are something you have, not something you are.'  
– Shannon Alder

## WEEK 1: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different faces and emotions, cardboard cut-out of a heart, a teddy-bear.
5. Do some research on the internet to prepare for the theme. For example: how to teach young children to effectively express their feelings.
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.

## EXTENTION

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

Activity 1	DBE Workbook 1: Word work, page42
Activity 2	DBE Workbook 1: Let's read, page 43
Activity 3	DBE Workbook 1: Let's write, page 44 & 45
Activity 4	Draw a picture of a feeling you have right now!

TERM 2: WEEK 1		
OVERVIEW		
THEME	We have feelings!	
THEME VOCABULARY	early, late, grumpy, unhappy, journey, tired, hungry, thirsty, anxious, surgery, trip, disappointed	
SIGHT WORDS	aunt, needs, happy, cousin, was	
PHONICS	/ee/ - greed, seed, weed, need, green, queen, seen, teen	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	I feel happy when: 1. ____ 2. ____	I feel grumpy when: 1. ____ 2. ____

TERM 2: WEEK 1	
INTRODUCE THE THEME	
PICTURE	Draw a picture of a happy face and a sad face on the board.
SHOW	Point to the pictures on the board.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What feelings do you see here?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that we see happy and sad. These are examples of feeling words.</li> <li>• Explain that this week, we will learn about different words we can use to talk about (describe) our feelings!</li> </ul>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 1: MONDAY: DAILY ACTIVITIES (10 minutes)		
<b>GREETING</b>	<b>Greet the learners in English.</b>	
<b>SONG / RHYME</b> <i>(can be sung to the tune of 'twinkle, twinkle, little star')</i>	<b>Lyrics</b>	<b>Actions</b>
	I have feelings, so do you.	<i>Point to yourself then point to your friend</i>
	Let's all sing about a few.	-
	We feel happy, we feel sad.	<i>Make a smiley face, make a sad face</i>
	We feel scared, we feel mad.	<i>Wrap your arms around yourself, cross your arms</i>
	I am proud of being me,	<i>Put your thumbs up in the air</i>
	That's a feeling, too, you see.	-
	I have feelings, so do you.	<i>Point to yourself then point to your friend</i>
	We just sang about a few.	-
<b>THEME VOCABULARY</b>	early, late, grumpy, unhappy	
<b>QUESTION OF THE DAY</b>		
Question	How do you feel when you have to wake up very early?	
Graph	3 COLUMN GRAPH	
Options	grumpy / happy / unhappy	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners feel grumpy?</b>	
Answer	__ learners feel grumpy.	
<b>Question</b>	<b>How many learners feel happy?</b>	
Answer	__ learners feel happy.	
<b>Question</b>	<b>How many learners feel unhappy?</b>	
Answer	__ learners feel unhappy.	
<b>Question</b>	<b>How do most learners feel when they have to wake up very early?</b>	
Answer	Most learners feel __ when they have to wake up very early.	

<b>Question</b>	<b>How do fewest learners feel when they have to wake up very early?</b>
Answer	Fewest learners feel __ when they have to wake up very early.
<b>Question</b>	<b>How do you feel when you have to wake up very early?</b>
Answer	I feel grumpy when I have to wake up very early.
Answer	I feel happy when I have to wake up very early.
Answer	I feel unhappy when I have to wake up very early.
READING	Practice reading the sight words for the week.

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

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

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

SOUND	
FLASHCARDS	
ACTIVITY	

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

**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

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

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

WRITING FRAME

I feel happy when:

1. \_\_\_\_
2. \_\_\_\_

**Modelling:**

1. Explain that today, learners will make a list with a heading.
2. Explain that a heading tells us what the list will be about. Point to the heading (*I feel happy when*)
3. Explain that when we write a list, we use numbers (*point to the numbers on the writing frame*).
4. Read the writing frame to learners. Explain that today, we will make a list of things that make us feel happy.
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: I feel happy when I spend time with my sister. I feel happy when I play outside.
7. Use **modelling** to draw a quick picture for each of your ideas, like: yourself hugging your sister, you standing next to a tree.
8. Explain which words you will write. **Draw a line for each word.**
9. Use **modelling** to complete the writing frame: **I feel happy when:** 1. I see my sister. 2. I play outside.
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources** (sight words, theme vocabulary words) to add labels to your drawing, like: me, happy, tree
12. **Erase your example from the board. Explain that this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What are some things that make you happy?
2. Explain that learners can think of anything that makes them feel happy.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas.
6. Call on 3-5 learners to tell you about one thing that makes them feel happy. They must say: I feel happy when...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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



**Turn and Talk:**

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

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the theme.*



I feel happy when:

1. I get a new dress.
2. My dad is home.

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 1: WEDNESDAY:DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I have feelings, so do you.	<i>Point to yourself then point to your friend</i>
	Let's all sing about a few.	-
	We feel happy, we feel sad.	<i>Make a smiley face, make a sad face</i>
	We feel scared, we feel mad.	<i>Wrap your arms around yourself, cross your arms</i>
	I am proud of being me,	<i>Put your thumbs up in the air</i>
	That's a feeling, too, you see.	-
	I have feelings, so do you.	<i>Point to yourself then point to your friend</i>
	We just sang about a few.	-
THEME VOCABULARY	journey, tired, hungry, thirsty	
<b>QUESTION OF THE DAY</b>		
Question	<i>Remind learners that in our story, Dintle and her mother go on a long journey to Aunt Mbali's house.</i> <b>Ask learners:</b> How do you think you would feel after a long journey?	
Graph	4 COLUMN GRAPH	
Options	hungry / thirsty / tired / grumpy	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think they would feel hungry?</b>	
Answer	__ learners think they would feel hungry.	
<b>Question</b>	<b>How many learners think they would feel thirsty?</b>	
Answer	__ learners think they would feel thirsty.	
<b>Question</b>	<b>How many learners think they would feel tired?</b>	
Answer	__ learners think they would feel tired.	

<b>Question</b>	<b>How many learners think they would feel grumpy?</b>
Answer	__ learners think they would feel grumpy.
<b>Question</b>	<b>How do most learners think they would feel after a long journey?</b>
Answer	Most learners think they would feel __ after a long journey.
<b>Question</b>	<b>How do fewest learners think they would feel after a long journey?</b>
Answer	Fewest learners think they would feel __ after a long journey.
<b>Question</b>	<b>How do you think you would feel after a long journey?</b>
Answer	I think I would feel hungry after a long journey.
Answer	I think I would feel thirsty after a long journey.
Answer	I think I would feel tired after a long journey.
Answer	I think I would feel grumpy after a long journey.
READING	Practice reading the sight words for the week.

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

SOUND	/ee/								
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>seed</b></li> <li>2. Segment the word into the individual sounds: /s/ - /ee/ - /d/</li> <li>3. Say the beginning sound of the word: /s/</li> <li>4. Say the middle sound of the word: /ee/</li> <li>5. Say the end sound of the word: /d/</li> <li>6. Write the word on the board: <b>seed</b></li> <li>7. Model pointing and blending the sounds to make a word: /s/ - /ee/ - /d/ = <b>seed</b></li> <li>8. Remind learners that in English, when <b>e</b> and <b>d</b> are together in a word they must be read together as one sound: /ee/</li> <li>9. Repeat this with the word <b>weed</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>queen</b></li> <li>2. Ask learners: What is the first sound in the word? /qu/</li> <li>3. Ask learners: What is the middle sound in the word? /ee/</li> <li>4. Ask learners: What is the last sound in the word? /n/</li> <li>5. Ask learners to segment the word into each individual sound: /qu/ - /ee/ - /n/</li> <li>6. Write the word: <b>queen</b></li> <li>7. Instruct learners to blend the sounds in the word with you: /qu/ - /ee/ - /n/ = <b>queen</b></li> <li>8. Repeat this with the word <b>teen</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>ee words</b>.</li> <li>3. Instruct learners to write the numbers 1-8.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="519 1806 1450 1865"> <tr> <td>greed</td> <td>seed</td> <td>seen</td> <td>teen</td> <td>weed</td> <td>queen</td> <td>need</td> <td>green</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>7. Instruct learners to practice reading the phonic words for <b>homework</b>.</li> </ol>	greed	seed	seen	teen	weed	queen	need	green
greed	seed	seen	teen	weed	queen	need	green		

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

WEEK 1: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 1: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Dintle visits Dumi</u>
ACTIVITY	<b>FIRST READ</b>
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
Story	First read
Dintle's Aunt Mbali had surgery. She was recovering at home. 'Aunt Mbali needs help at home!' Dintle's mother said. 'We're leaving early. Pack your bag for the weekend!' Dintle's mother said. Dintle felt sad that her Aunt Mbali wasn't well. But, she felt excited to see her cousin Dumi. Dintle packed her clothes and her toothbrush. Then, she made a beautiful card for Aunt Mbali. She drew flowers on the front and wrote a nice message inside. 'This will make her feel better!' Dintle thought as she admired her hard work.	<b>Why did Dintle feel excited?</b> Oh! She felt excited to visit her cousin Dumi!
Dintle's mother woke her up very early. 'Come! Hurry!' her mother said, 'It is a long journey and we don't want to get there too late!' Dintle felt grumpy that she had to wake up so early. But, she was excited to see her cousin Dumi. She got dressed and then she and her mother left for the taxi rank.	<b>Why did Dintle feel excited?</b> Oh! She felt excited that she would see her cousin Dumi soon.
Dintle and her mother spent all day in the taxi. By the time they arrived at Aunt Mbali's house, it was already 8 o'clock. When Dumi saw Dintle, she shouted with joy. 'Come! Let's go play!' 'Not tonight!' Dumi's mother said. 'It's already dark outside! You must eat dinner and get ready for bed!'	<b>Why did Dintle feel excited?</b> Oh! She felt so excited to see her cousin Dumi!

<p>Dintle felt so excited to see her cousin Dumi. But, she felt disappointed that it was too late to play. Dintle ate her dinner quietly. She listened to Aunt Mbali tell her mother all about her surgery.</p>	
<p>For the next two days, Dintle and Dumi played together. They read books, they played soccer, and they caught frogs by the river. Dintle felt so happy to be with her cousin Dumi. But, Dintle also felt anxious because she knew that the time with her cousin would soon come to an end.</p>	<p><b>Why did Dintle feel happy?</b> Oh, I can see that she is so happy to be with her cousin Dumi.</p>
<p>On Sunday evening Dintle’s mother said, ‘We will go home tomorrow! You can’t miss any more days of school.’ Dintle knew that this time would come, but she still felt sad. She didn’t feel at all excited about going home.</p> <p>Dumi and Dintle went back to Dumi’s bedroom. ‘We got you an early birthday present!’ Dumi said, handing Dintle a box. Dintle opened the box to find a fluffy teddy bear!</p>	<p>--</p>
<p>Dintle’s mother woke her up very early. ‘Come! Hurry!’ her mother said, ‘It is a long journey and we don’t want to get home too late!’</p> <p>Dintle felt so sad to be leaving her cousin Dumi. But, as she sat in the taxi, she felt excited to show all her friends at school her new teddy bear!</p>	<p><b>Why did Dintle feel excited?</b> Oh! She felt excited to show all her school friends her new Teddy that Dumi gave to her!</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>How did Dintle feel when she had to wake up early?</p>	<p>She felt grumpy.</p>
<p>What was inside the box Dumi gave to Dintle?</p>	<p>There was a teddy bear inside the box.</p>



Why question	Possible responses
Why did Dintle feel excited?	<ul style="list-style-type: none"> <li>• She felt excited to see her cousin Dumi.</li> <li>• She felt excited to go visit her cousin.</li> <li>• She felt excited to show her friends her new teddy bear.</li> <li>• Maybe she felt excited to tell her friends about her time with Dumi.</li> </ul>

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

#### WRITING FRAME

I feel grumpy when:

1. \_\_\_\_
2. \_\_\_\_

#### Modelling:

1. Explain that today, learners will add another section to their lists.
2. Explain that they will add a heading. Point to the new heading (*I feel grumpy when*)
3. Remind learners that when we write a list, we use numbers (*point to the numbers on the writing frame*).
4. Read the writing frame to learners. Explain that today, we will make a list of things that make us feel grumpy.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: I feel grumpy when I don't have enough to eat. I feel grumpy when someone doesn't keep a promise they have made to me.
7. Use **modelling** to add a quick drawing for each of your ideas, like: Yourself looking grumpy next to an empty plate.
8. Explain which words you will write. **Draw a line for each word.**
9. Use **modelling** to complete the writing frame, like: **I feel grumpy when:** 1. I feel hungry. 2. Someone doesn't keep a promise!
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: unwrap, brother
12. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

#### Oral Instructions:

1. Remind learners that on Tuesday, we thought about things that made us happy. Today we will think about a different feeling: grumpy. We will think about things that happen to make us feel grumpy.
2. Ask learners: What are some things that make you feel grumpy?
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.

**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about things that made us happy. Today we will think about a different feeling: grumpy. We will think about things that happen to make us feel grumpy.
2. Ask learners: What are some things that make you feel grumpy?
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** with a partner about who they will write about.
6. Call on 3-5 learners to tell you what they will write about. They must say: I feel grumpy when...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

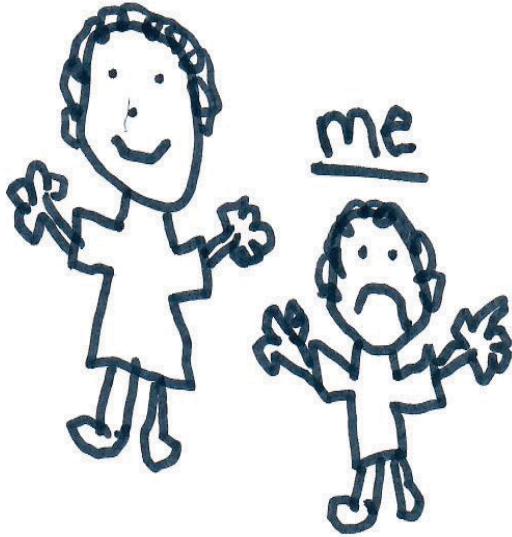
**Writing:**

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

**Turn and Talk:**

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

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

sistermerainmeI feel grumpy when:

1. My sister is ugly to me.
2. It rains.

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

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 1: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I have feelings, so do you.	<i>Point to yourself then point to your friend</i>
	Let's all sing about a few.	-
	We feel happy, we feel sad.	<i>Make a smiley face, make a sad face</i>
	We feel scared, we feel mad.	<i>Wrap your arms around yourself, cross your arms</i>
	I am proud of being me,	<i>Put your thumbs up in the air</i>
	That's a feeling, too, you see.	-
	I have feelings, so do you.	<i>Point to yourself then point to your friend</i>
	We just sang about a few.	-
	I have feelings, so do you.	<i>Point to yourself then point to your friend</i>
THEME VOCABULARY	anxious, surgery, trip, disappointed	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that in our story, Dintle goes to visit her cousin Dumi. She is excited to visit family! But when she gets there, Dintle also feels anxious because she knows she will have to go home soon. She doesn't want her time to end!</i></p> <p><b>Ask learners:</b> How do you feel when it is time to go home after taking a trip?</p>	
Graph	3 COLUMN GRAPH	
Options	grumpy / excited / disappointed	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners feel grumpy when it is time to go home?</b>	
Answer	__ learners feel grumpy when it is time to go home.	
<b>Question</b>	<b>How many learners feel excited when it is time to go home?</b>	
Answer	__ learners feel excited when it is time to go home.	

<b>Question</b>	<b>How many learners feel disappointed when it is time to go home?</b>
Answer	__ learners feel disappointed when it is time to go home.
<b>Question</b>	<b>How do most learners feel when it is time to go home after taking a trip?</b>
Answer	Most learners feel __ when it is time to go home after taking a trip.
<b>Question</b>	<b>How do fewest learners feel when it is time to go home after taking a trip?</b>
	Fewest learners feel __ when it is time to go home after taking a trip.
<b>Question</b>	<b>How do you feel when it is time to go home after taking a trip?</b>
Answer	I feel grumpy when it is time to go home after taking a trip.
Answer	I feel excited when it is time to go home after taking a trip.
Answer	I feel disappointed when it is time to go home after taking a trip.
READING	Practice reading the sight words for the week.

WEEK 1: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)					
SOUND	ee				
FLASHCARDS	greed, seed, weed, need, green, queen, seen, teen				
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/s/ -eed (seed)</li> <li>/n/ -eed (need)</li> </ul> </li> <li>Say two words: seen, teen <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /t/ sound? (teen)</li> </ul> </li> <li>Say two words: need, weed <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /w/ sound? (weed)</li> </ul> </li> <li>Say two words: green, queen <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /gr/ sound? (green)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: seed</li> <li>Ask learners: What is the beginning sound? /s/</li> <li>Ask learners: If I take away the /s/ and add /w/ what word does that make?</li> <li>Help learners to hear that the word is: w – ee – d = weed</li> <li>Write: seed</li> <li>Read the word: s – ee – d = seed</li> <li>Erase: 's'</li> <li>Write: 'w'</li> <li>Read the new word: w – ee – d = weed</li> <li>Ask learners: What other words can you think of that end with '-eed'</li> <li>Let learners brainstorm words. (greed, need, etc.)</li> </ol> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>ee words</b></li> <li>Instruct learners to write numbers from 1-4.</li> <li><i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>green</td> <td>teen</td> <td>greed</td> <td>need</td> </tr> </table> <ol style="list-style-type: none"> <li>Use the results to informally assess learners' progress. Identify learners who need extra support.</li> </ol>	green	teen	greed	need
green	teen	greed	need		

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

SOUND	
FLASHCARDS	
ACTIVITY	

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

**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.



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

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

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

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



# GRADE 2 - TERM 2



**THEME:**  
**WE HAVE FEELINGS!**

'You are responsible for how you act, no matter how you feel.'

— Unknown

## WEEK 2: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different faces and emotions, picture of someone comforting someone else, cardboard cut-out of a heart, a teddy-bear.
5. Do some research on the internet to prepare for the theme. For example: how to help learners identify and express feelings.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's talk, page 46, 47 & 48
Activity 2	DBE Workbook 1: Let's read, page 47
Activity 3	DBE Workbook 1: Word work, page 49
Activity 4	Draw faces for the feelings: tired, grumpy, happy, disappointed

## TERM 2: WEEK 2

## OVERVIEW

THEME	We have feelings!	
THEME VOCABULARY	early, late, grumpy, unhappy, journey, tired, hungry, thirsty, anxious, surgery, trip, disappointed, frown, choose, study, fail, mixed, comfort, sibling, parent, wait, yawn, quietly, wake up	
SIGHT WORDS	wasn't, beautiful, flowers, dinner, listened	
PHONICS	/cr/ - crust, crest, croak, crab, crack, crib, crop, cries	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	I had mixed feelings when... I felt both...	I felt... But I also felt...

TERM 2: WEEK 2	
INTRODUCE THE THEME	
PICTURE	There is no picture today. Instead, ask learners to act out new feelings.
SHOW	You must also act out the feelings, so that learners have a model of what the feeling might look like!
SAY	<ul style="list-style-type: none"> <li>• Say: Last week we learned some new feeling words. Let's act them out!</li> <li>• Instruct all the learners to act out <b>tired</b>.</li> <li>• Instruct learners to look at someone next to them.</li> <li>• Ask learners: When might someone feel tired?</li> <li>• Listen to learner responses. This will help you check their understanding of the word.</li> <li>• Instruct all the learners to act out <b>grumpy</b>.</li> <li>• Instruct learners to look at someone next to them.</li> <li>• Ask learners: When might someone feel grumpy?</li> <li>• Listen to learner responses. This will help you check their understanding of the word.</li> <li>• If you have time, you can repeat with the words: hungry, disappointed, anxious, etc.</li> <li>• Remind learners that we are learning all about new words to talk about how we feel. This week we will learn even more words that can help us explain all the ways we feel!</li> </ul>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 2: MONDAY: DAILY ACTIVITIES (10 minutes)																			
GREETING	Greet the learners in English.																		
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>The expression on my face</td> <td><i>Make a circle with your finger around your face</i></td> </tr> <tr> <td>Is like a picture book!</td> <td><i>Hold your hands together like an open book</i></td> </tr> <tr> <td>You can see how I feel inside</td> <td><i>Put your hand on your heart</i></td> </tr> <tr> <td>By the way I look.</td> <td>-</td> </tr> <tr> <td>A yawn tells you that I'm tired</td> <td><i>Put your hand over your mouth as you yawn</i></td> </tr> <tr> <td>A smile, I feel glad.</td> <td><i>Make a smiley face</i></td> </tr> <tr> <td>I tighten my lips when I am angry</td> <td><i>Tighten your lips and make an angry face</i></td> </tr> <tr> <td>A frown, I'm feeling sad.</td> <td><i>Pull your eyebrows together and frown</i></td> </tr> </tbody> </table>	Lyrics	Actions	The expression on my face	<i>Make a circle with your finger around your face</i>	Is like a picture book!	<i>Hold your hands together like an open book</i>	You can see how I feel inside	<i>Put your hand on your heart</i>	By the way I look.	-	A yawn tells you that I'm tired	<i>Put your hand over your mouth as you yawn</i>	A smile, I feel glad.	<i>Make a smiley face</i>	I tighten my lips when I am angry	<i>Tighten your lips and make an angry face</i>	A frown, I'm feeling sad.	<i>Pull your eyebrows together and frown</i>
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THEME VOCABULARY	frown, choose, study, fail																		
<b>QUESTION OF THE DAY</b>																			
Question	<p><i>Remind learners that in the story, Dintle feels disappointed because she has been waiting to play with Dumi all day. But when they arrive, it is too late. She is so disappointed that they cannot play! She had hoped and hoped they would play, but then they can't!</i></p> <p><b>Ask learners:</b> What would make you feel more disappointed?</p>																		
Graph	2 COLUMN GRAPH																		
Options	I raise my hand but the teacher chooses someone else / I study my phonic words but I still fail my assessment																		
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Question	<b>How many learners would feel more disappointed if they raise their hand but the teacher chooses someone else?</b>																		
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<b>Question</b>	<b>How would more learners feel?</b>
Answer	More learners would feel disappointed if __
<b>Question</b>	<b>How would fewer learners feel?</b>
Answer	Fewer learners would feel disappointed if __
<b>Question</b>	<b>What would make you feel more disappointed?</b>
Answer	I would feel more disappointed if I raise my hand but my teacher chooses someone else.
Answer	I would feel more disappointed if I study my phonics words but I still fail my assessment.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/cr/</b>								
FLASHCARDS	<b>crust, crest, croak, crab, crack, crib, crop, cries</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/cr/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that when we see the letters <b>c</b> and <b>r</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/cr/</b></li> <li>4. Say each word loudly and clearly as you show the flashcard: <b>crust, crest, croak, crab, crack, crib, crop, cries</b></li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>crust</b></td> <td><b>crack</b></td> </tr> <tr> <td><b>crest</b></td> <td><b>crib</b></td> </tr> <tr> <td><b>croak</b></td> <td><b>crop</b></td> </tr> <tr> <td><b>crab</b></td> <td><b>cries</b></td> </tr> </table>	<b>crust</b>	<b>crack</b>	<b>crest</b>	<b>crib</b>	<b>croak</b>	<b>crop</b>	<b>crab</b>	<b>cries</b>
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<b>crab</b>	<b>cries</b>								

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

SOUND	
FLASHCARDS	
ACTIVITY	

**WEEK 2: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**

**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.



WEEK 2: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Dintle visits Dumi</u>
ACTIVITY	<b>SECOND READ</b>
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
Story	Think aloud: Second Read
<p>Dintle's Aunt Mbali had surgery. She was recovering at home. 'Aunt Mbali needs help at home!' Dintle's mother said. 'We're leaving early. Pack your bag for the weekend!' Dintle's mother said.</p> <p>Dintle felt sad that her Aunt Mbali wasn't well. But, she felt excited to see her cousin Dumi. Dintle packed her clothes and her toothbrush. Then, she made a beautiful card for Aunt Mbali. She drew flowers on the front and wrote a nice message inside. 'This will make her feel better!' Dintle thought as she admired her hard work.</p>	<p><b>Why did Dintle feel sad?</b> Oh! She felt sad that her Aunt Mbali was sick!</p>
<p>Dintle's mother woke her up very early. 'Come! Hurry!' her mother said, 'It is a long journey and we don't want to get there too late!'</p> <p>Dintle felt grumpy that she had to wake up so early. But, she was excited to see her cousin Dumi. She got dressed and then she and her mother left for the taxi rank.</p>	<p><b>Why did Dintle feel grumpy?</b> Oh! She felt grumpy about waking up so early!</p>
<p>Dintle and her mother spent all day in the taxi. By the time they arrived at Aunt Mbali's house, it was already 8 o'clock. When Dumi saw Dintle, she shouted with joy. 'Come! Let's go play!'</p> <p>'Not tonight!' Dumi's mother said. 'It's already dark outside! You must eat dinner and get ready for bed!'</p>	<p><b>Why did Dintle feel disappointed?</b> Oh! She felt disappointed because it was too late to play.</p>
<p>Dintle felt so excited to see her cousin Dumi. But, she felt disappointed that it was too late to play. Dintle ate her dinner quietly. She listened to Aunt Mbali tell her mother all about her surgery.</p>	

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

**Formulating questions**

- Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how.
- Next ask learners to think about the story, and to try and formulate their own question.
- Tell learners to 'turn and talk' and ask each other their questions.
- Ask a few learners to share their questions with the whole class.
- Correct any errors with the form or content of the questions.
- Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.

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

WRITING FRAME

I had mixed feelings when...  
I felt both...

**Modelling:**

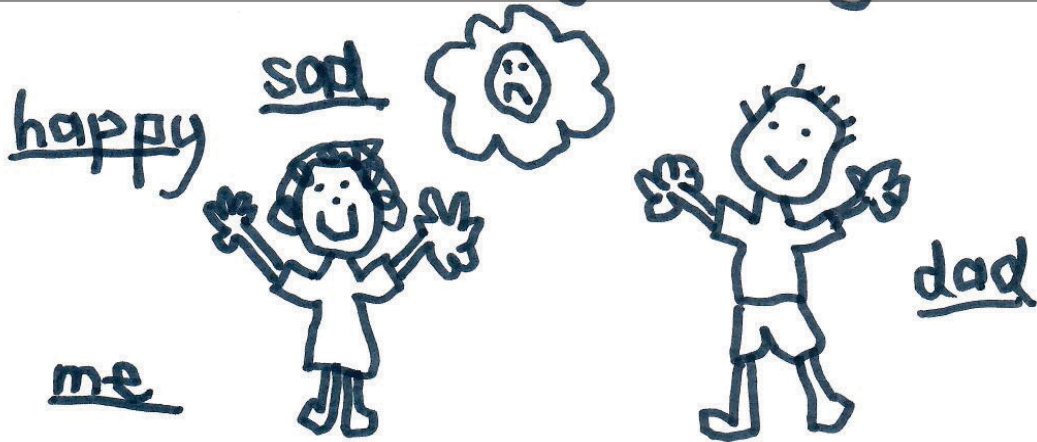
1. Explain that today, learners will write about a time they had mixed feelings. That means they will write about a time they had more than one feeling at the same time.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I had mixed feelings when I went on a long trip away from home. I was so excited for my trip because I was going somewhere new. But, I also felt anxious because I would be away from my family for a long time.
5. Use **modelling** to draw a quick picture of your idea, like: yourself looking happy, but with a thought bubble thinking about yourself feeling anxious.
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame: I had mixed feelings when I went far away from home! I felt both excited and anxious.
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, happy
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: When is a time you had mixed feelings?
2. Explain that learners can think of anytime they felt more than one feeling at the same time.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas with a partner!
6. Call on 3-5 learners to tell you about a time they had mixed feelings. They must say: I had mixed feelings when...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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



I had mixed feelings when my  
dad came home. I felt both  
happy and sad.

**WEEK 2: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**
**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 2: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	The expression on my face	<i>Make a circle with your finger around your face</i>
	Is like a picture book!	<i>Hold your hands together like an open book</i>
	You can see how I feel inside	<i>Put your hand on your heart</i>
	By the way I look.	-
	A yawn tells you that I'm tired	<i>Put your hand over your mouth as you yawn</i>
	A smile, I feel glad.	<i>Make a smiley face</i>
	I tighten my lips when I am angry.	<i>Tighten your lips and make an angry face</i>
	A frown, I'm feeling sad.	<i>Pull your eyebrows together and frown</i>
THEME VOCABULARY	mixed, comfort, sibling, parent	
<b>QUESTION OF THE DAY</b>		
Question	<i>Explain that when we feel sad or upset, it is important to have someone who comforts us. If someone comforts us, it means they help us to feel better.</i> <b>Ask learners:</b> Who comforts you if you feel sad?	
Graph	3 COLUMN GRAPH	
Options	a parent / a teacher / a sibling	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners are comforted by a parent?</b>	
Answer	__ learners are comforted by a parent.	
<b>Question</b>	<b>How many learners are comforted by a teacher?</b>	
Answer	__ learners are comforted by a teacher.	
<b>Question</b>	<b>How many learners are comforted by a sibling?</b>	
Answer	__ learners are comforted by a sibling.	
<b>Question</b>	<b>Who comforts most learners if they feel sad?</b>	
Answer	A __ comforts most learners if they feel sad.	

<b>Question</b>	<b>Who comforts fewest learners if they feel sad?</b>
Answer	A __ comforts fewest learners if they feel sad.
<b>Question</b>	<b>Who comforts you if you feel sad?</b>
Answer	A parent comforts me if I feel sad.
Answer	A teacher comforts me if I feel sad.
Answer	A sibling comforts me if I feel sad.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/cr/</b>
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>crest</b></li> <li>Segment the word into the individual sounds: <b>/cr/ - /e/ - /st/</b></li> <li>Say the beginning sound of the word: <b>/cr/</b></li> <li>Say the middle sound of the word: <b>/e/</b></li> <li>Say the end sound of the word: <b>/st/</b></li> <li>Write the word on the board: <b>crest</b></li> <li>Model pointing and blending the sounds to make a word: <b>/cr/ - /e/ - /st/ = crest</b></li> <li>Remind learners that in English, when <b>c</b> and <b>r</b> are together in a word they must be read together as one sound: <b>/cr/</b></li> <li>Repeat this with the word <b>crib</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>crack</b></li> <li>Ask learners: What is the first sound in the word? <b>/cr/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/a/</b></li> <li>Ask learners: What is the last sound in the word? <b>/ck/</b></li> <li>Ask learners to segment the word into each individual sound: <b>/cr/ - /a/ - /ck/</b></li> <li>Write the word: <b>crack</b></li> <li>Instruct learners to blend the sounds in the word with you: <b>/cr/ - /a/ - /ck/ = crack</b></li> <li>Repeat this with the word <b>crop</b></li> </ol>

	<p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>cr words</b>.</li> <li>3. Instruct learners to write the numbers 1-8.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>croak</td> <td>crab</td> <td>crack</td> <td>cries</td> <td>crop</td> <td>crest</td> <td>crust</td> <td>crib</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>7. Instruct learners to practice reading the phonic words for <b>homework</b>.</li> </ol>	croak	crab	crack	cries	crop	crest	crust	crib
croak	crab	crack	cries	crop	crest	crust	crib		

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

WEEK 2: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	



WEEK 2: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Dintle visits Dumi</u>
ACTIVITY	<b>Recount</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
SENTENCE FRAME	In the story... Dintle...
INSTRUCTIONS	
<ol style="list-style-type: none"> <li>1. Explain that when we <b>summarise</b> a story, we think about the most important things that happened!</li> <li>2. Explain that learners will talk about something important that happened in the story: <u>Dintle visits Dumi</u>.</li> <li>3. Use <b>modelling</b> to show learners how to give a 1-2 sentence summary of something important in the story, like: <b><u>In the story</u></b>, Dintle and her mother visit Aunt Mbali and Dumi. <b><u>Dintle</u></b> is so happy to visit her cousin, but she has lots of other feelings while she is there!</li> <li>4. Hold up the pictures. Instruct learners to look at the pictures and think about the most important events in the story.</li> <li>5. Instruct learners to think about their <b>summary</b> of the story.</li> <li>6. Instruct learners to <b>turn and talk</b> and share their <b>own</b> summary with a partner (<b><i>they should not memorise what the teacher has said. This should be learners own ideas!</i></b>)</li> <li>7. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form complete sentences.</li> <li>8. Explain and correct any common problems to learners.</li> </ol>	

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

WRITING FRAME

I felt...

But I also felt...

**Modelling:**

1. Explain that today, learners will add sentences to their writing from Tuesday. Today they will think about the mixed feelings they had. They will write about why they had those feelings.
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I felt so excited to go somewhere new and see a new place! But I also felt anxious because I would be far away from my family for a long time!
5. Use **modelling** to add to your drawing, like: A suitcase, your family waving goodbye to you.
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame, like: I felt excited to go somewhere new! But I also felt anxious to be away from home.
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: anxious, fun, excited
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about a time we had mixed feelings. We wrote about the feelings we had. Today, we will think about **why** we had each of the feelings we had!
2. Ask learners: What mixed feelings did you write about on Tuesday?
3. Ask learners: Why did you have each of those mixed feelings?
4. Explain that learners should come up with their own ideas – they should **not** copy your idea!
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** with a partner about their feelings.
7. Call on 3-5 learners to tell you **why** they had a feeling from Tuesday. They must say: I felt...
8. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

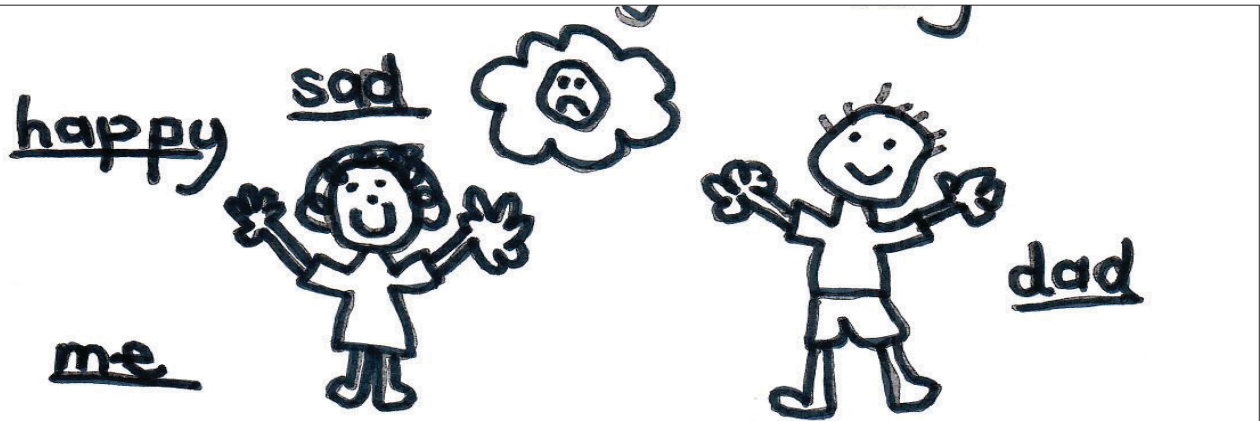
1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. They will **add** to this!
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.

5. Help learners say words slowly like a tortoise and use resources.
6. Encourage learners.

**Turn and Talk:**

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

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



I had mixed feelings when my  
dad came home. I felt both  
happy and sad.

Thursday  
I felt happy to see him! But  
I also felt sad that he  
would leave.

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

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 2: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	The expression on my face	<i>Make a circle with your finger around your face</i>
	Is like a picture book!	<i>Hold your hands together like an open book</i>
	You can see how I feel inside	<i>Put your hand on your heart</i>
	By the way I look.	-
	A yawn tells you that I'm tired	<i>Put your hand over your mouth as you yawn</i>
	A smile, I feel glad.	<i>Make a smiley face</i>
	I tighten my lips when I am angry.	<i>Tighten your lips and make an angry face</i>
	A frown, I'm feeling sad.	<i>Pull your eyebrows together and frown</i>
THEME VOCABULARY	wait, yawn, quietly, wake up	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that in the story, Dintle feels anxious when she thinks about going back home. She is having so much fun playing with Dumi, but she feels anxious that her mother will tell her they must leave soon! It is like she is waiting and waiting for something that she does <u>not</u> want to happen!</i></p> <p><b>Ask learners:</b> Do you think Dintle can have fun while she feels anxious?</p>	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Dintle can have fun while she feels anxious?</b>	
Answer	___ learners think Dintle can have fun while she feels anxious.	
<b>Question</b>	<b>How many learners do not think Dintle can have fun while she feels anxious?</b>	
Answer	___ learners do not think Dintle can have fun while she feels anxious.	

<b>Question</b>	<b>Do more learners think Dintle can have fun or not?</b>
Answer	More learners think Dinhle ___ have fun while she feels anxious.
<b>Question</b>	<b>Do fewer learners think Dintle can have fun or not?</b>
Answer	Fewer learners think Dinhle ___ have fun while she feels anxious.
<b>Question</b>	<b>Do you think Dintle can have fun while she feels anxious?</b>
Answer	Yes, I think Dinhle can have fun while she feels anxious.
Answer	No, I do not think Dinhle can have fun while she feel anxious.
READING	Practice reading the sight words for the week.

<b>WEEK 2: FRIDAY: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)</b>	
<b>SOUND</b>	<b>/-cr/</b>
<b>FLASHCARDS</b>	<b>crust, crest, croak, crab, crack, crib, crop, cries</b>
<b>ACTIVITY</b>	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>1. Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>• /cr/ - est (crest)</li> <li>• /b/ - est (best)</li> </ul> </li> <li>2. Say two words: crack, sack <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /cr/ sound? (crack)</li> </ul> </li> <li>3. Say two words: crab, grab <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /gr/ sound? (grab)</li> </ul> </li> <li>4. Say two words: cries, tries <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /cr/ sound? (cries)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>1. Say the word: crop</li> <li>2. Ask learners: What is the beginning sound? /cr/</li> <li>3. Ask learners: If I take away the /cr/ and add /st/ what word does that make?</li> <li>4. Help learners to hear that the word is: st – o – p = stop</li> <li>5. Write: crop</li> <li>6. Read the word: cr – o – p = crop</li> <li>7. Erase: ‘cr’</li> <li>8. Write: ‘st’</li> <li>9. Read the new word: st – o – p = stop</li> <li>10. Ask learners: What other words can you think of that end with ‘-op’</li> <li>11. Let learners brainstorm words. (drop, top, etc.)</li> </ol>

	<p>12. Read the new word: st – o – p = stop</p> <p>13. Ask learners: What other words can you think of that end with ‘-op’</p> <p>14. Let learners brainstorm words. (drop, top, etc.)</p> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>cr- words</b></li> <li>3. Instruct learners to write numbers from 1-4.</li> <li>4. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;">crack</td> <td style="padding: 2px 10px;">crab</td> <td style="padding: 2px 10px;">crest</td> <td style="padding: 2px 10px;">crib</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Use the results to informally assess learners’ progress. Identify learners who need extra support.</li> </ol>	crack	crab	crest	crib
crack	crab	crest	crib		

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

SOUND	
ACTIVITY	

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

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

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

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

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



# GRADE 2 - TERM 2

# WEEK 3

## THEME: MAKING MISTAKES

'Mistakes are good when you are able to learn from them.'

- Unknown

## WEEK 3: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of someone who is distressed from making a mistake, crumpled up paper, cardboard cutout of question marks, picture of someone getting up, example of a mistake in child's writing
5. Do some research on the internet to prepare for the theme. For example: how to help children deal with making a mistake.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's write page 48 & 49
Activity 2	DBE Workbook 1: Let's talk, page 50 & 49
Activity 3	DBE Workbook 1: Let's read, page 51
Activity 4	Draw a picture of a feeling you have right now!

TERM 2: WEEK 3	
OVERVIEW	
THEME	Making mistakes
THEME VOCABULARY	mistake, accident, apologise, sorry, tripped, break, calm, drop careful, carefully, scrambled eggs, careless
SIGHT WORDS	friends, dozen, didn't, soon, come
PHONICS	/ng/ - ring, sing, wing, rang, sang, hang, lung, sung, hung
WRITING FRAME	<b>Tuesday</b>
	<b>Thursday</b>
	One time, I... Then...
	I felt... I learned...

TERM 2: WEEK 3	
INTRODUCE THE THEME	
PICTURE	Picture of Jabu on the ground, covered in broke eggs from the Big Book story: Jabu scrambles eggs.
SHOW	Show learners the picture of Jabu and the broken eggs
SAY	<ul style="list-style-type: none"> <li>• Explain that the boy in the picture is Jabu. He has made a mistake! He has broken all the eggs.</li> <li>• Ask learners: What is a mistake you have made?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week we will think about making mistakes. Everyone makes mistakes sometimes!</li> </ul>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 3: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I make mistakes,	<i>Point to your chest</i>
	All the time!	-
	Mistakes happen,	<i>Shrug your shoulders</i>
	And it is fine.	<i>Thumbs up</i>
	I make mistakes,	<i>Point to your chest</i>
	It's how I learn.	-
	All we can do is try our best,	<i>Thumbs up</i>
	But life is not an exam or test!	<i>Wave your forefinger in the air</i>
THEME VOCABULARY	mistake, accident, apologise, sorry	
QUESTION OF THE DAY		
Question	<i>Explain that everyone makes mistakes. We learn through our mistakes. It is okay to make mistakes. Ask learners to listen to the following scenario: Tau went to the shop to get milk for his mother. He put the extra change in his pocket. He didn't know there was a hole in his pocket, and he lost the money!</i> <b>Ask learners:</b> Do you think Tau must apologise?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
<b>Question</b>	<b>How many learners think Tau must apologise?</b>	
Answer	__ learners think Tau must apologise.	
<b>Question</b>	<b>How many learners think Tau mustn't apologise?</b>	
Answer	__ learners think Tau mustn't apologise.	
<b>Question</b>	<b>What do more learners think Tau must do?</b>	
Answer	More learners think __.	
<b>Question</b>	<b>What do fewer learners think Tau must do?</b>	
Answer	Fewer learners think __.	

<b>Question</b>	<b>Do you think Tau must apologise?</b>
Answer	Yes, I think he must apologise.
Answer	No, I think he mustn't apologise.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/ng/</b>									
FLASHCARDS	<b>ring, sing, wing</b> <b>rang, sang, hang</b> <b>lung, sung, hung</b>									
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard /ng/ for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that sometimes when we see the n and g together it makes one sound /ng/</li> <li>4. Say each word loudly and clearly as you show the flashcard: ring, sing, wing, rang, sang, hang, lung, sung, hung</li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>ring</b></td> <td><b>rang</b></td> <td><b>lung</b></td> </tr> <tr> <td><b>sing</b></td> <td><b>sang</b></td> <td><b>sung</b></td> </tr> <tr> <td><b>wing</b></td> <td><b>hang</b></td> <td><b>hung</b></td> </tr> </table>	<b>ring</b>	<b>rang</b>	<b>lung</b>	<b>sing</b>	<b>sang</b>	<b>sung</b>	<b>wing</b>	<b>hang</b>	<b>hung</b>
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<b>sing</b>	<b>sang</b>	<b>sung</b>								
<b>wing</b>	<b>hang</b>	<b>hung</b>								

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

SOUND	
FLASHCARDS	
ACTIVITY	

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

**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

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

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

WRITING FRAME	One time, I... Then...
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**Modelling:**

1. Explain that today, learners will write about a time they made a mistake.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: one time, I borrowed my sister's jersey. Then, I accidentally left it at my friend's house. It was just a mistake, but my sister was angry. She felt like I had been so careless with her things.
5. Use **modelling** to draw a quick picture of your idea, like: You at home, and your jersey in a different house.
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame: One time, I forgot my sister's jersey! Then my sister was very angry.
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, sister, mistake
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

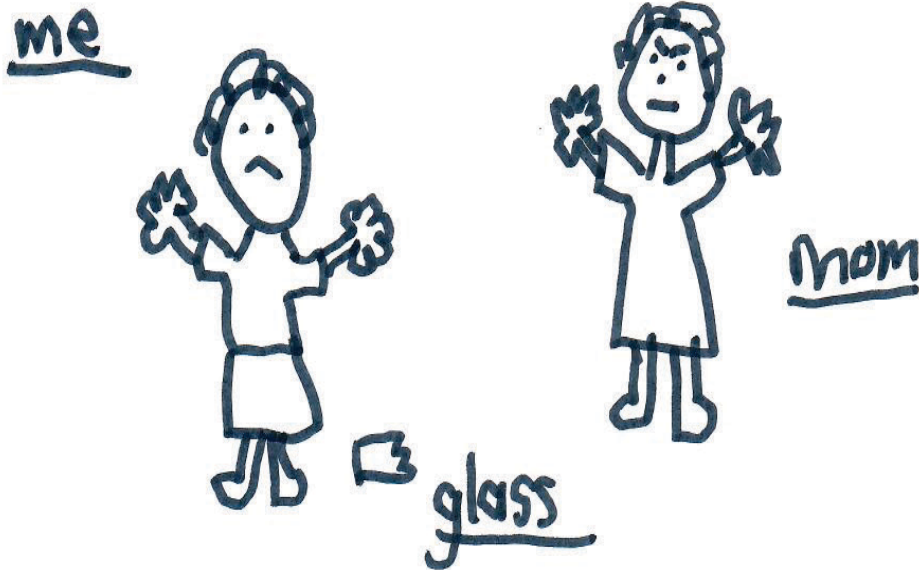
**Oral Instructions:**

1. Ask learners: When is a time you made a mistake?
2. Explain that learners can think of anytime they made a mistake – it could be a mistake at home or at school.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas with a partner!
6. Call on 3-5 learners to tell you about a time they made a mistake. They must say: One time, I...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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





One time, I broke a glass .  
Then my mam was cross .

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 3: WEDNESDAY: DAILY ACTIVITIES (10 minutes)																			
GREETING	Greet the learners in English.																		
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I make mistakes,</td> <td><i>Point to your chest</i></td> </tr> <tr> <td>All the time!</td> <td>-</td> </tr> <tr> <td>Mistakes happen,</td> <td><i>Shrug your shoulders</i></td> </tr> <tr> <td>And it is fine.</td> <td><i>Thumbs up</i></td> </tr> <tr> <td>I make mistakes,</td> <td><i>Point to your chest</i></td> </tr> <tr> <td>It's how I learn.</td> <td>-</td> </tr> <tr> <td>All we can do is try our best,</td> <td><i>Thumbs up</i></td> </tr> <tr> <td>But life is not an exam or test!</td> <td><i>Wave your forefinger in the air</i></td> </tr> </tbody> </table>	Lyrics	Actions	I make mistakes,	<i>Point to your chest</i>	All the time!	-	Mistakes happen,	<i>Shrug your shoulders</i>	And it is fine.	<i>Thumbs up</i>	I make mistakes,	<i>Point to your chest</i>	It's how I learn.	-	All we can do is try our best,	<i>Thumbs up</i>	But life is not an exam or test!	<i>Wave your forefinger in the air</i>
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But life is not an exam or test!	<i>Wave your forefinger in the air</i>																		
THEME VOCABULARY	tripped, break, calm, drop																		
QUESTION OF THE DAY																			
Question	How do you feel when you make a mistake?																		
Graph	3 COLUMN GRAPH																		
Options	anxious / grumpy / calm																		
Follow-up questions																			
<b>Question</b>	<b>How many learners feel anxious?</b>																		
Answer	__ learners feel anxious.																		
<b>Question</b>	<b>How many learners feel grumpy?</b>																		
Answer	__ learners feel grumpy.																		
<b>Question</b>	<b>How many learners feel calm?</b>																		
Answer	__ learners feel calm.																		
<b>Question</b>	<b>How do most learners feel when they make a mistake?</b>																		
Answer	Most learners feel __ when they make a mistake.																		
<b>Question</b>	<b>How do fewest learners feel when they make a mistake?</b>																		
Answer	Fewest learners feel __ when they make a mistake.																		

Question	How do you feel when you make a mistake?
Answer	I feel anxious when I make a mistake.
Answer	I feel grumpy when I make a mistake.
Answer	I feel calm when I make a mistake.
READING	Practice reading the sight words for the week.

WEEK 3: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/ng/
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>ring</b></li> <li>2. Segment the word into the individual sounds: /r/ - /i/ - /ng/</li> <li>3. Say the beginning sound of the word: /r/</li> <li>4. Say the middle sound of the word: /i/</li> <li>5. Say the end sound of the word: /ng/</li> <li>6. Write the word on the board: <b>ring</b></li> <li>7. Model pointing and blending the sounds to make a word: /r/ - /i/ - /ng/ = ring</li> <li>8. Repeat this with the word <b>rang</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>lung</b></li> <li>2. Ask learners: What is the first sound in the word? /l/</li> <li>3. Ask learners: What is the middle sound in the word? /u/</li> <li>4. Ask learners: What is the last sound in the word? /ng/</li> <li>5. Ask learners to segment the word into each individual sound: /l/ - /u/ - /ng/</li> <li>6. Write the word: <b>lung</b></li> <li>7. Instruct learners to blend the sounds in the word with you: /l/ - /u/ - /ng/ = lung</li> <li>8. Repeat this with the word <b>hang</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>ng words</b>.</li> <li>3. Instruct learners to write the numbers 1-8.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol>

	ring	sing	rang	sang	sung	hung	hang	lung
	<p>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</p> <p>7. Instruct learners to practice reading the phonic words for <b>homework</b>.</p>							

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

WEEK 3: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 3: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Jabu scrambles eggs</u>
ACTIVITY	READ ONE
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make evaluations</b>
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves.
Story	Think aloud: Read One
<p>Jabu's mother was busy preparing dinner. 'I'm going to play soccer with my friends!' Jabu called, running out the door.</p> <p>'Wait!' Jabu's mother called. 'Please go to the shop and buy a dozen eggs and a bottle of milk,' said his mother as she handed him a shopping list and some money.</p> <p>Jabu didn't want to go to the shop, but he smiled and said, 'Okay mom!'</p> <p>'Thank you! Please be careful not to break the eggs,' said his mother.</p> <p>'Don't worry Mama, I am always careful,' Jabu replied as he walked out the door.</p>	<p><b>I wonder</b> why Jabu's mother tells him to be careful? <b>I wonder</b> if Jabu has ever broken the eggs before?</p>
<p>Jabu walked to the shop. When he got there, he read his shopping list. He collected the eggs and the milk. Then he went to the register to pay. He handed the money to the shopkeeper.</p> <p>'Thank you! Carry these carefully so you don't break the eggs,' said the shopkeeper.</p> <p>'Don't worry Mr. Gumede, I am always careful,' Jabu replied as he walked out the door</p>	<p>Oh! Both Jabu's mother and the shopkeeper tell Jabu to be careful! <b>I wonder</b> if he has broken the eggs before?</p>

<p>Jabu walked very carefully towards his house. He didn't want to break the eggs! But then, Jabu heard his friends. He could hear them laughing. He could hear them kicking the ball.</p> <p>'As soon as I drop off the eggs and milk, I will come back play,' Jabu thought.</p> <p>Jabu kept walking very carefully towards his house. He didn't want to break the eggs! But then Jabu's heard his friend Sam call his name. 'Jabu, come and play! We need you!' Sam called.</p>	<p><b>I wonder</b> if Jabu will go home first, or if he will go play with his friends? <b>I wonder</b> what will happen to the eggs if he decides to play soccer?</p>
<p>'Well, maybe just one kick! Mom will never know!' Jabu thought, as he ran towards his friends. He tried to run carefully. He didn't want to break the eggs!</p>	<p>Oh no! Jabu is running with eggs! <b>I wonder</b> if he can really play soccer without breaking the eggs?</p>
<p>But as Jabu began to run towards his friends, he tripped over a rock in the path. The tray of eggs fell onto the ground. There were cracked eggs everywhere. Jabu was covered in slimy eggs!</p> <p>'Oh no!' Jabu cried, 'What will I tell my mother?'</p> <p>'Just tell her you made scrambled eggs!' Sam joked.</p> <p>Sam and Jabu laughed and laughed.</p>	<p>Jabu is covered in eggs. Sam makes a funny joke. Sam and Jabu laugh and laugh. But, <b>I wonder</b> if Jabu's mother will think it's funny like they do?</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>What must Jabu buy at the shop?</p>	<p>He must buy eggs and milk.</p>
<p>Who called Jabu to play soccer?</p>	<p>His friend Sam called him to come and play.</p>
<p><b>Why question</b></p>	<p><b>Possible responses</b></p>
<p>Why did Jabu decide to play soccer?</p>	<ul style="list-style-type: none"> <li>• Because his friend Sam called him to come and play.</li> <li>• He thought he could play soccer without breaking the eggs.</li> <li>• He thought he would just go take one kick.</li> <li>• He thought his mother would never know!</li> </ul>

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

WRITING FRAME

I felt...

I learned...

**Modelling:**

1. Explain that today, learners will add sentences to their writing from Tuesday. Today they will think about how they felt when they made a mistake. They will also think about something they learned after making that mistake.
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I felt bad for forgetting my sister's jersey. She let me borrow it and then I was so careless! I learned to be more careful with other peoples' things.
5. Use **modelling** to add to your drawing, like: facial expressions.
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame, like: I felt sorry. I learned to be more careful with my sister's things.
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: sorry, mistake
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about a time we made a mistake. Today, we will think about how we felt and what we learned from our mistake.
2. Ask learners: What mistake did you write about on Tuesday?
3. Ask learners: How did you feel when you made that mistake?
4. Ask learners: What did you learn after making that mistake?
5. Explain that learners should come up with their own ideas – they should **not** copy your idea!
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** with a partner about their mistake.
8. Call on 2-3 learners to tell you how they felt when they made their mistake. They must say: I felt...
9. Call on 2-3 learners to tell you what they learned from their mistake. They must say: I learned...
10. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. They will **add** to this!
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.

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

**Turn and Talk:**

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

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



One time, I broke a glass.

Then my mom was cross.

Thursday

I felt silly for dropping  
the glass. I learned to  
hold the glass with two hands.



<b>WEEK 3: THURSDAY: GROUP GUIDED &amp; INDEPENDENT READING (15 minutes)</b>	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 3: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I make mistakes,	<i>Point to your chest</i>
	All the time!	-
	Mistakes happen,	<i>Shrug your shoulders</i>
	And it is fine.	<i>Thumbs up</i>
	I make mistakes,	<i>Point to your chest</i>
	It's how I learn.	-
	All we can do is try our best,	<i>Thumbs up</i>
	But life is not an exam or test!	<i>Wave your forefinger in the air</i>
THEME VOCABULARY	careful, carefully, scrambled eggs, careless	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that in our story, Jabu trips. All the eggs fall to the ground and break!</i></p> <p><b>Ask learners: Do you think Jabu was being careful enough?</b></p>	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Jabu was being careful enough?</b>	
Answer	___ learners think Jabu was being careful enough.	
<b>Question</b>	<b>How many learners think Jabu wasn't being careful enough?</b>	
Answer	___ learners think Jabu wasn't being careful enough.	
<b>Question</b>	<b>What do more learners think?</b>	
Answer	More learners think Jabu ___ being careful enough.	
<b>Question</b>	<b>What do fewer learners think?</b>	
Answer	Fewer learners think Jabu ___ being careful enough.	

Question	Do you think Jabu was being careful enough?
Answer	Yes, I think Jabu was being careful enough.
Answer	No, I think Jabu wasn't being careful enough.
READING	Practice reading the sight words for the week.

WEEK 3: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/ng/
FLASHCARDS	ring, sing, wing rang, sang, hang lung, sung, hung
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/l/ - ung (lung)</li> <li>/s/ - ung (best)</li> </ul> </li> <li>Say two words: ring, sing <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /r/ sound? (ring)</li> </ul> </li> <li>Say two words: hung, sung <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /h/ sound? (hung)</li> </ul> </li> <li>Say two words: wing, sing <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /s/ sound? (sing)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: ring</li> <li>Ask learners: What is the beginning sound? /r/</li> <li>Ask learners: If I take away the /r/ and add /w/ what word does that make?</li> <li>Help learners to hear that the word is: w – i – ng = wing</li> <li>Write: ring</li> <li>Read the word: r – i – ng = ring</li> <li>Erase: 'r'</li> <li>Write: 'w'</li> <li>Read the new word: w – i – ng = ng</li> <li>Ask learners: What other words can you think of that end with '-ing'</li> <li>Let learners brainstorm words. (ping, king, etc.)</li> </ol>

ACTIVITY	<p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>ng words</b></li> <li>3. Instruct learners to write numbers from 1-4.</li> <li>4. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" data-bbox="601 543 1209 602"> <tr> <td>sang</td> <td>lung</td> <td>wing</td> <td>hang</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</li> </ol>	sang	lung	wing	hang
sang	lung	wing	hang		

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

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

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

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

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

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



# GRADE 2 - TERM 2

# WEEK 4

## THEME: MAKING MISTAKES

'Anyone who has never made a mistake has never tried anything new.'  
- Albert Einstein

## WEEK 4: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of someone who is distressed from making a mistake, crumpled up paper, cardboard cutout of question marks, picture of someone getting up, example of a mistake in child's writing.
5. Do some research on the internet to prepare for the theme. For example: how to teach children to learn from their mistakes.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's read, page 55
Activity 2	DBE Workbook 1: Let's write, page 53 & 56
Activity 3	DBE Workbook 1: Let's talk, page 54 & 55
Activity 4	Draw faces for the feelings: tired, grumpy, happy, disappointed



TERM 2: WEEK 4		
OVERVIEW		
THEME	Making mistakes	
THEME VOCABULARY	forget, hurt, oops, secret, towards, away, worry, worried, understanding, angry, path, ground	
SIGHT WORDS	heard, tray, slimy, joked. laughed	
PHONICS	/br/ - bring, brain, breed, brag, brat, brim, brick, brail	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	In the story, Jabu... Then...	I think that Jabu... I think he should...

TERM 2: WEEK 4	
INTRODUCE THE THEME	
PICTURE	Show learners the front cover of the story: <u>Jabu scrambles eggs</u>
SHOW	Point to Jabu.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What mistakes did Jabu make in the story?</li> <li>• Listen to learner responses. This will help you check their understanding of the new vocabulary.</li> <li>• Remind learners that in the story, he makes the mistake of going to play soccer with his friends while he still has eggs! Then, he trips and falls and all the eggs spill!</li> <li>• Explain that this week, we will think more about Jabu and about mistakes we all make!</li> </ul>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 4: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I've got a special secret everyone should know:	<i>Pretend to whisper</i>
	It's about the mistakes we make as we learn and grow!	-
	Everyone makes mistakes, oh yes they do!	<i>Point to everyone around you</i>
	Your sister and your brother and your dad and mother too;	<i>Point to everyone around you</i>
	Big people, small people, matter of fact, all people!	<i>Raise your hands up in the air, bend down towards the floor, point to everyone around you</i>
	Everyone makes mistakes, so why can't you?	<i>Shrug your shoulders</i>
THEME VOCABULARY	forget, hurt, oops, secret	
<b>QUESTION OF THE DAY</b>		
Question	Which mistake do you think is worse?	
Graph	2 COLUMN GRAPH	
Options	Oops! I forgot my pencil! / Oops! I fell and hurt my leg!	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think it is worse to forget their pencil?</b>	
Answer	__ learners think it is worse to forget their pencil.	
<b>Question</b>	<b>How many learners think it is worse to fall and hurt their leg?</b>	
Answer	__ learners think it is worse to fall and hurt their leg.	
<b>Question</b>	<b>What do more learners think?</b>	
Answer	More learners think it is worse to __.	
<b>Question</b>	<b>What do fewer learners think?</b>	
Answer	Fewer learners think it is worse to __.	
<b>Question</b>	<b>Do you think it is worse to forget your pencil or to fall and hurt your leg?</b>	
Answer	I think it is worse to forget my pencil.	
Answer	I think it is worse to fall and hurt my leg.	
READING	Practice reading the sight words for the week.	

WEEK 4: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	<b>/br/</b>								
FLASHCARDS	<b>bring, brain, breed, brag, brat, brim, brick, brail</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/br/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that when we see the letters b and r together in a word, we must not say the sounds separately. We must say one sound: <b>/br/</b></li> <li>4. Say each word loudly and clearly as you show the flashcard: <b>bring, brain, breed, brag, brat, brim, brick, brail</b></li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" data-bbox="587 882 891 1128"> <tbody> <tr> <td><b>bring</b></td> <td><b>brat</b></td> </tr> <tr> <td><b>brain</b></td> <td><b>brim</b></td> </tr> <tr> <td><b>breed</b></td> <td><b>brick</b></td> </tr> <tr> <td><b>brag</b></td> <td><b>brail</b></td> </tr> </tbody> </table>	<b>bring</b>	<b>brat</b>	<b>brain</b>	<b>brim</b>	<b>breed</b>	<b>brick</b>	<b>brag</b>	<b>brail</b>
<b>bring</b>	<b>brat</b>								
<b>brain</b>	<b>brim</b>								
<b>breed</b>	<b>brick</b>								
<b>brag</b>	<b>brail</b>								

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

**WEEK 4: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)****GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 4: TUESDAY: SHARED READING (15 minutes)	
TITLE	Jabu scrambles eggs
ACTIVITY	Second read
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make evaluations</b>
PURPOSE	When we evaluate a text, we make a judgement about an aspect of the text. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
Story	Think aloud: Second read
Jabu's mother was busy preparing dinner. 'I'm going to play soccer with my friends!' Jabu called, running out the door. 'Wait!' Jabu's mother called. 'Please go to the shop and buy a dozen eggs and a bottle of milk,' said his mother as she handed him a shopping list and some money. Jabu didn't want to go to the shop, but he smiled and said, 'Okay mom!' 'Thank you! Please be careful not to break the eggs,' said his mother. 'Don't worry Mama, I am always careful,' Jabu replied as he walked out the door.	I can <b>make the evaluation</b> that Jabu wants to be a helpful person. He wants to go play soccer, but he doesn't argue with his mother about going to the shop! He just smiles and says 'okay.'
Jabu walked to the shop. When he got there, he read his shopping list. He collected the eggs and the milk. Then he went to the register to pay. He handed the money to the shopkeeper. 'Thank you! Carry these carefully so you don't break the eggs,' said the shopkeeper. 'Don't worry Mr. Gumede, I am always careful,' Jabu replied as he walked out the door	I can <b>make the evaluation</b> that Jabu must break things often. I can <b>make this evaluation</b> because everyone is telling him to be careful! That makes me think he must have broken things before.

Jabu walked very carefully towards his house. He didn't want to break the eggs! But then, Jabu heard his friends. He could hear them laughing. He could hear them kicking the ball.	--
'As soon as I drop off the eggs and milk, I will come back play,' Jabu thought. Jabu kept walking very carefully towards his house. He didn't want to break the eggs! But then Jabu's heard his friend Sam call his name. 'Jabu, come and play! We need you!' Sam called.	
'Well, maybe just one kick! Mom will never know!' Jabu thought, as he ran towards his friends. He tried to run carefully. He didn't want to break the eggs!	I can <b>make the evaluation</b> that Jabu isn't very careful. Everyone told him to be careful! And now, we can see that he is running with eggs. If Jabu were a careful person he would go home first and then play soccer!
But as Jabu began to run towards his friends, he tripped over a rock in the path. The tray of eggs fell onto the ground. There were cracked eggs everywhere. Jabu was covered in slimy eggs! 'Oh no!' Jabu cried, 'What will I tell my mother?' 'Just tell her you made scrambled eggs!' Sam joked. Sam and Jabu laughed and laughed.	Oh no! Jabu breaks all the eggs. I can <b>make the evaluation</b> that this isn't the first time this has happened, because everyone told Jabu to be careful.
<b>Follow up questions</b>	<b>Possible responses</b>
How do you think Jabu's mother will feel when he gets home?	I think she will feel...because...
How do you think Jabu feels when he drops the eggs? Why?	I think he feels...because...
<b>Why question</b>	<b>Possible responses</b>

Do you think Jabu is a careful person?  
Explain your answer!

- No I think he is not a careful person. I think this because his mother and the shopkeeper both tell him to be careful. If they thought he was careful, they would not need to remind him.
- No I think he is not a careful person because he decides to play soccer while he still has the eggs!
- I do not think he is a careful person because he runs towards his friends with the eggs!
- If Jabu were a careful person, he would have brought the eggs home first. I don't think he is careful because he doesn't go home first – he goes to play soccer.

#### Formulating questions

- Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how.
- Next ask learners to think about the story, and to try and formulate their own question.
- Tell learners to 'turn and talk' and ask each other their questions.
- Ask a few learners to share their questions with the whole class.
- Correct any errors with the form or content of the questions.
- Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.

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

WRITING FRAME

In the story, Jabu...

Then...

**Modelling:**

1. Explain that today, learners will write about a mistake Jabu made in the story: **Jabu scrambles eggs**. They must describe the mistake in detail!
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: In this story, Jabu decides to play soccer even though he is carrying eggs. Then, he runs towards his friends and trips!
5. Use **modelling** to draw a quick picture of your idea, like: Jabu falling with the eggs
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame: **In the story** Jabu decides to run towards his friends. **Then** he trips and falls down!
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: run, fall
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

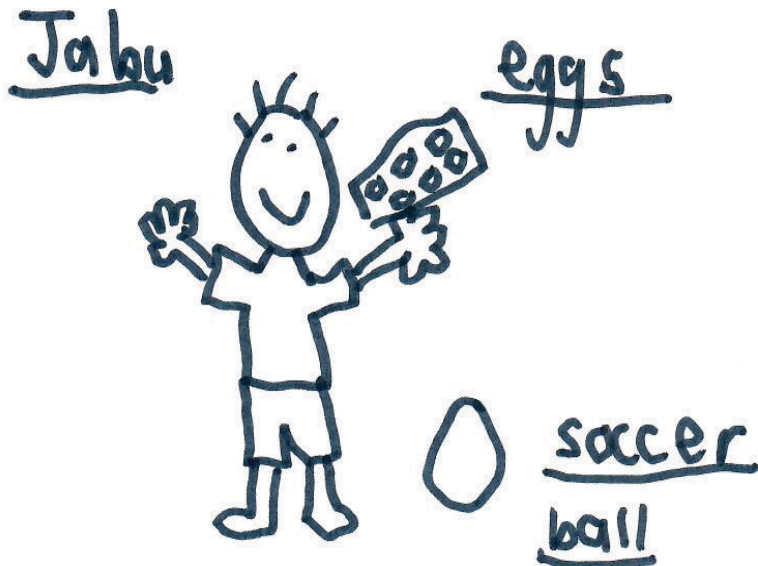
**Oral Instructions:**

1. Ask learners: What mistake does Jabu make in the story?
2. Explain that learners can think about what Jabu does, and what happens after.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas with a partner!
6. Call on 3-5 learners to tell you about a mistake Jabu made in the story. They must say: In the story, Jabu...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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





In the story Jabu wants to  
play soccer. He drops the eggs.

**WEEK 4: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**
**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 4: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I've got a special secret everyone should know:	<i>Pretend to whisper</i>
	It's about the mistakes we make as we learn and grow!	-
	Everyone makes mistakes, oh yes they do!	<i>Point to everyone around you</i>
	Your sister and your brother and your dad and mother too;	<i>Point to everyone around you</i>
	Big people, small people, matter of fact, all people!	<i>Raise your hands up in the air, bend down towards the floor, point to everyone around you</i>
	Everyone makes mistakes, so why can't you?	<i>Shrug your shoulders</i>
	I've got a special secret everyone should know:	<i>Pretend to whisper</i>
	It's about the mistakes we make as we learn and grow!	-
THEME VOCABULARY	towards, away, worry, worried	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that in the story, both Jabu's mother and the shopkeeper told Jabu to be careful. He tells them both 'don't worry!'</i></p> <p><b>Ask learners:</b> Who do you think feels more worried that Jabu will drop the eggs?</p>	
Graph	2 COLUMN GRAPH	
Options	Jabu's mother / the shopkeeper	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Jabu's mother feels more worried?</b>	
Answer	__ learners think Jabu's mother feels more worried.	
<b>Question</b>	<b>How many learners think the shopkeeper feels more worried?</b>	
Answer	__ learners think the shopkeeper feels more worried.	
<b>Question</b>	<b>What do more learners think?</b>	
Answer	More learners think __ feels more worried that Jabu will drop the eggs.	
<b>Question</b>	<b>What do fewer learners think?</b>	
Answer	Fewer learners think __ feels more worried that Jabu will drop the eggs.	

Question	Who do you think feels more worried that Jabu will drop the eggs.
Answer	I think Jabu's mother feels more worried that he will drop the eggs.
Answer	I think the shopkeeper feels more worried that Jabu will drop the eggs.
READING	Practice reading the sight words for the week.

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

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

	brag	brim	brail	bring	brat	brain	breed	brick
	<p>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</p> <p>7. Instruct learners to Practice reading the phonic words for <b>homework</b>.</p>							

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

WEEK 4: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 4: THURSDAY: SHARED READING (15 minutes)		
TITLE	<u>Jabu scrambles eggs</u>	
ACTIVITY	Dramatise / Act out the story	
PURPOSE	To give learners a chance to act out what is happening in the story.	
TEXT	TEACHER SAYS	LEARNERS DO
<p>Jabu's mother was busy preparing dinner.</p> <p>'I'm going to play soccer with my friends!' Jabu called, running out the door.</p> <p>'Wait!' Jabu's mother called. 'Please go to the shop and buy a dozen eggs and a bottle of milk,' said his mother as she handed him a shopping list and some money.</p> <p>Jabu didn't want to go to the shop, but he smiled and said, 'Okay mom!'</p> <p>'Thank you! Please be careful not to break the eggs,' said his mother.</p> <p>'Don't worry Mama, I am always careful,' Jabu replied as he walked out the door.</p>	<p>Split the class into two groups. Assign the groups as follows:</p> <p>Assign one learner to be Sam.</p> <p>Group 1: Jabu</p> <p>Group 2: Jabu's mother</p>	<p>Group 1 says: I'm going to play soccer with my friends!</p> <p>Group 2 says: Wait! Please go to the shop and buy a dozen eggs and a bottle of milk</p> <p>Group 1 says: Okay mom.</p> <p>Group 2 says: Thank you! Please be careful not to break the eggs.</p> <p>Group 1 says: Don't worry Mama, I am always careful!</p>
<p>Jabu walked to the shop. When he got there, he read his shopping list. He collected the eggs and the milk. Then he went to the register to pay. He handed the money to the shopkeeper.</p> <p>'Thank you! Carry these carefully so you don't break the eggs,' said the shopkeeper.</p>	<p>Explain that now, Group 2 will act as the shopkeeper!</p>	<p>Group 2 says: Carry these carefully so you don't break the eggs.</p> <p>Group 2: Don't worry Mr. Gumede, I am always careful!</p>

<p>'Don't worry Mr. Gumede, I am always careful,' Jabu replied as he walked out the door</p>		
<p>Jabu walked very carefully towards his house. He didn't want to break the eggs!</p> <p>But then, Jabu heard his friends. He could hear them laughing. He could hear them kicking the ball.</p> <p>'As soon as I drop off the eggs and milk, I will come back play,' Jabu thought.</p> <p>Jabu kept walking very carefully towards his house. He didn't want to break the eggs!</p> <p>But then Jabu's heard his friend Sam call his name. 'Jabu, come and play! We need you!' Sam called.</p>	<p>Let's walk home carefully like Jabu!</p> <p>Explain that Sam calls Jabu over to come and play.</p>	<p>Everyone must pretend to hold eggs and walk carefully.</p> <p><b>Sam says:</b> Jabu come and play! We need you!</p>
<p>'Well, maybe just one kick! Mom will never know!' Jabu thought, as he ran towards his friends. He tried to run carefully. He didn't want to break the eggs!</p>	<p>Let's pretend we are Jabu. What are we thinking?</p>	<p>We all say: Maybe just one kick! Mom will never know!</p>

<p>But as Jabu began to run towards his friends, he tripped over a rock in the path. The tray of eggs fell onto the ground. There were cracked eggs everywhere. Jabu was covered in slimy eggs!</p> <p>‘Oh no!’ Jabu cried, ‘What will I tell my mother?’</p> <p>‘Just tell her you made scrambled eggs!’ Sam joked.</p> <p>Sam and Jabu laughed and laughed.</p>	<p>All of the eggs spilled. You are Jabu! What do you do?</p>	<p>Shout: Oh no! What will I tell my mother?</p>
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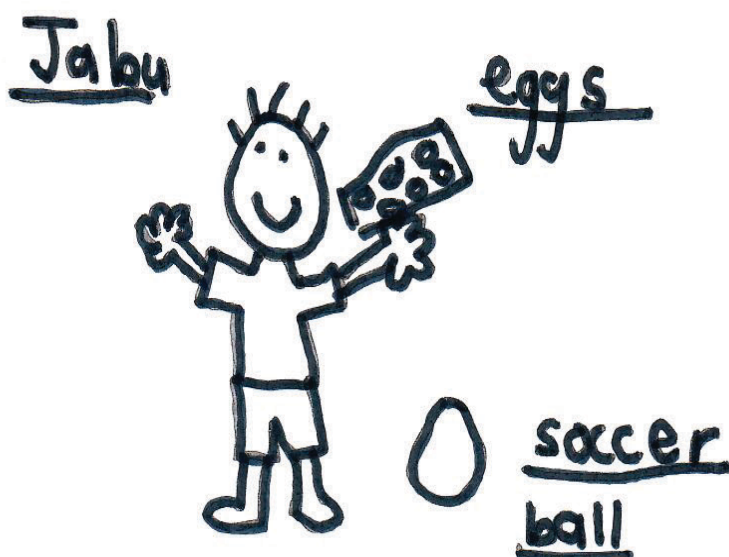
#### WEEK 4: THURSDAY: WRITING (15 minutes)

##### WRITING FRAME

I think that Jabu...  
I think he should...

##### Modelling:

1. Explain that today, learners will add sentences to their writing from Tuesday. Today they will **make an evaluation** about Jabu’s mistake. That means they will write what they think about it!
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I think Jabu wasn’t being careful enough. He wanted to play. That’s why he made that silly mistake!
5. Use **modelling** to add to your drawing, like: eggs cracking on the floor, Jabu’s mother looking angry, etc.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: **I think that Jabu** was careless! **I think he should** say sorry to his mother!
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: eggs, drop, oops
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**



In the story Jabu wants to  
play soccer. He drops the eggs.

Thursday

I think that Jabu is silly.

I think he should be  
more careful.

#### WEEK 4: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

##### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

##### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.



WEEK 4: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I've got a special secret everyone should know:	<i>Pretend to whisper</i>
	It's about the mistakes we make as we learn and grow!	-
	Everyone makes mistakes, oh yes they do!	<i>Point to everyone around you</i>
	Your sister and your brother and your dad and mother too;	<i>Point to everyone around you</i>
	Big people, small people, matter of fact, all people!	<i>Raise your hands up in the air, bend down towards the floor, point to everyone around you</i>
	Everyone makes mistakes, so why can't you?	<i>Shrug your shoulders</i>
	I've got a special secret everyone should know:	<i>Pretend to whisper</i>
	It's about the mistakes we make as we learn and grow!	-
THEME VOCABULARY	understanding, angry, path, ground	
<b>QUESTION OF THE DAY</b>		
Question	How do you think Jabu's mother will feel when he gets home?	
Graph	2 COLUMN GRAPH	
Options	angry / understanding	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Jabu's mother will feel angry?</b>	
Answer	__ learners think Jabu's mother will feel angry.	
<b>Question</b>	<b>How many learners think Jabu's mother will feel understanding when he gets home?</b>	
Answer	__ learners think Jabu's mother will feel understanding.	

<b>Question</b>	<b>What do more learners think?</b>
Answer	More learners think Jabu’s mother will feel ___ when he gets home.
<b>Question</b>	<b>What do fewer learners think?</b>
Answer	Fewer learners think Jabu’s mother will feel ___ when he gets home.
<b>Question</b>	<b>How do you think Jabu’s mother will feel when he gets home?</b>
Answer	I think Jabu’s mother will feel angry when he gets home.
Answer	I think Jabu’s mother will feel understanding when he gets home.
READING	Practice reading the sight words for the week.

WEEK 4: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<b>/br/</b>
FLASHCARDS	<b>bring, brain, breed, brag, brat, brim, brick, brail</b>
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/br/ - ing (bring)</li> <li>/w/ - ing (wing)</li> </ul> </li> <li>Say two words: brick, kick <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /k/ sound? (kick)</li> </ul> </li> <li>Say two words: brain, rain <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /br/ sound? (brain)</li> </ul> </li> <li>Say two words: brail, trail <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /tr/ sound? (trail)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: brag</li> <li>Ask learners: What is the beginning sound? /br/</li> <li>Ask learners: If I take away the /br/ and add /dr/ what word does that make?</li> <li>Help learners to hear that the word is: dr – a – g = drag</li> <li>Write: brag</li> <li>Read the word: br – a – g = brag</li> <li>Erase: ‘br’</li> <li>Write: ‘dr’</li> <li>Read the new word: dr – a – g = drag</li> <li>Ask learners: What other words can you think of that end with ‘-ag’</li> <li>Let learners brainstorm words. (rag, tag, etc.)</li> </ol>

	<p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>br words</b></li> <li>3. Instruct learners to write numbers from 1-4.</li> <li>4. Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;"><b>breed</b></td> <td style="padding: 2px 10px;"><b>brat</b></td> <td style="padding: 2px 10px;"><b>brick</b></td> <td style="padding: 2px 10px;"><b>bring</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</li> </ol>	<b>breed</b>	<b>brat</b>	<b>brick</b>	<b>bring</b>
<b>breed</b>	<b>brat</b>	<b>brick</b>	<b>bring</b>		

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

SOUND	
FLASHCARDS	
ACTIVITY	

#### WEEK 4: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

##### GROUP GUIDED READING (SMALL GROUP)

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

##### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

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

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

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

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

# GRADE 2 - TERM 2

WEEK  
5

**THEME:**  
**BEING SAFE AND RESPONSIBLE**

'Look at the word responsibility. "Response-ability". Your ability to choose your response.'

- Stephen Covey

## WEEK 5: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: whistle, picture of someone who is alert/frightened, flashlight, safety vest, picture of something that is unsafe e.g. a forest, picture of someone who looks well behaved.
5. Do some research on the internet to prepare for the theme. For example: strategies to help children develop a sense of responsibility.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Word work, page 57 & 58
Activity 2	DBE Workbook 1: Let's write, page 58 & 59
Activity 3	DBE Workbook 1: Let's talk, page 60 & 61
Activity 4	Draw a picture of yourself working hard!

TERM 2: WEEK 5		
OVERVIEW		
THEME	Being safe and responsible	
THEME VOCABULARY	lost, dark, forest, responsible, seatbelt, safe, unsafe, wear, son, daughter, frightened, hurry,	
SIGHT WORDS	parcel, farm, across, chase, short	
PHONICS	/pl/ - plain, plug, plop, plot, plus, plum, plan	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	I feel safe when: 1. ___ 2. ___	I feel unsafe when: 1. ___ 2. ___

TERM 2: WEEK 5	
INTRODUCE THE THEME	
PICTURE	Page 31 in the Big Book Story: Dumi and his friends get lost
SHOW	Show learners the picture of the learners lost in the woods.
SAY	<ul style="list-style-type: none"> <li>• Explain that the children in the picture are lost!</li> <li>• Ask learners: How do you think they got lost?</li> <li>• Listen to learner responses. This will help you understand what learners already know about the concept of being lost.</li> <li>• Explain that this week, the children in the picture are lost because they were not being responsible! That means they were not doing what they needed to do to be safe! This week, we will think all about different ways we can be careful and responsible.</li> </ul>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 5: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>EXPLAIN</b> that one way we can be responsible and healthy is to wash our hands. Explain that learners can use this song to help remind them what to do when they wash!	
	<b>Lyrics</b>	<b>Actions</b>
	I can wash my hands you see,	<i>Rub your hands together</i>
	Wash them clean as clean can be.	-
	Inside, outside, my fingers, too	<i>Pretend to wash your hands and fingers</i>
	Around my thumbs and then I'm through.	<i>Pretend to wash around your thumbs</i>
	Now rinse away the dirt and stains,	<i>Pretend to shake the water off your hands</i>
	Send those germs down the drain!	-
THEME VOCABULARY	lost, dark, forest, responsible	
QUESTION OF THE DAY		
Question	<i>Explain that the title of our story this week is: Duma and his friends get lost.</i> <b>Ask learners:</b> Have you ever been lost like Duma and his friends?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
<b>Question</b>	<b>How many learners have been lost before?</b>	
Answer	__ learners have been lost before.	
<b>Question</b>	<b>How many learners have never been lost before?</b>	
Answer	__ learners have never been lost before.	
<b>Question</b>	<b>Have more learners ever been lost before?</b>	
Answer	More learners __ been lost before.	



<b>Question</b>	<b>Have fewer learners ever been lost before or not?</b>
Answer	Fewer learners __ been lost before.
<b>Question</b>	<b>Have you ever been lost before?</b>
Answer	Yes, I have been lost before.
Answer	No, I have never been lost before.
EXPLAIN	<i>Explain that if you get lost, you should try to stay in one place. It is easier for people to find you if you are in one place and not moving. If you see a police officer, or know where a police officer is, tell them you are lost. They can help you find your way home.</i>
READING	Practice reading the sight words for the week.

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

SOUND	<b>/pl/</b>								
FLASHCARDS	<b>plain, plug, plop, plot, plus, plum, plan</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUNDS AND WORDS</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard <b>/pl/</b> for learners to see.</li> <li>Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>Explain that when we see the letters <b>p</b> and <b>l</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/pl/</b></li> <li>Say each word loudly and clearly as you show the flashcard: <b>plain, plug, plop, plot, plus, plum, plan</b></li> <li>Ask learners to repeat each word after you.</li> <li>Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>plain</b></td> <td><b>plus</b></td> </tr> <tr> <td><b>plug</b></td> <td><b>plum</b></td> </tr> <tr> <td><b>plop</b></td> <td><b>plan</b></td> </tr> <tr> <td><b>plot</b></td> <td></td> </tr> </table>	<b>plain</b>	<b>plus</b>	<b>plug</b>	<b>plum</b>	<b>plop</b>	<b>plan</b>	<b>plot</b>	
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<b>plop</b>	<b>plan</b>								
<b>plot</b>									

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

SOUND	
FLASHCARDS	
ACTIVITY	

**WEEK 5: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

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

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

WRITING FRAME

I feel safe when:

1. \_\_\_
2. \_\_\_

**Modelling:**

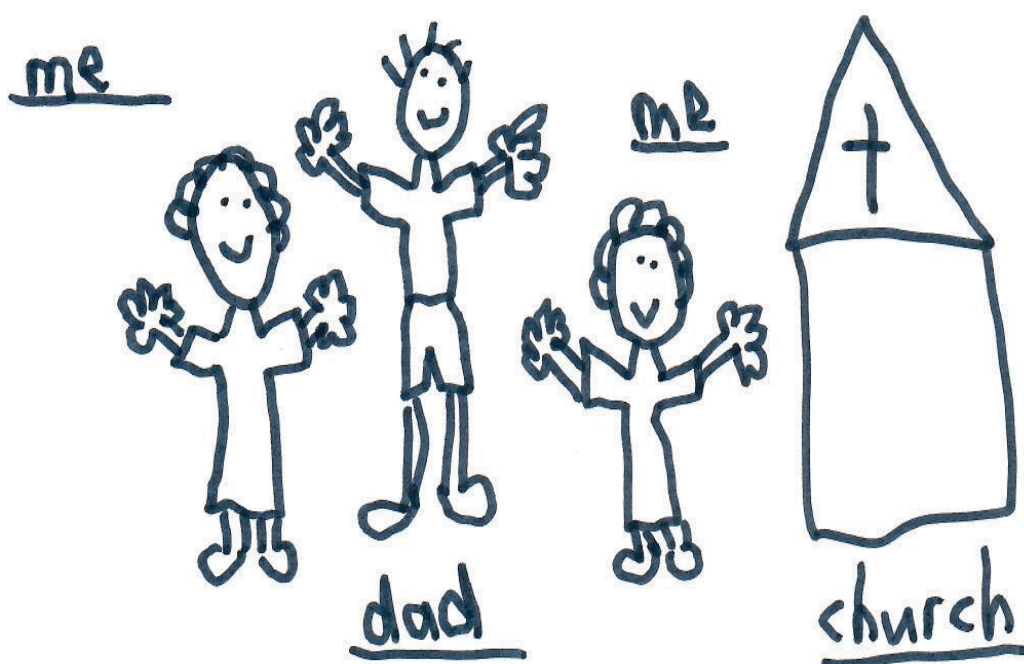
1. Explain that today, learners will make a list with a heading.
2. Explain that a heading tells us what the list will be about. Point to the heading (I feel safe when)
3. Explain that when we write a list, we use numbers (point to the numbers on the writing frame).
4. Read the writing frame to learners. Explain that today, we will make a list of things that make us feel safe.
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: I feel safe when I am at home with my family. I feel safe when I am at school.
7. Use **modelling** to draw a quick picture for each of your ideas, like: yourself at home with your family, yourself sitting at your desk in school.
8. Explain which words you will write. **Draw a line for each word**.
9. Use **modelling** to complete the writing frame: **I feel safe when:** 1. I am at home with my family. 2. I am in my classroom.
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, safe, home
12. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: When do you feel most safe?
2. Explain that learners can think of anything that makes them feel safe.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas.
6. Call on 3-5 learners to tell you about one thing that makes them feel safe. They must say: I feel safe when...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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



I feel safe when :

1. My dad is home .
2. I go to church .

**WEEK 5: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (10 minutes)																			
GREETING	Greet the learners in English.																		
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I can wash my hands you see,</td> <td><i>Rub your hands together</i></td> </tr> <tr> <td>Wash them clean as clean can be.</td> <td>-</td> </tr> <tr> <td>Inside, outside, my fingers, too</td> <td><i>Pretend to wash your hands and fingers</i></td> </tr> <tr> <td>Around my thumbs and then I'm through.</td> <td><i>Pretend to wash around your thumbs</i></td> </tr> <tr> <td>Now rinse away the dirt and stains,</td> <td><i>Pretend to shake the water off your hands</i></td> </tr> <tr> <td>Send those germs down the drain!</td> <td>-</td> </tr> <tr> <td>I can wash my hands you see,</td> <td><i>Rub your hands together</i></td> </tr> <tr> <td>Wash them clean as clean can be.</td> <td>-</td> </tr> </tbody> </table>	Lyrics	Actions	I can wash my hands you see,	<i>Rub your hands together</i>	Wash them clean as clean can be.	-	Inside, outside, my fingers, too	<i>Pretend to wash your hands and fingers</i>	Around my thumbs and then I'm through.	<i>Pretend to wash around your thumbs</i>	Now rinse away the dirt and stains,	<i>Pretend to shake the water off your hands</i>	Send those germs down the drain!	-	I can wash my hands you see,	<i>Rub your hands together</i>	Wash them clean as clean can be.	-
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Wash them clean as clean can be.	-																		
THEME VOCABULARY	seatbelt, safe, unsafe, wear																		
QUESTION OF THE DAY																			
Question	Do you wear a seatbelt when you are in a car or taxi?																		
Graph	2 COLUMN GRAPH																		
Options	yes / no																		
Follow up questions																			
Question	How many learners wear a seatbelt?																		
Answer	__ learners wear a seatbelt.																		
Question	How many learners do not wear a seatbelt?																		
Answer	__ learners do not wear a seatbelt.																		
Question	Do more learners wear a seatbelt or not?																		
Answer	More learners __ wear a seatbelt.																		

Question	<b>Do fewer learners wear a seatbelt or not?</b>
Answer	Fewer learners __ wear a seatbelt.
Question	<b>Do you wear a seatbelt in a car or taxi?</b>
Answer	Yes, I wear a seatbelt in a car or taxi.
Answer	No, I do not wear a seatbelt in a car or taxi.
EXPLAIN	<i>Explain to learners that they should always wear a seatbelt when there is one available. Tell learners they must remind their friends and families to wear seatbelts too! Seatbelts can save your life in an accident! We must be responsible for our safety by choosing to wear a seatbelt whenever we can.</i>
READING	Practice reading the sight words for the week.

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

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

	<p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>pl words</b>.</li> <li>Instruct learners to write the numbers 1-7.</li> <li>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</li> <li>Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" style="margin: 10px auto;"> <tr> <td>plop</td> <td>plus</td> <td>plan</td> <td>plain</td> <td>plum</td> <td>plug</td> <td>plot</td> </tr> </table> <ol style="list-style-type: none"> <li>Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>Instruct learners to Practice reading the phonic words for <b>homework</b>.</li> </ol>	plop	plus	plan	plain	plum	plug	plot
plop	plus	plan	plain	plum	plug	plot		

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

WEEK 5: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	



WEEK 5: THURSDAY: SHARED READING (15 minutes)	
TITLE	Duma and his friends get lost
ACTIVITY	First read
COMPREHENSION STRATEGY	<b>Make connections</b>
PURPOSE	Making connections helps learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy for the feelings and experiences of other people.
Story	Think aloud: First read
<p>On Saturday morning, Duma's mother asked Duma to take a parcel to Uncle Harry's farm across the river. 'Go now,' she said. 'You must leave early so that you get back home before dark.'</p> <p>Duma set out for his Uncle Harry's. He hadn't gotten very far when he saw his friends, Gugu and Themba, playing soccer.</p> <p>'I'll just play for a few minutes,' Duma thought. He put down his parcel and played with his friends. Hours passed before he remembered the task his mother had given him.</p> <p>'I have to go! I will be late!' Duma told his friends.</p> <p>'I'll come with you!' Themba said.</p> <p>'Oh! I'll also come - it will be an adventure!' Gugu said.</p>	<p>I can <b>make a connection!</b> That reminds me of the other day – I was meant to meet my friend, but then I began to watch TV. My favourite show was on. I began watching and I completely forgot about the time! I was late to meet my friend!</p>
<p>Duma, Gugu and Themba set out for his Uncle Harry's together. But when they got to the river, Themba wanted to chase frogs.</p> <p>'We'll just chase frogs for a few minutes,' Duma thought. He put down his parcel and chased frogs with his friends. Hours passed before he remembered the task his mother had given him.</p> <p>'We have to go! We will be late!' Duma told his friends.</p> <p>They hurried across the bridge towards Uncle Harry's house.</p>	<p>I can <b>make a connection!</b> That reminds me of the time I went to my sister's house before church. We began to talk and talk, and we were having such a good conversation that we forgot about the time! We were late for church!</p>

<p>Duma, Gugu and Themba left the parcel with Uncle Harry and turned around to go back home.</p> <p>‘Let’s take a short cut through the forest,’ Duma said.</p> <p>But when they got to the forest, Gugu wanted to climb trees.</p> <p>‘We’ll just climb trees for a few minutes,’ Duma thought. Hours passed before he remembered that his mother told him to be home before dark!</p> <p>‘We have to go! We will be late!’ Duma told his friends.</p> <p>But it was already very dark. ‘I’m frightened - I want to go home,’ said Gugu. They couldn’t keep walking – it was too dark to see the path! They were lost. They sat under a tree and waited for daylight.</p>	<p>I can <b>make a connection!</b> <b>That reminds me</b> of the other day when my son went out to play with his friends. They were running around and having so much fun that they didn’t realise it was getting dark. He had to walk home in the dark all by himself.</p>
<p>As soon as the sun rose, Duma and his friends began walking, trying to find their way back home. They did not stop to climb trees. They did not stop to chase frogs. They did not stop to play soccer.</p> <p>‘I shouldn’t have played soccer. I shouldn’t have chased frogs. I shouldn’t have climbed trees,’ Duma thought. Hours passed before they finally saw home.</p>	<p><b>That makes me think about</b> when I am late! I feel nervous. I hurry to get where I need to go, <b>just like</b> Duma and his friends are hurrying home.</p>
<p>They walked to Duma’s house. They were dirty from playing soccer. They were wet from chasing frogs. Their clothing was torn from climbing trees. They were tired from getting lost in the dark.</p>	<p>--</p>
<p>‘The whole village has been looking for you!’ Mama said. ‘What happened?’ she asked.</p> <p>‘Sorry Mama, it’s all my fault!’ Duma said. He didn’t know what to tell her...</p> <p>‘We had an adventure,’ Gugu said. They all began to laugh.</p> <p>‘I’m just happy you’re home!’ Mama said, as she gave them a big hug.</p>	<p><b>That reminds me</b> of when my son came home late – I was angry because I told him to come home before dark! He didn’t listen to me! But, I was so happy to see him that I forgot about being angry.</p>

Follow up questions	Possible responses
Where did Duma's mother ask him to go?	To his Uncle Harry's house.
What did they do on the way to Uncle Harry's house?	They played soccer, they chased frogs, they climbed trees.
Why question	Possible responses
Why did Duma and his friends get lost?	<ul style="list-style-type: none"> <li>• Because they were busy playing all day.</li> <li>• Because they were having fun and they forgot about the time.</li> <li>• Because they played soccer, caught frogs, and climbed trees.</li> <li>• Because they didn't listen to Duma's mother.</li> <li>• Because once it got dark, they couldn't see the path.</li> </ul>

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

WRITING FRAME

I feel unsafe when:

1. \_\_\_
2. \_\_\_

**Modelling:**

1. Explain that today, learners will add another section to their lists.
2. Explain that they will add a heading. Point to the new heading (I feel unsafe when)
3. Remind learners that when we write a list, we use numbers (point to the numbers on the writing frame).
4. Read the writing frame to learners. Explain that today, we will make a list of things that make us feel unsafe.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: I feel unsafe when I am in a taxi that is going too fast. I feel unsafe when I am alone in the dark.
7. Use **modelling** to add a quick drawing for each of your ideas, like: yourself looking scared in a taxi, yourself alone in the dark.
8. Explain which words you will write. **Draw a line for each word**.
9. Use **modelling** to complete the writing frame, like: **I feel unsafe when:** 1. A taxi is too fast. 2. I am alone in the dark!
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: unsafe, worried
12. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about things that made us safe. Today we will think about a different feeling: unsafe. We will think about things that can make us feel unsafe.
2. Ask learners: When do you feel unsafe?
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas.
6. Call on 3-5 learners to tell you one thing that makes them feel unsafe. They must say: I feel unsafe when...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. They will **add** a heading and a list to their writing!
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.

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

**Turn and Talk:**

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

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



I feel unsafe when:

1. I walk alone to school.
2. It is dark.

**WEEK 5: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 5: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I can wash my hands you see,	<i>Rub your hands together</i>
	Wash them clean as clean can be.	-
	Inside, outside, my fingers, too	<i>Pretend to wash your hands and fingers</i>
	Around my thumbs and then I'm through.	<i>Pretend to wash around your thumbs</i>
	Now rinse away the dirt and stains,	<i>Pretend to shake the water off your hands</i>
	Send those germs down the drain!	-
	I can wash my hands you see,	<i>Rub your hands together</i>
	Wash them clean as clean can be.	-
THEME VOCABULARY	son, daughter, frightened, hurry	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that in the story, Duma and his friends get lost in the forest. They have to sleep in the forest! It is unsafe for them to sleep in the forest! Imagine Duma's mother – she was waiting at home for Duma, but he didn't come home!</i></p> <p><b>Ask learners:</b> How do you think Duma's mother felt when her son didn't come home?</p>	
Graph	3 COLUMN GRAPH	
Options	frightened / worried / grumpy	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think Duma's mother felt frightened?</b>	
Answer	__ learners think Duma's mother felt frightened.	
<b>Question</b>	<b>How many learners think Duma's mother felt worried?</b>	
Answer	__ learners think Duma's mother felt worried.	
<b>Question</b>	<b>How many learners think Duma's mother felt grumpy?</b>	
Answer	__ learners think Duma's mother felt grumpy.	

Question	How do you think Duma’s mother felt when her son didn’t come home?
Answer	I think Duma’s mother felt frightened when her son didn’t come home.
Answer	I think Duma’s mother felt worried when her son didn’t come home.
Answer	I think Duma’s mother felt grumpy when her son didn’t come home.
READING	Practice reading the sight words for the week.

WEEK 5: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/pl/
WORDS	plain, plug, plop, plot, plus, plum, plan
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>1. Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>• /pl/ - ug (plug)</li> <li>• /r/ - ug (rug)</li> </ul> </li> <li>2. Say two words: plot, crop <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /cr/ sound? (crop)</li> </ul> </li> <li>3. Say two words: plain, train <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /pl/ sound? (plain)</li> </ul> </li> <li>4. Say two words: plum, drum <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /dr/ sound? (drum)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>1. Say the word: mug</li> <li>2. Ask learners: What is the beginning sound? /m/</li> <li>3. Ask learners: If I take away the /m/ and add /pl/ what word does that make?</li> <li>4. Help learners to hear that the word is: pl – u – g = plug</li> <li>5. Write: mug</li> <li>6. Read the word: m – u – g = mug</li> <li>7. Erase: ‘m’</li> <li>8. Write: ‘pl’</li> <li>9. Read the new word: pl – u – g = plug</li> <li>10. Ask learners: What other words can you think of that end with ‘-ug’</li> <li>11. Let learners brainstorm words. (tug, dug, etc.)</li> </ol>



	<p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>pl words</b></li> <li>3. Instruct learners to write numbers from 1-4.</li> <li>4. Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;"><b>plop</b></td> <td style="padding: 2px 10px;"><b>plus</b></td> <td style="padding: 2px 10px;"><b>plum</b></td> <td style="padding: 2px 10px;"><b>plan</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</li> </ol>	<b>plop</b>	<b>plus</b>	<b>plum</b>	<b>plan</b>
<b>plop</b>	<b>plus</b>	<b>plum</b>	<b>plan</b>		

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

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

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

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

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

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

# GRADE 2 - TERM 2

WEEK



**THEME:**  
**BEING SAFE AND RESPONSIBLE**

'The time is always right to do what is right.'  
- Martin Luther King, Jr

## WEEK 6: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: a whistle, picture of someone who is alert/frightened, flashlight, safety vest, picture of something that is unsafe e.g. a forest, picture of someone who looks well behaved.
5. Do some research on the internet to prepare for the theme. For example: best and most useful safety tips to teach young 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

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

Activity 1	DBE Workbook 1: Let's talk, page 62 & 65
Activity 2	DBE Workbook 1: Let's write, page 62 & 66
Activity 3	DBE Workbook 1: Word work, page 63 & 66
Activity 4	Draw about something you do that shows you are responsible!

TERM 2: WEEK 6		
OVERVIEW		
THEME	Being safe and responsible	
THEME VOCABULARY	lost, dark, forest, responsible, seatbelt, safe, unsafe, wear, son, daughter, frightened, hurry, chase, climb, torn, dirty, take care, animal, clean, feed, fault, adventure, no one, everyone	
SIGHT WORDS	home, very, couldn't, sorry, tired	
PHONICS	/-nk/ - drink, pink, sink, wink, tank, bank, drank, plank	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	I am responsible when I... I...	I feel... I also feel...

TERM 2: WEEK 6	
INTRODUCE THE THEME	
PICTURE	Page 27 in the Big Book
SHOW	Show learners the picture of Duma and his friends playing soccer
SAY	<ul style="list-style-type: none"> <li>• Ask learners: Is Duma being responsible? Why or why not?</li> <li>• Listen to learner responses. This will help you check their understanding of the new vocabulary.</li> <li>• Remind learners that in the story, he is supposed to go to his uncle's house right away. But, Duma stops to play. This means Duma and his friends are walking home very late! They get lost because they were not being responsible – they were not thinking about being safe!</li> <li>• Explain that this week, we will think more about being safe and responsible.</li> </ul>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 6: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I don't make excuses if I do something wrong.	<i>Wave your forefinger in the air</i>
	I take responsibility and don't blame anyone.	<i>Point towards your chest</i>
	You can count on me to do what I say that that I will do,	<i>Touch your neighbour on their shoulder</i>
	It is my job and responsibility to try to follow through!	<i>Point towards your chest</i>
THEME VOCABULARY	chase, climb, torn, dirty	
QUESTION OF THE DAY		
Question	What shows you that Duma was not being responsible?	
Graph	3 COLUMN GRAPH	
Options	he played soccer / he chased frogs / he climbed trees	
Follow-up questions		
<b>Question</b>	<b>How many learners think Duma was not being responsible because he played soccer?</b>	
Answer	__ learners think Duma was not being responsible because he played soccer.	
<b>Question</b>	<b>How many learners think Duma was not being responsible because he chased frogs?</b>	
Answer	__ learners think Duma was not being responsible because he chased frogs.	
<b>Question</b>	<b>How many learners think Duma was not being responsible because he climbed trees?</b>	
Answer	__ learners think Duma was not being responsible because he climbed trees.	
<b>Question</b>	<b>What do most learners think?</b>	
Answer	Most learners think Duma was not being responsible because __	
<b>Question</b>	<b>What do fewest learners think?</b>	

Answer	Fewest learners think Duma was not being responsible because __
<b>Question</b>	<b>What shows you that Duma was not being responsible?</b>
Answer	He was not being responsible because he played soccer.
Answer	He was not being responsible because he chased frogs.
Answer	He was not being responsible because he climbed trees.
<b>Sight word Practice</b>	
READING	Practice reading the sight words for the week.

**WEEK 6: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<b>/-nk/</b>								
FLASHCARDS	<b>drink, pink, sink, wink tank, bank, drank, plank</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/-nk/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that when we see the letters <b>n</b> and <b>k</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/nk/</b></li> <li>4. Say each word loudly and clearly as you show the flashcard: <b>drink, pink, sink, wink, tank, bank, drank, plank</b></li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>drink</b></td> <td><b>tank</b></td> </tr> <tr> <td><b>pink</b></td> <td><b>bank</b></td> </tr> <tr> <td><b>sink</b></td> <td><b>drank</b></td> </tr> <tr> <td><b>wink</b></td> <td><b>plank</b></td> </tr> </table>	<b>drink</b>	<b>tank</b>	<b>pink</b>	<b>bank</b>	<b>sink</b>	<b>drank</b>	<b>wink</b>	<b>plank</b>
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<b>wink</b>	<b>plank</b>								

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

WEEK 6: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	



WEEK 6: TUESDAY: SHARED READING (15 minutes)	
TITLE	<b><u>Duma and his friends get lost</u></b>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make connections</b>
PURPOSE	Making connections helps learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy for the feelings and experiences of other people.
Story	Think aloud: Second read
<p>On Saturday morning, Duma's mother asked Duma to take a parcel to Uncle Harry's farm across the river. 'Go now,' she said. 'You must leave early so that you get back home before dark.'</p> <p>Duma set out for his Uncle Harry's. He hadn't gotten very far when he saw his friends, Gugu and Themba, playing soccer.</p> <p>'I'll just play for a few minutes,' Duma thought. He put down his parcel and played with his friends. Hours passed before he remembered the task his mother had given him.</p> <p>'I have to go! I will be late!' Duma told his friends.</p> <p>'I'll come with you!' Themba said.</p> <p>'Oh! I'll also come - it will be an adventure!' Gugu said.</p>	--
<p>Duma, Gugu and Themba set out for his Uncle Harry's together. But when they got to the river, Themba wanted to chase frogs.</p> <p>'We'll just chase frogs for a few minutes,' Duma thought. He put down his parcel and chased frogs with his friends. Hours passed before he remembered the task his mother had given him.</p> <p>'We have to go! We will be late!' Duma told his friends.</p> <p>They hurried across the bridge towards Uncle Harry's house.</p>	--

<p>Duma, Gugu and Themba left the parcel with Uncle Harry and turned around to go back home.</p> <p>‘Let’s take a short cut through the forest,’ Duma said.</p> <p>But when they got to the forest, Gugu wanted to climb trees.</p> <p>‘We’ll just climb trees for a few minutes,’ Duma thought. Hours passed before he remembered that his mother told him to be home before dark!</p> <p>‘We have to go! We will be late!’ Duma told his friends.</p> <p>But it was already very dark. ‘I’m frightened - I want to go home,’ said Gugu. They couldn’t keep walking – it was too dark to see the path! They were lost. They sat under a tree and waited for daylight</p>	<p>Gugu must be feeling very frightened that something bad will happen to them in the forest! She must be wishing that they hadn’t stopped to play! She must be worried about what her parents will say! <b>If I were</b> Gugu, I would want to go home too!</p>
<p>As soon as the sun rose, Duma and his friends began walking, trying to find their way back home. They did not stop to climb trees. They did not stop to chase frogs. They did not stop to play soccer.</p> <p>‘I shouldn’t have played soccer. I shouldn’t have chased frogs. I shouldn’t have climbed trees,’ Duma thought. Hours passed before they finally saw home.</p>	<p>Duma must be feeling very anxious. It must be because he knows he shouldn’t have played and played – he should’ve gone right to his uncle’s house! I can <b>make a connection!</b> Sometimes when I make a mistake, I feel very anxious. I think about all the things I should’ve done differently, <b>just like</b> Duma is doing!</p>
<p>They walked to Duma’s house. They were dirty from playing soccer. They were wet from chasing frogs. Their clothing was torn from climbing trees. They were tired from getting lost in the dark.</p>	<p>Duma and his friend must be feeling very tired. They must also be feeling very nervous about going home late! <b>That reminds me</b> of how I felt to go to church late. I was afraid people would stare at me. I was afraid they would think I was not responsible! Duma and his friends must be feeling the same way!</p>

<p>‘The whole village has been looking for you!’ Mama said. ‘What happened?’ she asked.</p> <p>‘Sorry Mama, it’s all my fault!’ Duma said. He didn’t know what to tell her...</p> <p>‘We had an adventure,’ Gugu said. They all began to laugh.</p> <p>‘I’m just happy you’re home!’ Mama said, as she gave them a big hug.</p>	<p>Duma must be feeling very sorry for making his mother worried. He must also be feeling surprised that his mother isn’t angrier with him! I can <b>make a connection</b>. <b>That reminds me</b> of the time I was going to visit my Aunt who lives far away. I was meant to leave early in the morning. But, I was busy with my friends and I didn’t leave until the afternoon. I was thought she would be very angry when I arrived. But, she was so happy to see me! I was so surprised that she wasn’t more cross.</p>
Follow up questions	Possible responses
Where did Duma and his friends sleep?	They slept in the forest.
Duma feels anxious because he knows he wasn’t responsible. He is thinking of all the things he shouldn’t have done! Can you <b>make a connection</b> ? When was a time you felt anxious like Duma?	I felt anxious like Duma when...
Why question	Possible responses
Why didn’t Duma and his friends stop to play on the way home?	<ul style="list-style-type: none"> <li>• Because they wanted to get home quickly.</li> <li>• Because they were worried that their parents would be angry!</li> <li>• Because they were tired and dirty.</li> <li>• Because Duma was anxious about what would happen when he got home. He was anxious about what his mother would say!</li> </ul>
Formulating questions	
<ul style="list-style-type: none"> <li>• Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how.</li> <li>• Next ask learners to think about the story, and to try and formulate their own question.</li> <li>• Tell learners to ‘turn and talk’ and ask each other their questions.</li> <li>• Ask a few learners to share their questions with the whole class.</li> <li>• Correct any errors with the form or content of the questions.</li> <li>• Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.</li> </ul>	

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

WRITING FRAME

I am responsible when I...

I...

**Modelling:**

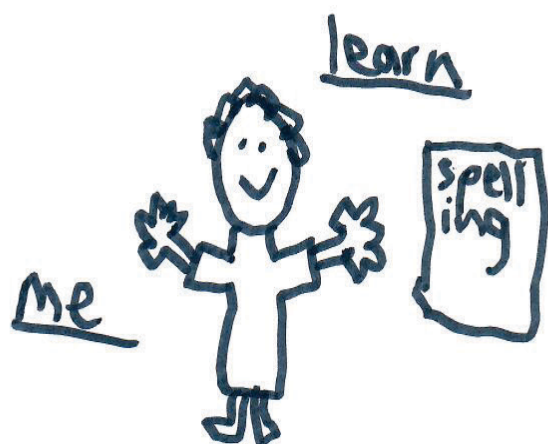
1. Explain that today, learners will write about something they do that shows they are responsible. This means that they will write about something they do to show they care about others, care about themselves, or keep themselves safe!
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I am responsible when I pay my child's school fees. I work hard to make sure my child can go to school! I am a responsible parent.
5. Use **modelling** to draw a quick picture of your idea, like: Yourself at school, paying school fees
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame: **I am responsible when** I pay my son's school fees. I work hard to send my child to school!
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, school
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What is something you do to show that you are responsible?
2. Explain that learners can think about anything that shows they care about themselves, care about others, or keep themselves safe.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas with a partner!
6. Call on 3-5 learners to tell you about something that shows they are responsible. They must say: I am responsible when I...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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



I am responsible when I learn  
my spelling words. I work  
hard to get the words  
right.

**WEEK 6: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)****GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 6: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I don't make excuses if I do something wrong.	<i>Wave your forefinger in the air</i>
	I take responsibility and don't blame anyone.	<i>Point towards your chest</i>
	You can count on me to do what I say that that I will do,	<i>Touch your neighbour on their shoulder</i>
	It is my job and responsibility to try to follow through!	<i>Point towards your chest</i>
	I don't make excuses if I do something wrong.	<i>Wave your forefinger in the air</i>
	I take responsibility and don't blame anyone.	<i>Point towards your chest</i>
THEME VOCABULARY	take care, animal, clean, feed	
<b>QUESTION OF THE DAY</b>		
Question	What makes you responsible?	
Graph	3 COLUMN GRAPH	
Options	I try my best in school / I help around my house / I take care of animals	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners are responsible because they try their best in school?</b>	
Answer	__ learners are responsible because they try their best in school.	
<b>Question</b>	<b>How many learners are responsible because they help around their house?</b>	
Answer	__ learners are responsible because they help around their house.	
<b>Question</b>	<b>How many learners are responsible because they take care of animals?</b>	
Answer	__ learners are responsible because they take care of animals.	
<b>Question</b>	<b>How do most learners try to be responsible?</b>	
Answer	Most learners try to be responsible by __.	

Question	How do fewest learners try to be responsible?
Answer	Fewest learners try to be responsible by __.
Question	What makes you responsible?
Answer	I am responsible because I try my best in school.
Answer	I am responsible because I help around my house.
Answer	I am responsible because I take care of animals.
READING	Practice reading the sight words for the week.

WEEK 6: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<b>/-nk/</b>
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>drink</b></li> <li>Segment the word into the individual sounds: <b>/dr/ - /i/ - /nk/</b></li> <li>Say the beginning sound of the word: <b>dri/</b></li> <li>Say the middle sound of the word: <b>/i/</b></li> <li>Say the end sound of the word: <b>/nk/</b></li> <li>Write the word on the board: <b>drink</b></li> <li>Model pointing and blending the sounds to make a word: <b>/dr/ - /i/ - /nk/ = drink</b></li> <li>Remind learners that in English, when <b>n</b> and <b>k</b> are together in a word they must be read together as a long sound: <b>/nk/</b></li> <li>Repeat this with the word <b>drank</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>plank</b></li> <li>Ask learners: What is the first sound in the word? <b>/pl/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/a/</b></li> <li>Ask learners: What is the last sound in the word? <b>/nk/</b></li> <li>Ask learners to segment the word into each individual sound: <b>/pl/ - /a/ - /nk/</b></li> <li>Write the word: <b>plank</b></li> <li>Instruct learners to blend the sounds in the word with you: <b>/pl/ - /a/ - /nk/ = plank</b></li> <li>Remind learners that in English, when <b>n</b> and <b>k</b> are together in a word they must be read together as one sound: <b>/nk/</b></li> <li>Repeat this with the word <b>wink</b></li> </ol>



	<p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>-nk words.</b></li> <li>3. Instruct learners to write the numbers 1-8.</li> <li>4. Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>pink</td> <td>wink</td> <td>tank</td> <td>drank</td> <td>drink</td> <td>sink</td> <td>bank</td> <td>plank</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>7. Instruct learners to Practice reading the phonic words for <b>homework.</b></li> </ol>	pink	wink	tank	drank	drink	sink	bank	plank
pink	wink	tank	drank	drink	sink	bank	plank		

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

WEEK 6: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

## WEEK 6: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Duma and his friends get lost</u>
ACTIVITY	<b>Recount</b>
COMPREHENSION STRATEGY	<b>Summarise</b> <b>Make a connection</b>
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding. Making connections helps learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy for the feelings and experiences of other people.
SENTENCE FRAME	In the story... That reminds me of...

## INSTRUCTIONS

1. Explain that when we **summarise** a story, we think about the most important things that happened!
2. Explain that learners will talk about something important that happened in the story. They will also **make a connection** to the story. They will think about how this is like something from their own lives: **Duma and his friends get lost**
3. Use **modelling** to show learners how to give a short summary of something important in the story, and how to make a connection, like: **In the story**, Duma and his friends play and play even though they are supposed to go to Duma's uncles house. **That reminds me of** the time I talked and talked to my sister and was late to church.
4. Hold up the pictures. Instruct learners to look at the pictures and think about the most important events in the story.
5. Instruct learners to think about their **summary** of the story.
6. Instruct learners to think about a **connection** they can make to something that happened in the story.
7. Instruct learners to **turn and talk** and share their **own** summary with a partner (**they should not memorise what the teacher has said. This should be learners own ideas!**)
8. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
9. Explain and correct any common problems to learners.

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

## WRITING FRAME

I feel...

I also feel...

**Modelling:**

1. Explain that today, learners will add sentences to their writing from Tuesday. Today we will think about how we feel when we do something responsible!
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I feel good about myself when I am responsible! I feel proud of myself. I feel good because I work hard and help people in my family.
5. Use **modelling** to add to your drawing, like: Your son looking happy.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: **I feel** good about my hard work! **I also feel** proud!
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: son, responsible
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we wrote about something they do that shows they are responsible. Today we will think about how we feel when we do something responsible!
2. Ask learners: What did you write about on Tuesday?
3. Ask learners: How do you feel when you do that?
4. Explain that learners should come up with their own ideas – they should **not** copy your idea!
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas.
7. Call on 3-5 learners to tell you what they feel when they do something responsible. They must say: I feel...
8. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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

**Turn and Talk:**

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

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



I am responsible when I learn  
my spelling words. I work  
hard to get the words  
right.

Thursday

I feel proud. I also  
feel clever.

<b>WEEK 6: THURSDAY: GROUP GUIDED &amp; INDEPENDENT READING (15 minutes)</b>	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 6: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I don't make excuses if I do something wrong.	<i>Wave your forefinger in the air</i>
	I take responsibility and don't blame anyone.	<i>Point towards your chest</i>
	You can count on me to do what I say that that I will do,	<i>Touch your neighbour on their shoulder</i>
	It is my job and responsibility to try to follow through!	<i>Point towards your chest</i>
	I don't make excuses if I do something wrong.	<i>Wave your forefinger in the air</i>
	I take responsibility and don't blame anyone.	<i>Point towards your chest</i>
	You can count on me to do what I say that that I will do,	<i>Touch your neighbour on their shoulder</i>
	It is my job and responsibility to try to follow through!	<i>Point towards your chest</i>
THEME VOCABULARY	fault, adventure, no one, everyone	
QUESTION OF THE DAY		
Question	Whose fault do you think it is that Duma and his friends got lost?	
Graph	5 COLUMN GRAPH	
Options	Duma's fault / Themba's fault / Gugu's fault / everyone's fault / no one's fault	
Follow-up questions		
<b>Question</b>	<b>How many learners think it's Duma's fault?</b>	
Answer	__ learners think it's Duma's fault.	
<b>Question</b>	<b>How many learners think it's Themba's fault?</b>	
Answer	__ learners think it's Themba's fault.	
<b>Question</b>	<b>How many learners think it's Gugu's fault?</b>	
Answer	__ learners think it's Gugu's fault.	

<b>Question</b>	<b>How many learners think it's everyone's fault?</b>
Answer	__ learners think it's everyone's fault.
<b>Question</b>	<b>How many learners think it's no-one's fault?</b>
Answer	__ learners think it's no-one's fault.
<b>Question</b>	<b>Whose fault do you think it is that Duma and his friend's got lost?</b>
Answer	I think it's Duma's fault.
Answer	I think it's Themba's fault.
Answer	I think it's Gugu's fault.
Answer	I think it's everyone's fault.
Answer	I think it's no-one's fault.
READING	Practice reading the sight words for the week.

WEEK 6: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)					
SOUND	/-nk/				
FLASHCARDS	<b>drink, pink, sink, wink</b> <b>tank, bank, drank, plank</b>				
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/dr/ - ink (drink)</li> <li>/s/ - ink (sink)</li> </ul> </li> <li>Say two words: plank, drank <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /pl/ sound? (plank)</li> </ul> </li> <li>Say two words: tank, bank <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /b/ sound? (bank)</li> </ul> </li> <li>Say two words: drink, pink <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /dr/ sound? (drink)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: sink</li> <li>Ask learners: What is the beginning sound? /s/</li> <li>Ask learners: If I take away the /s/ and add /w/ what word does that make?</li> <li>Help learners to hear that the word is: w – i – nk = wink</li> <li>Write: sink</li> <li>Read the word: s – i – nk = sink</li> <li>Erase: 's'</li> <li>Write: 'w'</li> <li>Read the new word: w – i – nk = wink</li> <li>Ask learners: What other words can you think of that end with '-ink'</li> <li>Let learners brainstorm words. (pink, stink, etc.)</li> </ol> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>-nk words</b></li> <li>Instruct learners to write numbers from 1-4.</li> <li>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</li> <li>Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;"><b>drink</b></td> <td style="padding: 5px;"><b>tank</b></td> <td style="padding: 5px;"><b>sink</b></td> <td style="padding: 5px;"><b>bank</b></td> </tr> </table> <ol style="list-style-type: none"> <li>Use the results to informally assess learners' progress. Identify learners who need extra support.</li> </ol>	<b>drink</b>	<b>tank</b>	<b>sink</b>	<b>bank</b>
<b>drink</b>	<b>tank</b>	<b>sink</b>	<b>bank</b>		



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

SOUND	
FLASHCARDS	
ACTIVITY	

**WEEK 6: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

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

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

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

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

# GRADE 2 - TERM 2

WEEK  
7

**THEME:**  
**TRADITIONS**

'Culture grows on the vines of tradition.'

-Jonah Goldberg

## WEEK 7: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: anything traditional – traditional clothing, an emblem, something that has been passed down, pictures of people celebrating different traditions e.g. opening Christmas presents, cooking a stew etc. pictures of different traditions around the world e.g. day of the dead, braai day, Brazilian carnival.
5. Do some research on the internet to prepare for the theme. For example: cultural traditions around 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

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

Activity 1	DBE Workbook 1: Let's write & let's write, page 67
Activity 2	DBE Workbook 1: Let's read and write, page 69
Activity 3	DBE Workbook 1: Word work, page 70
Activity 4	Draw about your most recent birthday!

TERM 2: WEEK 7		
OVERVIEW		
THEME	Traditions	
THEME VOCABULARY	slaughter, animal, celebration, tradition, song, dance, learn, culture, pot, clay, dry, design	
SIGHT WORDS	soil, mixed, own, round, night	
PHONICS	/sp/ - spill, spell, spank, spunk, spit, spat, spin, spot	
WRITING FRAME	Tuesday	Thursday
	I want to learn how to...just like my... He / she is...	I am...

TERM 2: WEEK 7	
DISCUSS THE THEME	
PICTURE	Show learners the picture of Lungi and her Gogo in the big book story: <u>My grandmother's story</u>
SHOW	Show learners the picture of Lungi sitting next to her Gogo. Explain that often, older people in our lives teach us about things our ancestors have done. This is how traditions are passed down.
SAY	<ul style="list-style-type: none"> <li>• Explain that this week, we will learn about traditions. Traditions are things that your family does, which have been passed down for a long time!</li> <li>• Ask learners: What are some traditions that your family has?</li> <li>• Listen to learners' responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will think of some of the traditions families might have.</li> </ul>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practise reading the sight words at home.</li> </ol>

WEEK 7: MONDAY: DAILY ACTIVITIES (15 minutes)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>These are Grandmother's glasses</td> <td><i>make circles around each eye with fingers</i></td> </tr> <tr> <td>This is Grandmother's cap</td> <td><i>hold fingers interlocked overhead</i></td> </tr> <tr> <td>This is the way she folds her hands</td> <td><i>fold hands</i></td> </tr> <tr> <td>And lays them in her lap</td> <td><i>lay hands in lap.</i></td> </tr> </tbody> </table>	Lyrics	Actions	These are Grandmother's glasses	<i>make circles around each eye with fingers</i>	This is Grandmother's cap	<i>hold fingers interlocked overhead</i>	This is the way she folds her hands	<i>fold hands</i>	And lays them in her lap	<i>lay hands in lap.</i>
	Lyrics	Actions									
	These are Grandmother's glasses	<i>make circles around each eye with fingers</i>									
	This is Grandmother's cap	<i>hold fingers interlocked overhead</i>									
This is the way she folds her hands	<i>fold hands</i>										
And lays them in her lap	<i>lay hands in lap.</i>										
THEME VOCABULARY	slaughter, animal, celebration, tradition										
QUESTION OF THE DAY											
Question	Does your family slaughter an animal for special celebrations?										
Graph	2 COLUMN GRAPH										
Options	yes / no										
Follow up questions											
Question	How many learners wish to be bright?										
Answer	__ learners wish to be bright.										
Question	How many learners wish to be shiny?										
Answer	__ learners wish to be shiny.										
Question	How many learners wish to be fast?										
Answer	__ learners wish to be fast.										
Question	How many learners wish to be brave?										
Answer	__ learners wish to be brave.										
Question	What do most learners wish to be?										
Answer	Most learners wish to be __.										
Question	What do fewest learners wish to be?										
Answer	Fewest learners wish to be __.										

Question	If you were a truck like Chuck, what would you wish to be?
Answer	I wish to be bright.
Answer	I wish to be shiny.
Answer	I wish to be fast.
Answer	I wish to be brave.
READING	Practise reading the sight words for the week.

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

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

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

SOUND	
FLASHCARDS	
ACTIVITY	

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

**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.



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

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

WRITING FRAME

I want to learn how to...just like my...  
He / she is...

**Modelling:**

1. Explain that today, learners will write about something they want to learn from someone in their family.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I love to listen to my uncle sing. He is such a good singer. I want to learn to sing just like him. I want him to teach me all the songs he knows!
5. Use **modelling** to draw a quick picture of your idea, like: You listening to your uncle sing.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame: I want to learn how to sing just like uncle. He is the best singer I know!
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, song
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

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

**Writing:**

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



I want to learn to read  
just like my sister .  
She is very clever .

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

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 7: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I am windshield wipers.	<i>Bend your arm at your elbow you're your fingers pointing up</i>
	This is how I go:	<i>Move arms left and right, like wipers</i>
	Back and forth, back and forth,	<i>Continue back and forth motion</i>
	In the rain and snow.	<i>Use your fingers to make rain / snow</i>
THEME VOCABULARY	song, dance, learn, culture	
QUESTION OF THE DAY		
Question	<i>Explain that lots of cultures have special songs and dances.</i> <b>Ask learners:</b> Which would you rather learn?	
Graph	2 COLUMN GRAPH	
Options	Songs from my culture / dances from my culture	
Follow up questions		
<b>Question</b>	<b>How many learners want to take a trip by boat?</b>	
Answer	__ learners want to take a trip by boat.	
<b>Question</b>	<b>How many learners want to take a trip by bike?</b>	
Answer	__ learners want to take a trip by bike.	
<b>Question</b>	<b>How many learners want to take a trip on foot?</b>	
Answer	__ learners want to take a trip on foot.	
<b>Question</b>	<b>How do most learners want to take a trip?</b>	
Answer	Most learners want to __.	
<b>Question</b>	<b>How do you want to take a trip?</b>	
Answer	I want to take a trip by boat.	
Answer	I want to take a trip by bike.	
Answer	I want to take a trip on foot.	
READING	Practise reading the sight words for the week.	

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

SOUND	<b>/sp/</b>								
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>spank</b></li> <li>2. Segment the word into the individual sounds: <b>/sp/ - /a/ - /nk/</b></li> <li>3. Say the beginning sound of the word: <b>/sp/</b></li> <li>4. Say the middle sound of the word: <b>/a/</b></li> <li>5. Say the end sound of the word: <b>/nk/</b></li> <li>6. Write the word on the board: <b>spank</b></li> <li>7. Model pointing and blending the sounds to make a word: <b>/sp/ - /a/ - /nk/ = spank</b></li> <li>8. Remind learners that in English, when <b>s</b> and <b>p</b> are together in a word they must be read together as one sound: <b>/sp/</b></li> <li>9. Repeat this with the word <b>spot</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>spell</b></li> <li>2. Ask learners: What is the first sound in the word? <b>/sp/</b></li> <li>3. Ask learners: What is the middle sound in the word? <b>/e/</b></li> <li>4. Ask learners: What is the last sound in the word? <b>/ll/</b></li> <li>5. Ask learners to segment the word into each individual sound: <b>/sp/ - /e/ - /ll/</b></li> <li>6. Write the word: <b>spell</b></li> <li>7. Instruct learners to blend the sounds in the word with you: <b>/sp/ - /e/ - /ll/ = spell</b></li> <li>8. Repeat this with the word <b>spill</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>sp words.</b></li> <li>3. Instruct learners to write the numbers 1-8.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="519 1801 1456 1872"> <tr> <td><b>spell</b></td> <td><b>spunk</b></td> <td><b>spat</b></td> <td><b>spot</b></td> <td><b>spill</b></td> <td><b>spank</b></td> <td><b>spit</b></td> <td><b>spin</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>7. Instruct learners to practise reading the phonic words for <b>homework</b></li> </ol>	<b>spell</b>	<b>spunk</b>	<b>spat</b>	<b>spot</b>	<b>spill</b>	<b>spank</b>	<b>spit</b>	<b>spin</b>
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**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

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

**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 7: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>My grandmother's story</u>
ACTIVITY	READ ONE
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make inferences</b>
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.</p>
Story	Think aloud: First read
Lungi had never seen anything as beautiful as the pots her grandmother made. Her grandmother mixed the clay from the soil. It seemed like magic to Lungi. 'I want to make pots just like you!' Lungi told her Gogo. Gogo smiled. 'That's a good idea!' she said, 'I learned to make pots when I was your age!'	I <b>can infer</b> that Lungi doesn't know how to make pots yet. I <b>wonder</b> why she wants to make pots? Oh! I <b>can infer</b> that Lungi admires her grandmother! She wants – she wants to make just like her!
'When I was eight like you, I used to watch my mother make clay pots. She mixed the clay from the soil. She formed the pots with her hands, and then she put them in the sun to dry. The first time I made my own pot, she showed me how to form the pot carefully and turn it round and round. She showed me how to scratch a design onto the pot to make it beautiful! Then, she showed me how to put it out in the sun to dry. But that night, while I was asleep it began to rain! When I woke up, I could not find my pot. All I could find was a trail of red soil running down the garden! My first pot was ruined!' Gogo laughed.	I <b>can infer</b> that Gogo learned how to make clay pots from her mother. I <b>wonder</b> why Lungi didn't learn from her mother, like Gogo did? I <b>wonder</b> if Lungi's mother can make pots?

<p>Lungi sat with her Gogo and tried to imagine her as a little girl. ‘Why didn’t you teach my mom?’ Lungi asked. ‘Oh Lungi, I tried!’ Gogo laughed. ‘But, your mom never liked making pots! Your mom loved to dance – she carried on that tradition for us instead!’</p>	<p>I <b>can infer</b> that Lungi’s mom doesn’t know how to make pots like Gogo. If Lungi wants to learn, she will have to learn from Gogo!</p>
<p>Then Gogo showed Lungi how to mix clay from the soil. She showed Lungi how to form the pot carefully by turning it round and round. She showed Lungi how to scratch designs onto her pots to make them beautiful. She showed Lungi how to put her pots out into the sun to make them dry. ‘You will need lots of practise!’ Gogo explained. Lungi and Gogo made pots together all day.</p>	<p>I <b>can infer</b> that making pots isn’t very easy. There are lot of steps and it takes lots of work! I don’t think Lungi could have made pots without someone’s help!</p>
<p>Once all Lungi’s pots were dry and shiny, Lungi picked out the one she was most proud of. ‘Can I keep this one inside?’ Lungi asked Gogo. ‘Why do you want to bring it inside?’ Gogo asked. Lungi looked up at the sky. There were clouds in the distance. ‘I don’t want it to melt in the rain, like your first pot!’ Lungi explained.</p>	<p>I <b>can infer</b> that Lungi wants to keep her favourite new pot. I <b>can infer</b> that Lungi doesn’t want all of her hard work to be ruined!</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>What is the most beautiful thing Lungi has ever seen?</p>	<p>Her grandmother’s pots.</p>
<p>How old was Gogo when she learned to make pots?</p>	<p>Gogo was eight years old, like Lungi.</p>
<p><b>Why question</b></p>	<p><b>Possible responses</b></p>
<p>Why does Lungi want Gogo to teach her how to make pots?</p>	<ul style="list-style-type: none"> <li>• Because she thinks her Gogo’s pots are beautiful.</li> <li>• Because she admires Gogo – she wants to be more like her!</li> <li>• Because Lungi’s mother doesn’t know how to make pots – she has to learn from her Gogo.</li> <li>• Because making pots is not easy – someone must show you what to do!</li> </ul>



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

## WRITING FRAME

I want to learn this because...

I hope...

**Modelling:**

1. Explain that today, learners will add sentences to their writing from Tuesday. Today we will think more about how we can learn from people in our families – just like Lungi learns to make pots from her Gogo!
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: Whenever I hear my uncle sing I wish I could sing like him! I really hope I can ask him and he will teach me how to become a better singer.
5. Use **modelling** to add to your drawing, like: Your son looking happy.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: **I want to learn this because** I want to sing too! **I hope** he will teach me.
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: sing, uncle
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about something we wanted to learn. Today we will think about why we want to learn that thing.
2. Instruct learners to think about what they wrote on Tuesday. They must continue writing about the same topic today!
3. Ask learners: Why do you want to learn this?
4. Explain that learners should come up with their own ideas – they should **not** copy your idea!
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 3-5 learners to tell you their reasons. They must say: **I want to learn...because...**
8. Explain that learners will now use the writing frame to draw and write their own ideas!

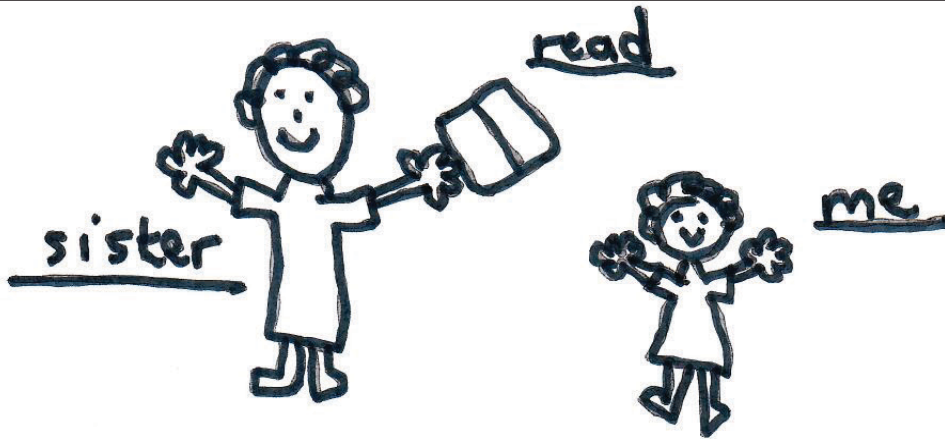
**Writing:**

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

**Turn and Talk:**

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

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



I want to learn to read  
just like my sister ,  
she is very clever .  
I want to learn this  
because I want to be  
clever . I hope she will  
help me .

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

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 7: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I am windshield wipers.	<i>Bend your arm at your elbow you're your fingers pointing up</i>
	This is how I go:	<i>Move arms left and right, like wipers</i>
	Back and forth, back and forth,	<i>Continue back and forth motion</i>
	In the rain and snow.	<i>Use your fingers to make rain / snow</i>
THEME VOCABULARY	pot, clay, dry, design	
QUESTION OF THE DAY		
Question	<i>Explain that in the Big Book story, making pots is a tradition in Lungi's family.</i> <b>Ask learners:</b> Does your Gogo make pots like Lungi's Gogo?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
<b>Question</b>	<b>How many learners want to go by plane?</b>	
Answer	-- learners want to go by plane.	
<b>Question</b>	<b>How many learners want to go by train?</b>	
Answer	-- learners want to go by train.	
<b>Question</b>	<b>How many learners want to go by boat?</b>	
Answer	-- learners want to go by boat.	
<b>Question</b>	<b>How do most learners want to go?</b>	
Answer	Most learners want to go by ___.	
<b>Question</b>	<b>How do fewest learners want to go?</b>	
Answer	Fewest learners want to go by ___.	

<b>Question</b>	<b>How do you want to go?</b>
Answer	I want to go by plane.
Answer	I want to go by train.
Answer	I want to go by boat.
READING	Practise reading the sight words for the week.

WEEK 7: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)					
SOUND	/sp/				
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say:               <ul style="list-style-type: none"> <li>/tr/ – ot (trot)</li> <li>/sp/ – ot (spot)</li> </ul> </li> <li>Say two words: tank, spank               <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /sp/ sound? (spank)</li> </ul> </li> <li>Say two words: spell, bell               <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /b/ sound? (bell)</li> </ul> </li> <li>Say two words: quill, spill               <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /sp/ sound? (spill)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: trunk</li> <li>Ask learners: What is the beginning sound? /tr/</li> <li>Ask learners: If I take away the /tr/ and add /sp/ what word does that make?</li> <li>Help learners to hear that the word is: sp – u – nk = spunk</li> <li>Write: trunk</li> <li>Read the word: tr – u – nk = trunk</li> <li>Erase: ‘tr’</li> <li>Write: ‘sp’</li> <li>Read the new word: sp – u – nk = spunk</li> <li>Ask learners: What other words can you think of that end with ‘-unk’</li> <li>Let learners brainstorm words. (dunk, drunk, etc.)</li> </ol> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>sp- words</b></li> <li>Instruct learners to write numbers from 1-4.</li> <li><i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>spit</td> <td>spin</td> <td>spot</td> <td>spell</td> </tr> </table> <ol style="list-style-type: none"> <li>Use the results to informally assess learners’ progress. Identify learners who need extra support.</li> </ol>	spit	spin	spot	spell
spit	spin	spot	spell		

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

SOUND	
ACTIVITY	

**WEEK 7: FRIDAY: GROUP GUIDED READING and INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

## WEEK 7: FRIDAY: END OF WEEK LEARNING REVIEW

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

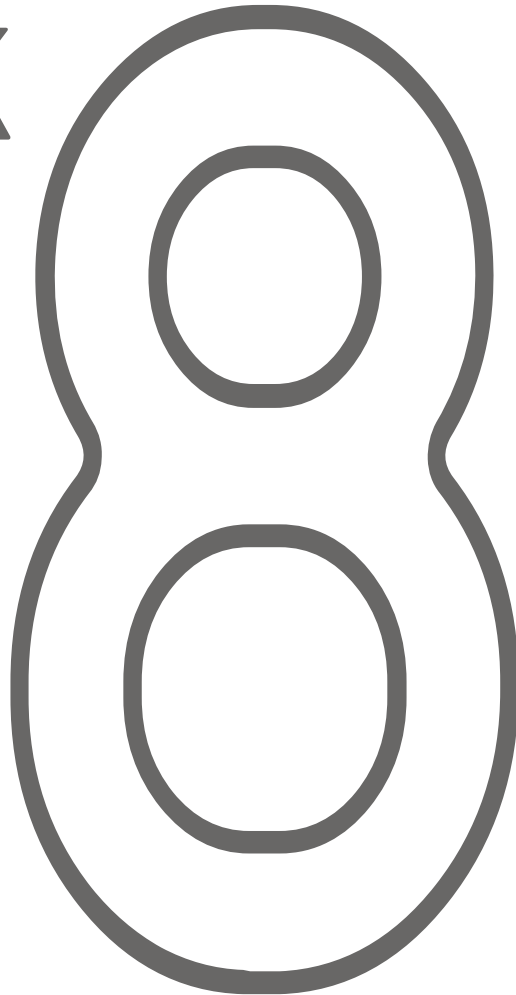
1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers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

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



# GRADE 2 - TERM 2

WEEK



**THEME:**  
**TRADITIONS**

'We are all part of a tradition, at least we depend on the past.'

-Klaus Schulze

## WEEK 8: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: traditional clothing, an emblem, something that has been passed down, pictures of someone learning a tradition, pictures of different traditions around the world e.g. day of the dead, braai day, Brazilian carnival.
5. Do some research on the internet to prepare for the theme. For example: teaching children the importance of family and community traditions.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's read, page
Activity 2	DBE Workbook 1: Word work, page
Activity 3	DBE Workbook 1: Let's talk, page
Activity 4	Draw about something you do that shows you are responsible!

TERM 2: WEEK 8		
OVERVIEW		
THEME	Traditions	
THEME VOCABULARY	slaughter, animal, celebration, tradition, song, dance, learn, culture, pot, clay, dry, design, church, mosque, religion, pray, carry on, scratch, shiny, inside, holidays, celebrate, clothing, jewellery	
SIGHT WORDS	rain, woke, ruined, dance, first	
PHONICS	/sp/ - spill, spell, spank, spunk, spit, spat, spin, spot	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	In my family we... We do this because...	I like when... I also like...

TERM 2: WEEK 8	
INTRODUCE THE THEME	
PICTURE	Page 40 in the Big Book
SHOW	Show learners the picture of Lungi's grandmother making pots
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What traditions do you have with your family?</li> <li>• Listen to learner responses. Help learners to revise some of the vocabulary from WEEK 7.</li> <li>• Remind learners that a tradition is a special way of doing things that families share together. A tradition is something we do lots of times – not just once!</li> <li>• Explain that this week, we will think more about traditions in our families and communities.</li> </ul>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 8: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Explain that a family tradition is something we gather together with our family to do. A tradition is something that we do over and over again – something we do every year, every week, or every day and not just one time.	
	<b>Lyrics</b>	<b>Actions</b>
	We (extend this to: Wee-eee-eee)	<i>Extend arms out</i>
	Gather as a family!	<i>Make a circle with arms</i>
	We do (extend this to: dooo-ooo—ooo)	<i>Extend arms out</i>
	Many fun things, it's true!	
	Over and over and over again!	<i>Roll arms</i>
	It's a tradition!	
THEME VOCABULARY	church, mosque, religion, pray	
QUESTION OF THE DAY		
Question	<i>Explain that sometimes, family traditions can come from the religion we practice. People practice different religions, and not everyone chooses to practice a religion.</i> <b>Ask learners:</b> Do you know someone who has a different religion from you?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	<b>How many learners know someone who has a different religion?</b>	
Answer	__ learners know someone who has a different religion.	
Question	<b>How many learners do not know someone who has a different religion?</b>	
Answer	__ learners do not know someone who has a different religion.	
Question	<b>Do more learners know someone who has a different religion or not?</b>	
Answer	More learners __ know someone who has a different religion.	

Question	Do fewer learners know someone who has a different religion or not?
Answer	Fewer learners __ know someone who has a different religion.
Question	Do you know someone who has a different religion from you?
Answer	Yes, I do know someone who has a different religion from me.
Answer	No, I do not know someone who has a different religion from me.
<b>Sight word Practice</b>	
READING	Practice reading the sight words for the week.

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

SOUND	<b>/oo/ (long sound)</b>								
FLASHCARDS	<b>pool, fool, tool, drool</b> <b>spoon, soon, moon, loon</b>								
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/oo/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that when we see the letters <b>o</b> and <b>o</b> together in a word, we must not say the sounds separately. We must say one long sound: <b>/oo/</b></li> <li>4. Say each word loudly and clearly as you show the flashcard: <b>pool, fool, tool, drool, spoon, soon, moon, loon</b></li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>pool</b></td> <td><b>spoon</b></td> </tr> <tr> <td><b>fool</b></td> <td><b>soon</b></td> </tr> <tr> <td><b>tool</b></td> <td><b>moon</b></td> </tr> <tr> <td><b>drool</b></td> <td><b>loon</b></td> </tr> </table>	<b>pool</b>	<b>spoon</b>	<b>fool</b>	<b>soon</b>	<b>tool</b>	<b>moon</b>	<b>drool</b>	<b>loon</b>
<b>pool</b>	<b>spoon</b>								
<b>fool</b>	<b>soon</b>								
<b>tool</b>	<b>moon</b>								
<b>drool</b>	<b>loon</b>								

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

SOUND	
FLASHCARDS	
ACTIVITY	

**WEEK 8: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**

**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 8: TUESDAY: SHARED READING (15 minutes)	
TITLE	My grandmother's story
ACTIVITY	Second read
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make inferences</b>
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.
Story	Think aloud: Second read
Lungi had never seen anything as beautiful as the pots her grandmother made. Her grandmother mixed the clay from the soil. It seemed like magic to Lungi. 'I want to make pots just like you!' Lungi told her Gogo. Gogo smiled. 'That's a good idea!' she said, 'I learned to make pots when I was your age!'	I <b>can infer</b> that Gogo is excited to teach Lungi how to make pots, just like her! It must feel special that her granddaughter wants to do just what she does!
'When I was eight like you, I used to watch my mother make clay pots. She mixed the clay from the soil. She formed the pots with her hands, and then she put them in the sun to dry. The first time I made my own pot, she showed me how to form the pot carefully and turn it round and round. She showed me how to scratch a design onto the pot to make it beautiful! Then, she showed me how to put it out in the sun to dry. But that night, while I was asleep it began to rain! When I woke up, I could not find my pot. All I could find was a trail of red soil running down the garden! My first pot was ruined!' Gogo laughed.	I <b>can infer</b> that the day Gogo first made pots must have been an important day in her life! She is an old lady now, but she can still remember all the way back to the first day she made pots! She is laughing now, but I think it must have been said for little Gogo when her first pot was ruined!
Lungi sat with her Gogo and tried to imagine her as a little girl. 'Why didn't you teach my mom?' Lungi asked. 'Oh Lungi, I tried!' Gogo laughed. 'But, your mom never liked making pots! Your mom loved to dance – she carried on that tradition for us instead!'	I <b>can infer</b> that making pots and dancing are both traditions in Lungi's family. I <b>can infer</b> that Lungi is interested in learning the tradition of making pots that the tradition of dancing.

<p>Then Gogo showed Lungi how to mix clay from the soil. She showed Lungi how to form the pot carefully by turning it round and round. She showed Lungi how to scratch designs onto her pots to make them beautiful.</p>	<p>I <b>can infer</b> that Lungi must really like making pots. She must be having fun with Gogo. I <b>can infer</b> this because Lungi and Gogo made pots together all day! I <b>can infer</b> that Lungi works hard to learn the tradition of making pots!</p>
<p>She showed Lungi how to put her pots out into the sun to make them dry. ‘You will need lots of Practice!’ Gogo explained. Lungi and Gogo made pots together all day.</p>	
<p>Once all Lungi’s pots were dry and shiny, Lungi picked out the one she was most proud of. ‘Can I keep this one inside?’ Lungi asked Gogo. ‘Why do you want to bring it inside?’ Gogo asked. Lungi looked up at the sky. There were clouds in the distance. ‘I don’t want it to melt in the rain, like your first pot!’ Lungi explained.</p>	<p>I <b>can infer</b> that Lungi is thinking about the first pot her Gogo ever made. She must be remembering how it got ruined! I <b>can infer</b> that Lungi is worried that the same thing will happen to her first pot!</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>Who did Gogo learn to make pots from?</p>	<p>She learned to make pots from her mother.</p>
<p>Why didn’t Lungi learn how to make pots from her mother?</p>	<p>Because her mother never learned how to make pots.</p>
<p><b>Why question</b></p>	<p><b>Possible responses</b></p>
<p>Why did Lungi want to bring her favourite new pot inside?</p>	<ul style="list-style-type: none"> <li>• Because Gogo’s first pot was ruined in the rain!</li> <li>• Because these are the first pots Lungi ever made! They are special for that reason.</li> <li>• Maybe Lungi wants to show her mother that she can finally make a pot on her own.</li> <li>• Because Lungi sees clouds. She remembers that Gogo’s first pot got ruined in the rain. She doesn’t want the same thing to happen to her first pot!</li> </ul>



**Formulating questions**

- Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how.
- Next ask learners to think about the story, and to try and formulate their own question.
- Tell learners to 'turn and talk' and ask each other their questions.
- Ask a few learners to share their questions with the whole class.
- Correct any errors with the form or content of the questions.
- Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.

**WEEK 8: TUESDAY: WRITING (15 minutes)****WRITING FRAME**

In my family we...  
We do this because...

**Modelling:**

1. Explain that today, learners will write about a tradition they have in their family. Explain that a tradition can be something like making pots or learning a traditional dance. Or, a tradition can be something simpler – like eating a meal together every Sunday or always slaughtering a chicken on Christmas.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: In my family, we always eat a chocolate cake for my dad's birthday.
5. Use **modelling** to draw a quick picture of your idea, like: Yourself with your family, with a cake on the table
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame: **In my family, we** eat chocolate cake for my dad's birthday. **We do this because** my dad loves chocolate cake.
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, cake
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What is a tradition your family has? What is something you do again and again with your family?
2. Explain that learners can think about any kind of tradition that exists in their family.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas with a partner!
6. Call on 3-5 learners to tell you about a family tradition. They must say: In my family...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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



In my family, we make a  
cake for my dog's birthday.  
We do this because we  
love our dog.

<b>WEEK 8: TUESDAY: GROUP GUIDED &amp; INDEPENDENT READING (15 MINUTES)</b>	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 8: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Explain that a family tradition is something we gather together with our family to do. A tradition is something that we do over and over again – something we do every year, every week, or every day and not just one time.	
	<b>Lyrics</b>	<b>Actions</b>
	We (extend this to: Wee-eee-eee)	<i>Extend arms out</i>
	Gather as a family!	<i>Make a circle with arms</i>
	We do (extend this to: dooo-ooo—ooo)	<i>Extend arms out</i>
	Many fun things, it's true!	
	Over and over and over again!	<i>Roll arms</i>
	It's a tradition!	
THEME VOCABULARY	carry on, scratch, shiny, inside	
QUESTION OF THE DAY		
Question	<i>Explain that in the story, Lungi's mother didn't learn how to make pots. She carried on the tradition of dancing instead! When we carry on a tradition, we keep it going so that it doesn't get forgotten. Ask learners: Which tradition would you prefer to carry on?</i>	
Graph	2 COLUMN GRAPH	
Options	making pots / traditional dancing	
Follow-up questions		
<b>Question</b>	<b>How many learners would prefer to carry on making pots?</b>	
Answer	__ learners would prefer to carry on making pots.	
<b>Question</b>	<b>How many learners would prefer to carry on traditional dancing?</b>	
Answer	__ learners would prefer to carry on traditional dancing.	
<b>Question</b>	<b>Would more learners prefer to carry on making pots or traditional dancing?</b>	
Answer	More learners would like to carry on __	

Question	Would fewer learners prefer to carry on making pots or traditional dancing?
Answer	Fewer learners would like to carry on ___.
Question	Which tradition would you prefer to carry on?
Answer	I would like to carry on making pots.
Answer	I would like to carry on traditional dancing.
READING	Practice reading the sight words for the week.

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

SOUND	<b>/oo/ (long sound)</b>
	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>pool</b></li> <li>2. Segment the word into the individual sounds: <b>/p/ - /oo/ - /l/</b></li> <li>3. Say the beginning sound of the word: <b>/p/</b></li> <li>4. Say the middle sound of the word: <b>/oo/</b></li> <li>5. Say the end sound of the word: <b>/l/</b></li> <li>6. Write the word on the board: <b>pool</b></li> <li>7. Model pointing and blending the sounds to make a word: <b>/p/ - /oo/ - /l/ = pool</b></li> <li>8. Remind learners that in English, when <b>o</b> and <b>o</b> are together in a word they must be read together as one long sound: <b>/oo/</b></li> <li>9. Repeat this with the word <b>moon</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>spoon</b></li> <li>2. Ask learners: What is the first sound in the word? <b>/sp/</b></li> <li>3. Ask learners: What is the middle sound in the word? <b>/oo/</b></li> <li>4. Ask learners: What is the last sound in the word? <b>/n/</b></li> <li>5. Ask learners to segment the word into each individual sound: <b>/sp/ - /oo/ - /n/</b></li> <li>6. Write the word: <b>spoon</b></li> <li>7. Instruct learners to blend the sounds in the word with you: <b>/sp/ - /oo/ - /n/ = spoon</b></li> <li>8. Repeat this with the word <b>droll</b></li> </ol>

ACTIVITY	<p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>long oo words</b>.</li> <li>3. Instruct learners to write the numbers 1-8.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>pool</td> <td>spoon</td> <td>fool</td> <td>soon</td> <td>tool</td> <td>moon</td> <td>drool</td> <td>loon</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>7. Instruct learners to practise reading the phonic words for <b>homework</b>.</li> </ol>	pool	spoon	fool	soon	tool	moon	drool	loon
pool	spoon	fool	soon	tool	moon	drool	loon		

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

WEEK 8: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 8: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>My grandmother's story</u>
ACTIVITY	<b>Recount</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
SENTENCE FRAME	In the story... I like when...
INSTRUCTIONS	
<ol style="list-style-type: none"> <li>1. Explain that when we <b>summarise</b> a story, we think about the most important things that happened!</li> <li>2. Explain that learners will summarise the important parts of the story. Then, learners will explain something they liked about the story.</li> <li>3. Use <b>modelling</b> to show learners how to give a short summary of something important in the story, and how to make a connection, like: <b>In the story</b>, Gogo teaches Lungi how to make pots. <b>I liked when</b> Lungi tried to think about Gogo as a little girl, like her.</li> <li>4. Hold up the pictures. Instruct learners to look at the pictures and think about the most important events in the story.</li> <li>5. Instruct learners to think about their <b>summary</b> of the story.</li> <li>6. Instruct learners to think about something they liked about the story.</li> <li>7. Instruct learners to <b>turn and talk</b> and share their <b>own</b> recount with a partner (<b>they should not memorise what the teacher has said. This should be learners own ideas!</b>)</li> <li>8. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form complete sentences.</li> <li>9. Explain and correct any common problems to learners.</li> </ol>	

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

WRITING FRAME

I like when...

I also like...

**Modelling:**

1. Explain that today, learners will add sentences to their writing from Tuesday. Today we will think about what we like about our family traditions.
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I like when my family gets together. I also like when we eat chocolate cake. I love this tradition!
5. Use **modelling** to add to your drawing, like: facial expressions – everyone looking happy!
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: **I like when** my family gets together! **I also like** to eat chocolate cake!
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: family, tradition
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about a tradition in our family. We thought about what we do.
2. Explain that today, we will add some things we like about this family tradition.
3. Ask learners: What tradition did you write about on Tuesday?
4. Ask learners: What do you like about this tradition?
5. Explain that learners should come up with their own ideas – they should **not** copy your idea!
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 3-5 learners to tell you what they think about Jabu's mistake. They must say: I like when...
9. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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



**Turn and Talk:**

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

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



In my family, we make a  
cake for my dog's birthday.  
We do this because we  
love our dog.

Thursday

I like when he eats his  
cake. I also like to see  
him so happy.

**WEEK 8: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 8: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Explain that a family tradition is something we gather together with our family to do. A tradition is something that we do over and over again – something we do every year, every week, or every day and not just one time.	
	<b>Lyrics</b>	<b>Actions</b>
	We (extend this to: Wee-eee- eeee)	<i>Extend arms out</i>
	Gather as a family!	<i>Make a circle with arms</i>
	We do (extend this to: dooo- ooo—ooo)	<i>Extend arms out</i>
	Many fun things, it's true!	
	Over and over and over again!	<i>Roll arms</i>
	It's a tradition!	
THEME VOCABULARY	holidays, celebrate, clothing, jewellery	
<b>QUESTION OF THE DAY</b>		
Question	Do you wear anything special to celebrate holidays?	
Graph	3 COLUMN GRAPH	
Options	I wear special jewellery / I wear special clothing / I do not wear anything special	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners wear special jewellery?</b>	
Answer	__ learners wear special jewellery.	
<b>Question</b>	<b>How many learners wear special clothing?</b>	
Answer	__ learners wear special clothing.	
<b>Question</b>	<b>How many learners do not wear anything special?</b>	
Answer	__ learners do not wear anything special.	

<b>Question</b>	<b>Do you wear anything special to celebrate holidays?</b>
Answer	Yes, I wear special jewellery.
Answer	Yes, I wear special clothing.
Answer	No, I do not wear anything special.
READING	Practice reading the sight words for the week.

WEEK 8: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<b>/oo/ (long sound)</b>
FLASHCARDS	<b>pool, fool, tool, drool</b> <b>spoon, soon, moon, loon</b>
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>1. Model isolating the beginning sound for learners. Say:             <ul style="list-style-type: none"> <li>• /p/ – ool (pool)</li> <li>• /t/ – ool (tool)</li> </ul> </li> <li>2. Say two words: loon, moon             <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /m/ sound? (moon)</li> </ul> </li> <li>3. Say two words: spoon, soon             <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /sp/ sound? (spoon)</li> </ul> </li> <li>4. Say two words: drool, fool             <ul style="list-style-type: none"> <li>• Ask learners: Which word begins with the /dr/ sound? (drool)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>1. Say the word: pool</li> <li>2. Ask learners: What is the beginning sound? /p/</li> <li>3. Ask learners: If I take away the /p/ and add /dr/ what word does that make?</li> <li>4. Help learners to hear that the word is: dr – oo – l = drool</li> <li>5. Write: pool</li> <li>6. Read the word: p – oo – l = pool</li> <li>7. Erase: 'p'</li> <li>8. Write: 'dr'</li> <li>9. Read the new word: dr – oo – l = drool</li> <li>10. Ask learners: What other words can you think of that end with '-ool'?</li> <li>11. Let learners brainstorm words. (tool, fool, etc.)</li> </ol>

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

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

SOUND	
FLASHCARDS	
ACTIVITY	

#### WEEK 8: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

##### GROUP GUIDED READING (SMALL GROUP)

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

##### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

**WEEK 8: FRIDAY: END OF WEEK LEARNING REVIEW**

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

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

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

# GRADE 2 - TERM 2

WEEK

9

**THEME:**  
**FACT OR FICTION?**

'Fiction is the lie through which we tell the truth.'  
- Albert Camus

**WEEK 9: CLASSROOM PREPARATION**

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of animals – whale, octopus, giraffe etc. cardboard cutouts of question marks, fact book, picture of the world, a magnifying glass.
5. Do some research on the internet to prepare for the theme. For example: how to teach young children about facts.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

**EXTENSION ACTIVITIES**

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

Activity 1	DBE Workbook 1: Let's read, page 73
Activity 2	DBE Workbook 1: Let's write, page 74 & 75
Activity 3	DBE Workbook 1: Let's do, page 75
Activity 4	Who is someone who teaches you new things? Draw a picture of this person.



TERM 2: WEEK 9	
OVERVIEW	
THEME	Fact or Fiction?
THEME VOCABULARY	fact, fiction, true, untrue, high, springbok, kangaroo, metre, camouflage, chameleon, octopus, protect
SIGHT WORDS	know, giraffe, reach, tongues, higher
PHONICS	/oo/ (long sound) - pool, fool, tool, drool, spoon, soon, moon, loon
WRITING FRAME	<b>Tuesday</b>
	<b>Thursday</b>
	<p>Facts I know:</p> <ol style="list-style-type: none"> <li>1. I know that...</li> <li>2. I know that...</li> </ol>
	<p>Facts I want to know:</p> <ol style="list-style-type: none"> <li>1. I want to know...</li> <li>2. I want to know...</li> </ol>

TERM 2: WEEK 9	
INTRODUCE THE THEME	
PICTURE	The front cover of the Big Book: Did you know?
SHOW	Show learners the front cover and read learners the title of the book.
SAY	<ul style="list-style-type: none"> <li>• Explain that this week, our Big Book story is a little bit different! Usually we read fiction – we read stories! This week, we won't read fiction. We won't read a story. Instead we will read a book which has lots of true facts in it.</li> <li>• Ask learners: What are some facts about animals that you know?</li> <li>• Listen to learner responses. This will help you understand what learners already know about the concept of facts.</li> <li>• Explain that this week, we will think about the different facts in the book and why facts are important!</li> </ul>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 9: MONDAY: DAILY ACTIVITIES (10 minutes)																			
GREETING	Greet the learners in English.																		
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>The arms on an octopus, number eight!</td> <td><i>Put up eight fingers</i></td> </tr> <tr> <td>1-2-3-4-5-6-7-8</td> <td><i>Count with your fingers from one up to eight</i></td> </tr> <tr> <td>All curled up then pointing straight.</td> <td><i>Curl up your fingers, point them straight</i></td> </tr> <tr> <td>1-2-3-4-5-6-7-8</td> <td><i>Count with your fingers from one up to eight</i></td> </tr> <tr> <td>In the ocean, whales and seals wait,</td> <td><i>Make waves with your hands</i></td> </tr> <tr> <td>1-2-3-4-5-6-7-8</td> <td><i>Count with your fingers from one up to eight</i></td> </tr> <tr> <td>To put an octopus on their plate!</td> <td><i>Pretend to take a big bite</i></td> </tr> <tr> <td>1-2-3-4-5-6-7-8</td> <td><i>Count with your fingers from one up to eight</i></td> </tr> </tbody> </table>	Lyrics	Actions	The arms on an octopus, number eight!	<i>Put up eight fingers</i>	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>	All curled up then pointing straight.	<i>Curl up your fingers, point them straight</i>	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>	In the ocean, whales and seals wait,	<i>Make waves with your hands</i>	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>	To put an octopus on their plate!	<i>Pretend to take a big bite</i>	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>
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THEME VOCABULARY	fact, fiction, true, untrue																		
<b>QUESTION OF THE DAY</b>																			
Question	Which fact do you think is true?																		
Graph	3 COLUMN GRAPH																		
Options	chimpanzees can learn maths / a giraffe's tongue can reach its ear / octopuses can change colours																		
<b>Follow up questions</b>																			
Question	<b>How many learners think it's true that chimpanzees can learn maths?</b>																		
Answer	__ learners think it's true that chimpanzees can learn maths.																		
Question	<b>How many learners think it's true that a giraffe's tongue can reach its ear?</b>																		
Answer	__ learners think it's true that a giraffe's tongue can reach its ear.																		

<b>Question</b>	<b>How many learners think it's true that octopuses can change colours?</b>
Answer	__ learners think it's true that octopuses can change colours.
<b>Question</b>	<b>What do most learners think is true?</b>
Answer	Most learners think it's true that __.
<b>Question</b>	<b>What do fewest learners think is true?</b>
Answer	Fewest learners think it's true that __.
<b>Question</b>	<b>Which fact do you think is true?</b>
Answer	I think it's true that chimpanzees can learn maths.
Answer	I think it's true that a giraffe's tongue can reach its ear.
Answer	I think it's true that octopuses can change colours.
EXPLAIN	Explain that all of these facts are true! We will learn facts like these, and other facts, in our Big Book this week.
READING	Practice reading the sight words for the week.

**WEEK 9: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<b>/oo/ (short sound)</b>										
FLASHCARDS	<b>book, look, hook, took, crook</b> <b>good, wood, hood</b>										
ACTIVITY	<p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/oo/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that last week we learnt about the long <b>/oo/</b> sound.</li> <li>4. Explain that when we see the letters <b>o</b> and <b>o</b> together in a word, they can say another short sound: <b>/oo/</b></li> <li>5. Say each word loudly and clearly as you show the flashcard: <b>book, look, hook, took, crook, good, wood, hood</b></li> <li>6. Ask learners to repeat each word after you.</li> <li>7. Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>book</b></td> <td><b>good</b></td> </tr> <tr> <td><b>look</b></td> <td><b>wood</b></td> </tr> <tr> <td><b>hook</b></td> <td><b>hood</b></td> </tr> <tr> <td><b>took</b></td> <td></td> </tr> <tr> <td><b>crook</b></td> <td></td> </tr> </table>	<b>book</b>	<b>good</b>	<b>look</b>	<b>wood</b>	<b>hook</b>	<b>hood</b>	<b>took</b>		<b>crook</b>	
<b>book</b>	<b>good</b>										
<b>look</b>	<b>wood</b>										
<b>hook</b>	<b>hood</b>										
<b>took</b>											
<b>crook</b>											

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

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 9: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

## WEEK 9: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Did you know?</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

## PRE-READING ACTIVITY

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

## WEEK 9: TUESDAY: WRITING (15 minutes)

## WRITING FRAME

Facts I know:

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

**Modelling:**

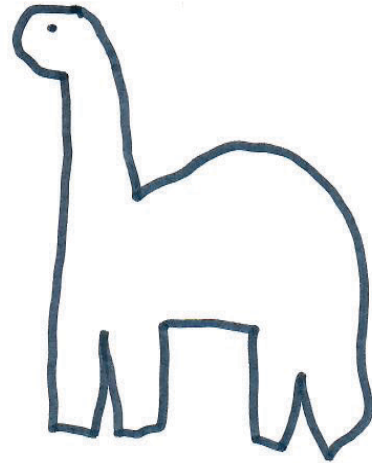
1. Explain that today, learners will make a list with a heading.
2. Explain that a heading tells us what the list will be about. Point to the heading (Facts I know)
3. Explain that when we write a list, we use numbers (point to the numbers on the writing frame).
4. Read the writing frame to learners. Explain that today, we will make a list of facts we know. These are things we know are true about the world!
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: I know lots of facts about lots of different things. I really like maps and the world. I know that there are 195 countries in the world. I also know that the highest mountain in the world is Mount Everest. I know that the country with the most people in the world is China.
7. Use **modelling** to draw a quick picture for each of your ideas, like: a quick world map, a high mountain, a Chinese flag
8. Explain which words you will write. **Draw a line for each word**.
9. Use **modelling** to complete the writing frame: **Facts I know:** 1. I know that there are 195 countries. 2. I know that the highest mountain is called Everest.
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, fact, know
12. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What are some facts you know?
2. Explain that learners can think of facts about anything: animals, South Africa, how things are made, etc. (Even simple facts about humans are acceptable, for example: Humans have two arms.)
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas.
6. Call on 3-5 learners to tell you about one fact they know. They must say: I know that...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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

cheetahdinosaurFacts I know :

1. I know that a cheetah is the fastest land animal.
2. I know that dinosaurs are extinct.



<b>WEEK 9: TUESDAY: GROUP GUIDED &amp; INDEPENDENT READING (15 minutes)</b>	
<b>GROUP GUIDED READING (SMALL GROUP)</b>	
GROUP	GROUP 2
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
<b>INDEPENDENT READING (WHOLE CLASS)</b>	
Learners use worksheet for independent reading.	

WEEK 9: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	The arms on an octopus, number eight!	<i>Put up eight fingers</i>
	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>
	All curled up then pointing straight.	<i>Curl up your fingers, point them straight</i>
	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>
	In the ocean, whales and seals wait,	<i>Make waves with your hands</i>
	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>
	To put an octopus on their plate!	<i>Pretend to take a big bite</i>
	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>
THEME VOCABULARY	high, springbok, kangaroo, metre	
QUESTION OF THE DAY		
Question	Which animal do you think can jump highest?	
Graph	3 COLUMN GRAPH	
Options	a springbok / a lion / a kangaroo	
Follow up questions		
<b>Question</b>	<b>How many learners think a springbok can jump the highest?</b>	
Answer	__ learners think a springbok can jump the highest.	
<b>Question</b>	<b>How many learners think a lion can jump the highest?</b>	
Answer	__ learners think a lion can jump the highest.	
<b>Question</b>	<b>How many learners think a kangaroo can jump the highest?</b>	
Answer	__ learners think a kangaroo can jump the highest.	

<b>Question</b>	<b>Which animal do most learners think can jump the highest?</b>
Answer	Most learners think a __ can jump the highest.
<b>Question</b>	<b>Which animal do fewest learners think can jump the highest?</b>
Answer	Fewest learners think a __ can jump the highest.
<b>Question</b>	<b>Which animal do you think can jump the highest?</b>
Answer	I think a springbok can jump the highest.
Answer	I think a lion can jump the highest.
Answer	I think a kangaroo can jump the highest.
EXPLAIN	Explain that we will learn the answer to this question in our first read tomorrow!
READING	Practice reading the sight words for the week.

WEEK 9: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	<b>/oo/ (short sound)</b>								
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>crook</b></li> <li>2. Segment the word into the individual sounds: <b>/cr/ - /oo/ - /k/</b></li> <li>3. Say the beginning sound of the word: <b>/cr/</b></li> <li>4. Say the middle sound of the word: <b>/oo/</b></li> <li>5. Say the end sound of the word: <b>/k/</b></li> <li>6. Write the word on the board: <b>crook</b></li> <li>7. Model pointing and blending the sounds to make a word: <b>/cr/ - /oo/ - /k/ = crook</b></li> <li>8. Remind learners that in English, when <b>o</b> and <b>o</b> are together in a word they must be read together as one sound: <b>/oo/ (short sound)</b></li> <li>9. Repeat this with the word <b>good</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>hood</b></li> <li>2. Ask learners: What is the first sound in the word? <b>/h/</b></li> <li>3. Ask learners: What is the middle sound in the word? <b>/oo/</b></li> <li>4. Ask learners: What is the last sound in the word? <b>/d/</b></li> <li>5. Ask learners to segment the word into each individual sound: <b>/h/ - /oo/ - /d/</b></li> <li>6. Write the word: <b>hood</b></li> <li>7. Instruct learners to blend the sounds in the word with you: <b>/h/ - /oo/ - /d/ = hood</b></li> <li>8. Repeat this with the word <b>hook</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>short oo words.</b></li> <li>3. Instruct learners to write the numbers 1-8.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="532 1815 1474 1886"> <tr> <td>book</td> <td>good</td> <td>look</td> <td>wood</td> <td>hook</td> <td>took</td> <td>hood</td> <td>crook</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>7. Instruct learners to practise reading the phonic words for <b>homework.</b></li> </ol>	book	good	look	wood	hook	took	hood	crook
book	good	look	wood	hook	took	hood	crook		

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

SOUND	
ACTIVITY	

**WEEK 9: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

## WEEK 9: THURSDAY: SHARED READING (15 minutes)

TITLE	Did you know?	
ACTIVITY	First read	
COMPREHENSION STRATEGY	<b>Visualise</b>	
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.	
	<b>Story</b>	<b>Think aloud: First read</b>
	<p>Did you know? It is impossible to sneeze with your eyes open. Normally, we just sneeze a few times. But, sneezing can go on for years! The world record for the longest sneezing fit was 976 days! Can you imagine sneezing for so many days?</p>	<p>I can <b>visualise</b> someone sneezing again and again and again.</p>
	<p>Did you know? Both giraffes and humans have seven vertebrae (bones) in their necks. Giraffes use their long necks to reach the leaves from the higher branches of trees. This means they can reach leaves that most other animals cannot! Giraffes have long tongues, too! A giraffe's tongue is long enough to lick its ear!</p>	<p>It says that giraffes and humans both have seven bones in their necks. Giraffes have very long necks – much longer than humans! I can <b>visualise</b> the giraffe bones next to the human bones. The giraffe bones must be much bigger than little human neck bones!</p>
	<p>Did you know? Chimpanzees are closely related to human beings. As a result, we are similar in some interesting ways! We both have hands with thumbs, which help us hold things. We also have some similar behaviours. For example, both humans and chimpanzees laugh when they play, and they hug to show love. They are very smart animals. They can be trained to recognise numbers and they can learn to identify numbers more quickly than us.</p>	<p>I am <b>visualising</b> a chimpanzee hand next to a human hand. They both have fingers and thumbs. But, I can <b>visualise</b> the furry chimpanzee hand next to the smooth human hand.</p>

<p>Did you know? Some animals change their colours very quickly. They do this to camouflage themselves when they need to hide. When a chameleon or an octopus move from one surface to another, their skin colour changes to that of the new background. This helps them to hide from their enemies!</p>	<p>I can <b>visualise</b> a chameleon standing in front of leaves. Its skin is green. Then, it moves and stands in the sand. Its colour changes to brown, like the sand!</p>
<p>Sea creatures like seals, whales and large fish, like to eat octopuses. Octopuses do not only change colour to help protect themselves. If they are threatened, they can also squirt an inky fluid from their body that darkens the water around them. This bothers and confuses their attacker!</p>	<p>I can <b>visualise</b> a whale chasing after an octopus. Then, suddenly, the octopus squirts her inky fluid into the water. She camouflages herself! I can <b>visualise</b> the whale looking so confused.</p>
<p>Did you know? Springboks can jump high and far! Springboks can jump four metres into the air! The African lion can jump a distance of ten metres when chasing prey. Australian kangaroos can jump up to thirteen metres. Good human athletes can only jump about eight metres.</p>	<p>I can <b>visualise</b> a little springbok jumping high up into the air. I can visualise her jumping over a bush!</p>
<p>Out of all jumping animals, though, the flea is the champion! It can jump up to three hundred times its body length. Imagine this: if a flea was half a centimetre, it could jump over your head! If humans could jump like fleas, we would be able to jump over a soccer stadium!</p>	<p>I can <b>visualise</b> myself as a superhero, jumping easily over a soccer stadium! That is very high! This tells me that flies can jump very high!</p>
<p>Did you know? There are so many interesting facts about animals that we can learn from books! Which new facts did you like learning most?</p>	<p>--</p>

Follow up questions	Possible responses
Which animals can camouflage themselves?	Chameleons and octopuses
Which animal has behaviours like a human?	Chimpanzees have some similar behaviours to humans.
Why question	Possible responses
<b>Visualise</b> all the facts you learned in the book! Which fact did you like learning about the most?	<ul style="list-style-type: none"> <li>I liked learning...</li> </ul>

## WEEK 9: THURSDAY: WRITING (15 minutes)

## WRITING FRAME

Facts I want to know:

- I want to know...
- I want to know...

**Modelling:**

- Explain that today, learners will add another section to their lists.
- Explain that they will add a heading. Point to the new heading (Facts I want to know)
- Remind learners that when we write a list, we use numbers (point to the numbers on the writing frame).
- Read the writing frame to learners. Explain that today, we will make a list of facts we want to know!
- Use **modelling** to show learners that you **think before you write**.
- Explain some ideas you have for filling in the writing frame, like: I want to know what the biggest country in Africa is. I want to know what the biggest mountain in Africa is. I want to know how many people live in South Africa.
- Use **modelling** to add a quick drawing to show yourself thinking, like: yourself with thought bubbles with question marks inside.
- Explain which words you will write. **Draw a line for each word**.
- Use **modelling** to complete the writing frame, like: **Facts I want to know:** 1. I want to know how many people live in South Africa. 2. I want to know the biggest country in Africa.
- Say words slowly like a tortoise and write the sounds you know.**
- Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: fact, question
- Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**



**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about facts we know. Today we are thinking about things we want to know. These are things we don't know yet, but want to learn about!
2. Ask learners: What do you want to know?
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas.
6. Call on 3-5 learners to tell you one thing they want to know. They must say: I want to know...
7. Explain that learners will now use the writing frame to draw and write their own ideas!

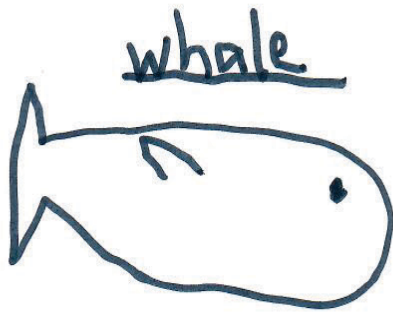
**Writing:**

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

**Turn and Talk:**

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

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



Facts I want to know:

1. I want to know what the biggest whale is.
2. I want to know what the deadliest spider is.

**WEEK 9: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 9: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	The arms on an octopus, number eight!	<i>Put up eight fingers</i>
	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>
	All curled up then pointing straight.	<i>Curl up your fingers, point them straight</i>
	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>
	In the ocean, whales and seals wait,	<i>Make waves with your hands</i>
	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>
	To put an octopus on their plate!	<i>Pretend to take a big bite</i>
	1-2-3-4-5-6-7-8	<i>Count with your fingers from one up to eight</i>
THEME VOCABULARY	camouflage, chameleon, octopus, protect	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that in our book, we learned that when a chameleon or an octopus move from one surface to another, their skin colour changes to that of the new background. This means that they can hide and protect themselves because other animals can't see them easily. (Show learners the picture in the Big Book, page 59)</i></p> <p><b>Ask learners:</b> What do you think is better camouflaged?</p>	
Graph	2 COLUMN GRAPH	
Options	a chameleon / an octopus	
<b>Follow up questions</b>		
Question	<b>How many learners think a chameleon is better camouflaged?</b>	
Answer	__ learners think a chameleon is better camouflaged.	
Question	<b>How many learners think an octopus is better camouflaged?</b>	
Answer	__ learners think an octopus is better camouflaged.	

<b>Question</b>	<b>What do more learners think is better camouflaged?</b>
Answer	More learners think ___ is better camouflaged.
<b>Question</b>	<b>What do fewer learners think is better camouflaged?</b>
Answer	Fewer learners think ___ is better camouflaged.
<b>Question</b>	<b>What do you think is better camouflaged?</b>
Answer	I think a chameleon is better camouflaged.
Answer	I think an octopus is better camouflaged.
READING	Practice reading the sight words for the week.

WEEK 9: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<b>/oo/ (short sound)</b>
FLASHCARDS	<b>book, look, hook, took, crook</b> <b>good, wood, hood</b>
ACTIVITY	<p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/b/ – ook (book)</li> <li>/l/ – ook (look)</li> </ul> </li> <li>Say two words: crook, took <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /cr/ sound? (crook)</li> </ul> </li> <li>Say two words: good, wood <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /w/ sound? (wood)</li> </ul> </li> <li>Say two words: hook, book <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /b/ sound? (book)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: book</li> <li>Ask learners: What is the beginning sound? /b/</li> <li>Ask learners: If I take away the /b/ and add /cr/ what word does that make?</li> <li>Help learners to hear that the word is: cr – oo – k = crook</li> <li>Write: book</li> <li>Read the word: b – oo – k = book</li> <li>Erase: 'b'</li> <li>Write: 'cr'</li> <li>Read the new word: cr – oo – k = crook</li> <li>Ask learners: What other words can you think of that end with '-ook'</li> </ol>

	<p>11. Let learners brainstorm words. (look, took, etc.)</p> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>short oo words</b></li> <li>3. Instruct learners to write numbers from 1-4.</li> <li>4. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td style="padding: 5px;">good</td> <td style="padding: 5px;">wood</td> <td style="padding: 5px;">hook</td> <td style="padding: 5px;">look</td> </tr> </table> <ol style="list-style-type: none"> <li>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</li> </ol>	good	wood	hook	look
good	wood	hook	look		

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

SOUND	
FLASHCARDS	
ACTIVITY	

#### WEEK 9: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

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

## WEEK 9: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

# GRADE 2 - TERM 2

WEEK 10

**THEME:**  
**FACT OR FICTION?**

'Truth happens in the heart. A fact happens in reality.'  
- Toba Beta

## WEEK 10: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of animals – whale, octopus, giraffe etc. cardboard cutouts of question marks, fact book, picture of the world, a magnifying glass.
5. Do some research on the internet to prepare for the theme. For example: interesting fun facts 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

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

Activity 1	DBE Workbook 1: Let's do, page 76
Activity 2	DBE Workbook 1: Word work, page 77
Activity 3	DBE Workbook 1: Let's write, page 77
Activity 4	Draw about something you do that shows you are responsible!



TERM 2: WEEK 10		
OVERVIEW		
THEME	Fact or Fiction?	
THEME VOCABULARY	fact, fiction, true, untrue, high, springbok, kangaroo, metre, camouflage, chameleon, octopus, protect, reach, interesting, related, behaviours, inky, squirt, attack, attacker, champion, athlete, flea, sneeze	
SIGHT WORDS	hide, colour, enemies, helps, when	
PHONICS	/oo/ (short sound) - book, look, hook, took, crook, good, wood, hood	
WRITING FRAME	<b>Tuesday</b>	<b>Thursday</b>
	I like learning about... I think this is interesting because...	I want to learn more about... One thing I want to know is...

TERM 2: WEEK 10	
INTRODUCE THE THEME	
PICTURE	The front cover of the Big Book: Did you know?
SHOW	Show learners the front cover and read learners the title of the book.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What new facts have you learned?</li> <li>• Listen to learner responses. This will help you check their understanding of the new vocabulary.</li> <li>• Remind learners we are learning about facts. We are learning how facts are different from fiction (stories!)</li> <li>• Explain that this week, we will think more about the facts that are in our Big Book: Did you know?</li> </ul>
TEACH	<p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practice reading the sight words at home.</li> </ol>

WEEK 10: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME (can be sung to the tune of 'Do your ears hang low')	<b>Lyrics</b>	<b>Actions</b>
	Do you have green skin?	<i>Touch your skin</i>
	Do you shed the skin you're in?	<i>Pretend to shed your skin</i>
	Can you change your colour, too?	<i>Roll your hands around</i>
	Can you turn from green to blue?	-
	Do you live among the trees?	<i>Raise arms high up in the air and pretend to be a tree</i>
	Blending in with sticks and leaves?	<i>Stand very close to your friend</i>
	Then you're a chameleon!	-
THEME VOCABULARY	reach, interesting, related, behaviours	
<b>QUESTION OF THE DAY</b>		
Question	Which fact do you think is most interesting?	
Graph	3 COLUMN GRAPH	
Options	giraffes can reach leaves that other animals cannot / humans are closely related to chimpanzees / humans and chimpanzees both give hugs	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think it is most interesting that giraffes can reach leaves that other animals cannot?</b>	
Answer	__ learners think it is most interesting that giraffes can reach leaves that other animals cannot.	
<b>Question</b>	<b>How many learners think it is most interesting that humans are closely related to chimpanzees?</b>	
Answer	__ learners think it is most interesting that humans are closely related to chimpanzees.	
<b>Question</b>	<b>How many learners think it is most interesting that humans and chimpanzees both give hugs?</b>	
Answer	__ learners think it is most interesting that humans and chimpanzees both give hugs.	

<b>Question</b>	<b>What do most learners think is most interesting?</b>
Answer	Most learners think it is most interesting that ___.
<b>Question</b>	<b>What do fewest learners think is most interesting?</b>
Answer	Fewest learners think it is most interesting that ___.
<b>Question</b>	<b>Which fact do you think is most interesting?</b>
Answer	I think it is most interesting that giraffes can reach leaves that others cannot.
Answer	I think it is most interesting that humans are closely related to chimpanzees.
Answer	I think it is most interesting that humans and chimpanzees both give hugs.
READING	Practice reading the sight words for the week.

**WEEK 10: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<b>REVISION</b>
FLASHCARDS	<b>/ee/ /cr/ /ng/ /br/ /pl/ /-nk/ /sp/ /oo/ (long sound) /oo/ (short sound)</b>
ACTIVITY	<p><b>Revise sounds</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard for all sounds covered in the term: <b>/ee/ /cr/ /ng/ /br/ /pl/ /-nk/ /sp/ /oo/ (long sound) /oo/ (short sound)</b></li> <li>2. Hold up the flashcards in different orders and ask individual learners to read the sounds.</li> <li>3. Stick up the sound flashcards on the chalkboard.</li> <li>4. Ask a few different learners to come and build words on the chalkboard.</li> <li>5. Then, ask learners to build and write down as many words as they can in their books using the sounds covered during the term and single sounds taught previously.</li> </ol>

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

SOUND	
FLASHCARDS	
ACTIVITY	

**WEEK 10: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**

**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 10: TUESDAY: SHARED READING (15 minutes)	
TITLE	Did you know?
ACTIVITY	Second read
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Visualise</b>
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves. Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Think aloud: Second read
<p>Did you know? It is impossible to sneeze with your eyes open. Normally, we just sneeze a few times. But, sneezing can go on for years! The world record for the longest sneezing fit was 976 days! Can you imagine sneezing for so many days?</p>	<p>I am <b>visualizing</b> sneezing for 976 days. I <b>wonder</b> if it hurts to sneeze that many times?</p>
<p>Did you know? Both giraffes and humans have seven vertebrae (bones) in their necks. Giraffes use their long necks to reach the leaves from the higher branches of trees. This means they can reach leaves that most other animals cannot! Giraffes have long tongues, too! A giraffe's tongue is long enough to lick its ear!</p>	<p>I <b>wonder</b> if there is any animal in the world with a longer neck than a giraffe?</p>
<p>Did you know? Chimpanzees are closely related to human beings. As a result, we are similar in some interesting ways! We both have hands with thumbs, which help us hold things. We also have some similar behaviours. For example, both humans and chimpanzees laugh when they play, and they hug to show love.</p>	<p>I can <b>visualise</b> chimpanzees laughing and hugging each other. I can <b>visualise</b> a little, furry chimpanzee saying numbers. I <b>wonder</b> if chimpanzees are the smartest animals?</p>

<p>They are very smart animals. They can be trained to recognise numbers and they can learn to identify numbers more quickly than us.</p>	
<p>Did you know? Some animals change their colours very quickly. They do this to camouflage themselves when they need to hide. When a chameleon or an octopus move from one surface to another, their skin colour changes to that of the new background. This helps them to hide from their enemies!</p>	<p><b>I wonder</b> if there are any other animals that can camouflage themselves?</p>
<p>Sea creatures like seals, whales and large fish, like to eat octopuses. Octopuses do not only change colour to help protect themselves. If they are threatened, they can also squirt an inky fluid from their body that darkens the water around them. This bothers and confuses their attacker!</p>	<p><b>I wonder</b> what colours an octopus changes to? Do they only change to the colour of water?</p>
<p>Did you know? Springboks can jump high and far! Springboks can jump four metres into the air! The African lion can jump a distance of ten metres when chasing prey. Australian kangaroos can jump up to thirteen metres. Good human athletes can only jump about eight metres.</p>	<p><b>I wonder</b> how high I can jump?</p>
<p>Out of all jumping animals, though, the flea is the champion! It can jump up to three hundred times its body length. Imagine this: if a flea was half a centimetre, it could jump over your head! If humans could jump like fleas, we would be able to jump over a soccer stadium!</p>	<p>--</p>
<p>Did you know? There are so many interesting facts about animals that we can learn from books! Which new facts did you like learning most?</p>	<p>After reading this book, <b>I wonder</b> so many new things! These facts make me want to know even more.</p>

Follow up questions	Possible responses
If humans could jump like fleas, how high could we jump?	We could jump over a soccer stadium!
How many bones do humans and giraffes have in their necks?	They have seven bones.
Why question	Possible responses
What questions do you have after reading this book?	<ul style="list-style-type: none"> <li>• I wonder...</li> <li>• I want to know...</li> </ul>
Formulating questions	
<ul style="list-style-type: none"> <li>• Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how.</li> <li>• Next ask learners to think about the story, and to try and formulate their own question.</li> <li>• Tell learners to 'turn and talk' and ask each other their questions.</li> <li>• Ask a few learners to share their questions with the whole class.</li> <li>• Correct any errors with the form or content of the questions.</li> <li>• Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.</li> </ul>	

## WEEK 10: TUESDAY: WRITING (15 minutes)

WRITING FRAME

I like learning about...

I think this is interesting because...

**Modelling:**

1. Explain that today, learners will write about something they enjoy learning about. They will think about why they like learning about that topic.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: There are so many things we can learn about! We can learn about animals, people, different places, the ocean, the human body, foods, and so many other things. I really like learning about the ocean. I think it is interesting because it is like a whole different world!
5. Use **modelling** to draw a quick picture of your idea, like: yourself reading a book about the ocean.
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame: **I like learning about** the ocean. **I think this is interesting because** the ocean is like a different world!
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: learn, book
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

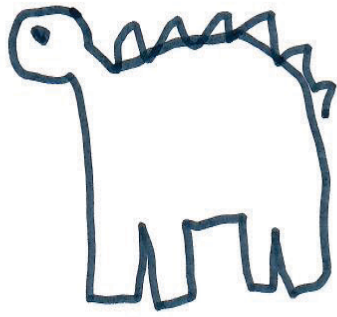
**Oral Instructions:**

1. Ask learners: What is something you like learning about?
2. Explain that learners can think about anything at all that they really like learning about.
3. Instruct learners to **visualise** themselves learning about the topic they enjoy! They can **visualise** some things they have learned about this topic.
4. Ask learners: **Why** do you like learning about that topic?
5. Explain that learners should come up with their own ideas – they should **not** copy your idea!
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** and share their ideas with a partner!
8. Call on 3-5 learners to tell you about something they like learning about. They must say: I like learning about...
9. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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





dinosaurs

I like learning about dinosaurs.

I think this is interesting

because dinosaurs are extinct.

#### WEEK 10: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)

##### GROUP GUIDED READING (SMALL GROUP)

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

##### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Do you have green skin?	<i>Touch your skin</i>
	Do you shed the skin you're in?	<i>Pretend to shed your skin</i>
	Can you change your colour, too?	<i>Roll your hands around</i>
	Can you turn from green to blue?	-
	Do you live among the trees?	<i>Raise arms high up in the air and pretend to be a tree</i>
	Blending in with sticks and leaves?	<i>Stand very close to your friend</i>
	Then you're a chameleon!	-
THEME VOCABULARY	inky, squirt, attack, attacker	
QUESTION OF THE DAY		
Question	What do you think is most interesting about octopuses?	
Graph	3 COLUMN GRAPH	
Options	they can squirt an inky fluid from their body / they can confuse their attackers / they can camouflage themselves	
Follow-up questions		
<b>Question</b>	<b>How many learners the most interesting thing about octopuses is that they can squirt an inky fluid from their body?</b>	
Answer	__ learners think it is most interesting that octopuses can squirt an inky fluid from their body.	
<b>Question</b>	<b>How many learners think the most interesting thing about octopuses is that they can confuse their attackers?</b>	
Answer	__ learners think it is most interesting that octopuses can confuse their attackers.	
<b>Question</b>	<b>How many learners think the most interesting thing about octopuses is that they can camouflage themselves?</b>	
Answer	__ learners think it is most interesting that octopuses can camouflage themselves.	

<b>Question</b>	<b>What do most learners think is the most interesting thing about octopuses?</b>
Answer	Most learners think the most interesting thing about octopuses is that —.
<b>Question</b>	<b>What do fewest learners think is the most interesting thing about octopuses?</b>
Answer	Fewest learners think the most interesting thing about octopuses is that —.
<b>Question</b>	<b>What do you think is most interesting about octopuses?</b>
Answer	I think it is most interesting that octopuses can squirt an inky fluid from their body.
Answer	I think it is most interesting that octopuses can confuse their attackers.
Answer	I think it is most interesting that octopuses can camouflage themselves.
READING	Practice reading the sight words for the week.

**WEEK 10: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<b>REVISION - pink, need, good, hang, spot, look, soon, plan</b>
ACTIVITY	<b>Revise words</b> <ol style="list-style-type: none"> <li>1. Have all the phonic words flashcards ready.</li> <li>2. Hold up each word, and ask a different individual learner to read it.</li> <li>3. If a learner cannot read a word, help the learner to sound out the word.</li> <li>4. Stick up the word flashcards on the chalkboard.</li> <li>5. Ask a few different learners to come and point to words on the chalkboard.</li> </ol>

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

SOUND	
ACTIVITY	

**WEEK 10: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

WEEK 2: THURSDAY: SHARED READING (15 minutes)	
TITLE	Did you know?
ACTIVITY	<b>Recount</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
SENTENCE FRAME	This is a book that tells us... I learned...
INSTRUCTIONS	
<ol style="list-style-type: none"> <li>1. Explain that when we <b>summarise</b> a book with facts, we think about the most important things we learned from the book.</li> <li>2. Explain that learners will talk about something they learned from the text.</li> <li>3. Use <b>modelling</b> to show learners how to give a short summary of the text like: <b>This is a book that tells us</b> all about facts! <b>I learned that</b> an octopus can bother and confuse their attackers!</li> <li>4. Hold up the pictures. Instruct learners to look at the pictures and think about the interesting facts in the book.</li> <li>5. Instruct learners to think about their <b>summary</b> of the book.</li> <li>6. Instruct learners to think about something interesting and new they learned from the book.</li> <li>7. Instruct learners to <b>turn and talk</b> and share their <b>own</b> summary with a partner (<b>they should not memorise what the teacher has said. This should be learners own ideas!</b>)</li> <li>8. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form complete sentences.</li> <li>9. Explain and correct any common problems to learners.</li> </ol>	

## WEEK 10: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I want to learn more about...

One thing I want to know is...

**Modelling:**

1. Explain that today, learners will add sentences to their writing from Tuesday. Today we will think about some things we still wonder about the topic we chose! We will think about things we want to know more about!
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I love learning about the ocean and there are so many things to learn. I want to learn more about waves in the ocean. Like I want to know what makes waves. I also want to know how big the biggest ever wave was.
5. Use **modelling** to add to your drawing, like: yourself thinking (use a thought bubble) about waves.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: **I want to learn more about** waves in the ocean. **One thing I want to know is** what makes waves?
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: ocean, learn
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about something we like learning about. Today we will think about something we want to learn more about, and some questions we have.
2. Ask learners: What topic did you want to learn more about? (What did you write about on Tuesday?)
3. Ask learners: What do you want to learn more about? What questions do you still have?
4. Explain that learners should come up with their own ideas – they should **not** copy your idea!
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 3-5 learners to tell you what they want to learn more about. They must say: I want to learn more about ...
8. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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

**Turn and Talk:**

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

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



I like learning about dinosaurs .  
I think this is interesting  
because dinosaurs are extinct .  
I want to learn more about  
the T-Rex . One thing I want  
to know is how big they  
were .

**WEEK 10: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.



WEEK 10: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Do you have green skin?	<i>Touch your skin</i>
	Do you shed the skin you're in?	<i>Pretend to shed your skin</i>
	Can you change your colour, too?	<i>Roll your hands around</i>
	Can you turn from green to blue?	-
	Do you live among the trees?	<i>Raise arms high up in the air and pretend to be a tree</i>
	Blending in with sticks and leaves?	<i>Stand very close to your friend</i>
	Then you're a chameleon!	-
THEME VOCABULARY	champion, athlete, flea, sneeze	
QUESTION OF THE DAY		
Question	What do you think is the least interesting fact?	
Graph	3 COLUMN GRAPH	
Options	fleas are the highest jumping animal / a human once sneezed for 976 days / a human athlete can jump about eight metres	
Follow-up questions		
<b>Question</b>	<b>How many learners think the least interesting fact is that fleas are the highest jumping animal?</b>	
Answer	__ learners think the least interesting fact is that fleas are the highest jumping animal.	
<b>Question</b>	<b>How many learners think the least interesting fact is that a human once sneezed for 976 days?</b>	
Answer	__ learners think the least interesting fact is that that a human once sneezed for 976 days.	
<b>Question</b>	<b>How many learners think the least interesting fact is that a human athlete can jump about eight metres?</b>	
Answer	__ learners think the least interesting fact is that a human athlete can jump about eight metres.	

<b>Question</b>	<b>What do most learners think is the least interesting fact?</b>
Answer	Most learners think the least interesting fact is that ___.
<b>Question</b>	<b>What do fewest learners think is the least interesting fact?</b>
Answer	Fewest learners think the least interesting fact is ___.
<b>Question</b>	<b>What do you think is the least interesting fact?</b>
Answer	I think the least interesting fact is that fleas are the highest jumping animal.
Answer	I think the least interesting fact is that a human once sneezed for 976 days.
Answer	I think the least interesting fact is that a human athlete can jump about eight metres.
READING	Practice reading the sight words for the week.

**WEEK 10: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<b>REVISION</b>
FLASHCARDS	<b>pink, need, good, hang, spot, look, soon, plan</b>
ACTIVITY	<p><b>I do...</b></p> <ol style="list-style-type: none"> <li>Use two words that sound similar, for example: <b>spot; hot</b></li> <li>Say the word: <b>spot</b></li> <li>Segment the word into the individual sounds: <b>/sp/ - /o/ - /t/</b></li> <li>Say the beginning sound of the word: <b>/sp/</b></li> <li>Say the middle sound of the word: <b>/o/</b></li> <li>Say the end sound of the word: <b>/t/</b></li> <li>Write the word on the chalkboard: <b>spot</b></li> <li>Model pointing and blending the sounds to make a word: <b>/sp/ - /o/ - /t/ = spot</b></li> <li>Repeat this with the next word: <b>hot</b></li> </ol> <p><b>We do...</b></p> <ol style="list-style-type: none"> <li>Use another two words that sound similar, for example: <b>look; hook</b></li> <li>Say the word: <b>look</b></li> <li>Ask learners: What is the first sound in the word? <b>/l/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/oo/</b></li> <li>Ask learners: What is the last sound in the word? <b>/k/</b></li> </ol>

	<ol style="list-style-type: none"> <li>6. Ask learners to segment the word into each individual sound: <b>/l/ - /oo/ - /k/</b></li> <li>7. Write the word: <b>look</b></li> <li>8. Instruct learners to blend the sounds in the word with you: <b>/l/ - /oo/ - /k/ = look</b></li> <li>9. Repeat this with the next word: <b>hook</b></li> </ol>
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**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
FLASHCARDS	
ACTIVITY	

**WEEK 10: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**
**GROUP GUIDED READING (SMALL GROUP)**

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

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

## WEEK 10: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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