

Grade 1

ENGLISH

First Additional Language



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Term 2

Lesson Plan

ENGLISH

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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 10 stories for the term – one story per week.
Term 2 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.

All resources are available for download from the NECT website: 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 1 WEEKLY ROUTINE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	15	Daily Activities	15	Daily Activities	15	Daily Activities	15	Daily Activities	15
Shared Reading Pre-Read	10	Shared Reading First Read	15	Shared Reading Illustrate the Story	15	Shared Reading Second Read	15	Shared Reading Post-Read	15
Phonemic Awareness & Phonics	5	Phonemic Awareness & Phonics	5	Phonemic Awareness & Phonics	5			Phonemic Awareness and Phonics	5
						Writing	15		
Total	30	Total	35	Total	35	Total	45	Total	35

Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	SIGHT WORD SENTENCE
1	Friends	The 'A' friends	She is my very good friend
2		Andani feels proud	They are friends and they love to play
3	Growing things	The little red hen	There is the little red hen!
4		Khwezi finds a worm	He saw a little worm. He didn't like that little worm!
5	Animals	How the zebra got its stripes	I see some pretty birds.
6		A farm visit	Can you see the small pig and the big cow?
7	Sports and games	Jabu's big kick	Do you want to play with me?
8		Let's play Bhathi	What should we play today?
9	The three little pigs	The three little pigs	I think the three little pigs are funny!
10		The three little mice	We read all about the three little mice!

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?**

my family	my friends	my teacher

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 1, a new story is read every week.

Shared Reading is done every day as follows:

Monday:	Pre-Read
Tuesday:	First Read
Wednesday:	Illustrate the story
Thursday:	Second Read
Friday:	Post-Read

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

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

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 (For predicting with pictures)	1. Look at the picture. 2. Ask learners: What do you think is happening here? 3. Let learners think about the question. 4. If learners cannot answer, give an example answer to the question.
Examples (For predicting with pictures)	1. What do you think is happening here? 2. How do you think this character feels? Why? 3. What do you think you will see in the next picture?
Steps (For predicting with text)	1. Read a page of text. 2. Ask learners: What do you think happens next? 3. Let learners think about the question. 4. If learners cannot answer, give an example answer to the question.
Examples (For predicting with text)	1. What do you think happens next? 2. What do you think this character does next? 3. How do you think this story ends?

Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story in their minds as it happens.
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	1. Read the text on the page. 2. Say: Now we are going to visualise the story as if we were watching a movie. 3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind. 4. Read the text again. 5. Tell learners what you visualised. (Model the skill.) 6. Ask learners: What did you see? (What happened in your movie?) 7. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the story.
Examples	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. 2. What did you visualise? What happened in your movie?

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	1. Read the text on the page. 2. Ask learners a question about the information in the text, like: Who did Joe want to beat in the race? 3. Let learners answer the question. 4. NOTE: 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.
Examples	These kind of questions usually begin with: • Who? • What? • When? • Where? For example: 1. <u>Who</u> did Joe want to beat in the race? 2. <u>What</u> did Joe do before the race? 3. <u>When</u> did Joe train for the race? 4. <u>Where</u> was the race being held?

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	1. Read the text. 2. Remind learners: When we summarise, we think of the most important parts of a story. 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. 4. Give learners a minute to think about the story. 5. Instruct learners to turn and talk and tell their summary to a friend (oral recount). 6. Next, instruct learners to write their summary down.
Examples	Story: Joe wins the race <u>Learners should summarise the story into a few sentences as follows:</u> 1. Sizwe always won everything at school. 2. The school was holding a big cross country race. 3. Joe trained every day after school when he ran home. 4. Joe beat Sizwe in the race. 5. Everyone was happy for Joe.

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	1. Read the text on the page. 2. Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the Read One and Read Two columns in the lesson plans.) 3. Say: I see / I notice ... 4. Say: I wonder ... 5. Let learners think about the question. 6. Give a sample answer to the question. 7. Learners do not need to answer the question.
Example	<u>I see</u> that Sizwe laughed at Joe when he entered the race. <u>I wonder</u> 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	1. Read the text on the page. 2. Ask learners a question, like: When was a time that you wanted to win something, like Joe? 3. Use modelling to give a sample answer, like: When Joe wanted to win the race, it reminded me of how I used to compete with my sister at school. She always got top marks for everything, and my parents were so proud. I wanted my parents to feel proud of me too.
Examples	1. How does this remind you of your own life? 2. Tell me about a time when something similar happened to you. 3. If you were Joe, what do you think you would have done when Sizwe laughed at you? 4. How do you think Sizwe felt when Joe beat him? 5. Which other character does this remind you of?

Strategy 7: Make inferences	
Explanation	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. 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.
Purpose	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.
Steps	1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we guess about this? Is there something that the text does not say? 4. Listen to and discuss learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...
Example	Text: 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. Inference: 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.

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	1. Read the text on the page. 2. Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3. Listen to and discuss learners' answers. Make sure learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because x
Example	Some evaluation questions start with: 1. Do you think... 2. Do you agree with... 3. In your view... 4. Did you like...

Below is a description of the core methodology of each of the five Shared Reading lessons: Pre-Read; First Read; Illustrate the Story; 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: Illustrate the Story

Comprehension Strategy: *To summarise and reflect on the story.*

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.

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 1 during the post-read, you will do one of two activities:

1. Act out the story
2. Recount the story

Act out the story (oral activity)

- a. Settle the learners on the carpet, or in a quiet space outside.
- b. Tell learners that today they will act out parts of the story that they have read.
- c. Hold up the big book. Read the first page.
- d. Give learners the instruction of what to act out. (in lesson plan)
- e. Act out the instruction with learners.
- f. Repeat with every page.
- g. 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)

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

Phonemic Awareness and Phonics

In Grade 1, you will need to master four phonemic awareness and phonics activities as follows:

Monday example lesson and purpose

REVIEW PAST SOUNDS

1. Put some past flashcards in a pile, for example: /i/ /p/ /t/ /s/
2. Hold up a flashcard in random order.
3. Call on an individual learner to say the sound.
4. Instruct the class to repeat the correct sound.
5. Do this until you have gone through all of the past sounds.

REVIEW PAST WORDS

1. Explain that you will sound out a word.
2. Learners must listen carefully to the sounds and try to make out what the word is.
3. Say the sounds of a word, for example: /s/ - /i/ - /t/
4. Ask learners: What word do those sounds make?
5. Model blending the sounds to make a word: /s/ - /i/ - /t/ = sit
6. Show the flashcard for the word: **sit**. Say the word clearly.
7. Ask learners: Which word family does **sit** belong in?
8. Explain that it belongs in the **-it** word family.
9. If you have time, repeat for the word: **sip** (it belongs to the **-ip** family)

BUILD A WORD WITH PAST SOUNDS

1. Write some past sounds on the chalkboard, for example: /i/ /p/ /t/ /s/ /a/
2. Ask learners if they can use these sounds to build a word.
3. As learners build words, write them on the chalkboard, in word families.
4. Brainstorm other words on the chalkboard. Nonsense words are also acceptable.

pat	pit	tap	sip
sat	sit	sap	tip
tat	it	pap	pip

PURPOSE OF THE ACTIVITY

- Learners must know the sound made by each letter and must be able to blend sounds to form words. This is a key building block of reading.

Tuesday example lesson and purpose**INTRODUCE NEW SOUND**

1. Say the sound and hold up the flashcard, for example: **/p/**
2. Say the sound and instruct learners to repeat the sound x 3.
3. Discuss how the sound for **/p/** is the same in English and home language.
4. Tell learners to try to find this letter written somewhere on the walls.
5. Ask learners: Can you think of words that begin with **/p/**?
6. Brainstorm words with learners, like: **path, power, pap, pencil**
7. Ask learners: Can you think of words that end with **/p/**?
8. Brainstorm words with learners, like: **map, clap, cap**

INTRODUCE NEW WORDS

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

pat	sap
	tap

PURPOSE OF THE ACTIVITY

- Learners must know the letter-sound relationships very well. They must start to identify patterns in words.

Wednesday example lesson and purpose**DIFFERENTIATING NEW SOUNDS**

1. Remind learners that we have learned the sounds **/p/** and **/s/** (for example).
2. Tell learners to listen carefully.
3. Explain that you will say one sound.
4. Learners must decide if it is **/p/** or **/s/**
5. If learners think you said **/p/**, they must hold up 1 finger.
6. If learners think you said **/s/**, they must hold up 2 fingers.
7. Instruct learners to close their eyes.
8. Say one sound (either **/p/** or **/s/**).
9. Instruct learners to hold up 1 or 2 fingers.
10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.
11. Instruct learners to open their eyes.
12. Tell learners which sound you said, and show the flashcard.
13. Repeat this as many times as possible.

PURPOSE OF THE ACTIVITY

- Learners must be able to isolate and identify different letter-sounds. Before learning to read these sounds, learners must be able to hear them.

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

1. Say the word: **pat**
2. Segment the word into the individual sounds: /p/ - /a/ - /t/
3. Say the beginning sound of the word: /p/
4. Say the middle sound of the word: /a/
5. Say the end sound of the word: /t/
6. Write the word on the board: **pat**
7. Model pointing and blending the sounds to make a word: /p/ - /a/ - /t/ = **pat**
8. If you have time, repeat this with the word: **sap**

SEGMENTING AND BLENDING (WE DO)

1. Say the word: **tap**
2. Ask learners: What is the first sound in the word? /t/
3. Ask learners: What is the middle sound in the word? /a/
4. Ask learners: What is the last sound in the word? /p/
5. Ask learners to segment the word into each individual sound: /t/ - /a/ - /p/
6. Write the word: **tap**
7. Instruct learners to blend the sounds in the word with you: /t/ - /a/ - /p/ = **tap**
8. If you have time, repeat this with the word: **sap**
9. Add to your word wall with the -ap word family
10. Ask three learners to stick the flashcard words under the correct word family

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.

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

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



STRATEGY 2: WRITERS THINK BEFORE THEY WRITE

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



STRATEGY 3: WRITERS DRAW A LINE FOR EACH WORD

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



STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS

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



STRATEGY 5: WRITERS USE THEIR MEMORIES TO WRITE WORDS

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



STRATEGY 6: WRITERS SAY WORDS SLOWLY LIKE A TORTOISE

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



STRATEGY 7: WRITERS READ WHAT THEY WRITE

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

**STRATEGY 8: WRITERS TURN AND TALK**

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

**STRATEGY 9: HOLD MINI-CONFERENCES**

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



GRADE 1 - TERM 2

WEEK
1

THEME:
FRIENDS

'True friends are the ones who lift you when no one else notices that you've fallen.'

-Anonymous

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: a picture of friends, picture of someone who is alone, a teddy-bear, a cut-out of a heart.
5. Do some research on the internet to prepare for the theme. For example: helping a socially isolated child make friends.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's write, page 49
Activity 2	DBE Workbook 1: Let's talk, page 50
Activity 3	DBE Workbook 1: Let's do, page 51
Activity 4	Draw a picture of your best friend

TERM 2: WEEK 1

OVERVIEW

THEME	Friends
THEME VOCABULARY	friend, friends, talk, play, alone, meet, shy, friendly, tripped, laugh, joke, joking, share, give, kind, unkind, park, playground, home, slide
PHONICS	/i/ it, sit, pit, sip, pip
WRITING FRAME	My friend is ...
SIGHT WORDS	my, very, good, friend
SENTENCE	She is my very good friend.

TERM 2: WEEK 1

INTRODUCE THE THEME

PICTURE	A picture of Anopa and Akani in the Big Book story: The 'A' friends
SHOW	Show learners the picture. Explain that this week we will learn about friends and things we do with our friends!
SAY	• Ask learners: Who are your friends? What do you do with your friends? • Listen to learner responses. This will help you understand what learners already know. • Explain that friends are special. We play with our friends. We read with our friends. This week we will learn new words to talk about our friends.

WEEK 1: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Can be sung to the tune of ‘If you’re happy and you know it’)</i>	Lyrics	Actions
	If you want to be a friend, clap your hands,	Clap twice
	If you want to be a friend, clap your hands,	Clap twice
	A friend is someone who is always kind to you.	--
	If you want to be a friend, clap your hands,	Clap twice
THEME VOCABULARY	friend, friends, talk, play	
QUESTION OF THE DAY		
Question	What do you like to do with your friends?	
Graph	2 COLUMN GRAPH	
Options	talk / play	
Follow up questions		
Question	How many learners like to talk with their friends?	
Answer	__ learners like to talk with their friends.	
Question	How many learners like to play with their friends?	
Answer	__ learners like to play with their friends.	
Question	Do more learners like to talk to their friends or play with their friends?	
Answer	More learners like to__ with their friends.	
Question	Do fewer learners like to talk to their friends or play with their friends?	
Answer	Fewer learners like to__ with their friends.	
Question	What do you like to do with your friends?	
Answer	I like to talk with my friends.	
Answer	I like to play with my friends.	

SIGHT WORD OF THE DAY	
NEW	my
REVISE	--

WEEK 1: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>The 'A' friends</u>
ACTIVITY	PRE-READING
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	
1. Show learners the front cover of the story: <u>The 'A' friends</u> 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.	

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

SOUND	/a/ /s/ /t/ /p/
ACTIVITY	REVIEW PAST SOUNDS 1. Put these past flashcards in a pile: /a/ /s/ /t/ /p/ 2. Hold up a flashcard in random order. 3. Call on an individual learner to say the sound. 4. Instruct the class to repeat the correct sound. 5. Do this until you have gone through all of the past sounds. REVIEW PAST SOUNDS 1. Put these past flashcards in a pile: /a/ /s/ /t/ /p/ 2. Hold up a flashcard in random order. 3. Call on an individual learner to say the sound. 4. Instruct the class to repeat the correct sound. 5. Do this until you have gone through all of the past sounds. REVIEW PAST WORDS 1. Explain that you will sound out a word. 2. Learners must listen carefully to the sounds and try to make out what the word is. 3. Say the sounds: /p/ - /a/ - /t/ 4. Ask learners: What word do those sounds make? 5. Model blending the sounds to make a word: /p/ - /a/ - /t/ = pat 6. Show the flashcard for the word: pat. Say the word clearly. 7. Ask learners: Which word family does pat belong in? 8. Explain that it belongs in the -at word family. 9. If you have time, repeat for the word: sap (it belongs to the -ap family)

BUILD A WORD WITH PAST SOUNDS

1. Write these past sounds on the chalkboard: **/a/ /s/ /t/ /p/**
2. Ask learners if they can use these sounds to build a word.
3. As learners build words, write them on the chalkboard, in word families.
4. Brainstorm other words on the chalkboard. Nonsense words are also acceptable, like:

sat	sap	pas
pat	tap	tas
at	pap	

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUNDS

ACTIVITY

WEEK 1: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Can be sung to the tune of ‘If you’re happy and you know it’)</i>	Lyrics	Actions
	If you want to be a friend, clap your hands,	Clap twice
	If you want to be a friend, clap your hands,	Clap twice
	A friend is someone who is always kind to you.	--
	If you want to be a friend, clap your hands,	Clap twice
THEME VOCABULARY	alone, meet, shy, friendly	
QUESTION OF THE DAY		
Question	Say: Some people feel shy when they meet someone new. Some people feel friendly when they meet someone new. How do you feel when you meet someone new?	
Graph	2 COLUMN GRAPH	
Options	shy / friendly	
Follow up questions		
Question	How many learners feel shy when they meet someone new?	
Answer	__ learners feel shy when they meet someone new.	
Question	How many learners feel friendly when they meet someone new?	
Answer	__ learners feel friendly when they meet someone new.	
Question	How do most people feel when they meet someone new?	
Answer	Most learners feel __ when they meet someone new.	
Question	How do fewest people feel when they meet someone new?	
Answer	Fewest learners feel __ when they meet someone new.	
Question	How do you feel when you meet someone new?	
Answer	I feel shy when I meet someone new.	
Answer	I feel friendly when I meet someone new.	

SIGHT WORD OF THE DAY	
NEW	very
REVISE	my

WEEK 1: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>The 'A' friends</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder / Make inferences
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. 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: First Read
Anopa and Akani had been best friends from birth. They were both born in August. They both had 'A' names. Anopa and Akani played together every day. The two boys were in different classes at school, but they always played together at break. Every day they met at the Acacia tree so they could decide what to do.	--
On Monday they decided to run. While Anopa was running, he tripped on a stone and fell to the ground. Anopa began to cry. 'Stop crying! You're like a baby!' Akani joked. But, Anopa didn't laugh.	I wonder how Anopa feels when his friend calls him a baby?
On Tuesday they decided to play soccer. While Anopa was playing, another boy kicked him. Anopa began to cry. 'Stop crying! You're like a baby!' Akani joked. But, Anopa didn't laugh.	Akani thinks he is being funny, but I infer from the picture that Anopa doesn't like when his friend calls him a baby.

On Wednesday they decided to slide. While Anopa slid down the slide, he went too fast and landed hard on the ground. He began to cry. 'Stop crying! You're like a big baby!' Akani joked. But, Anopa didn't laugh.	I infer that Anopa is getting more and more upset that his friend is calling him a baby! I wonder what he will do?
On Thursday, when Akani got to the Acacia tree, Anopa was not there. Akani decided to look for his friend. He looked everywhere. He finally found Anopa on the swings with Bongani. 'Why didn't Anopa wait for me to play?' Akani wondered angrily. He played by himself for the rest of the break.	Oh! I see that Anopa is playing with a new friend. I wonder if it is because Akani kept calling him a baby?
That night, Akani's father asked him if he had a good day. 'No,' said Akani, 'Anopa didn't wait for me to play.' 'Why not?' his father asked. 'I don't know,' Akani shrugged. 'Did anything happen between the two of you?' his father asked. 'I don't know,' Akani shrugged. 'Are you sure nothing happened?' his father asked again. Akani thought and thought. 'Well...Anopa always cries at break...I called him a baby.' 'How do you think you would feel if Anopa called you a baby?' his father asked. Akani thought and thought. 'I think I would feel upset!' he said. 'What do you think you could do to fix it?' his father asked.	Akani thought his joke was funny. I can infer that he didn't think about how the joke might hurt his friend's feelings.
'I want to make him a card to say sorry,' Akani said. He ran to get a piece of paper. He folded it in half. He drew a picture of him and Anopa playing together. Then he wrote, 'Sorry!'	I wonder if Anopa will forgive his friend when he sees the card?
On Friday before school began, Akani looked everywhere for Anopa. When he found him, he handed him the card. 'I'm sorry!' he said.	--

At break time, Anopa was waiting for Akani at the Acacia tree. But he wasn't alone. Bongani was with him. 'Thanks for the card,' Anopa said. 'Let's play, and Bongani can play too!' Bongani didn't have an 'A' name. He wasn't born in August. But, it was still good to play with a new friend.	I infer that Anopa has forgiven his friend, because he shows up at their normal meeting spot.
Follow up questions	Possible responses
What makes Anopa cry?	He tripped on a stone, he got kicked by another boy, and he landed hard on the ground.
What did Akani say when Anopa cried?	He called him a baby.
Why question	Possible responses
Why did Anopa play with a new friend on Thursday?	• Because he didn't like being called a baby. • Because Akani had called him a baby on Monday, Tuesday, and Wednesday and he didn't like it. • Because he wanted a friend who wouldn't laugh at him when he got hurt. • Because Akani hurt his feelings.

WEEK 1: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/i/						
FLASHCARDS	it, sit, pit tip, sip, pip						
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /i/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /i/ is <u>the same</u> in English and home language. 4. Tell learners to try to find this sound written somewhere on the walls. 5. Ask learners: Can you think of words that have the /i/ sound? 6. Brainstorm words with learners, like: sick, kick, sit, pit, itch, ink INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: it, sit, pit, tip, sip, pip 2. Show each set of rhyming words to learners, as you say the words. 3. Ask learners to repeat the rhyming words after you. 4. Stick up the flashcards of the rhyming words on the Phonics Display Board. <table border="1"> <tbody> <tr> <td>it</td><td>tip</td></tr> <tr> <td>sit</td><td>sip</td></tr> <tr> <td>pit</td><td>pip</td></tr> </tbody> </table>	it	tip	sit	sip	pit	pip
it	tip						
sit	sip						
pit	pip						

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 1: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Can be sung to the tune of ‘If you’re happy and you know it’)</i>	Lyrics	Actions
	If you want to be a friend, clap your hands,	<i>Clap twice</i>
	If you want to be a friend, clap your hands,	<i>Clap twice</i>
	A friend is someone who is always kind to you.	--
	If you want to be a friend, clap your hands,	<i>Clap twice</i>
THEME VOCABULARY	tripped, laugh, joke, joking	
QUESTION OF THE DAY		
Question	Do you like joking with your friends?	
Graph	2 COLUMN GRAPH	
Options	laugh / tell secrets	
Follow up questions		
Question	How many learners like joking with their friends?	
Answer	__ learners like joking with their friends.	
Question	How many learners don’t like joking with their friends?	
Answer	__ learners don’t like joking with their friends.	
Question	Do more learners like joking with their friends or not?	
Answer	More learners like __	
Question	Do fewer learners like joking with their friends or not?	
Answer	More learners like __	
Question	Do you like joking with your friends?	
Answer	Yes, I like joking with my friends	
Answer	No, I don’t like joking with my friends.	

SIGHT WORD OF THE DAY

NEW	good
REVISE	my, very

WEEK 1: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>The 'A' friends</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarise and reflect on the text.

INSTRUCTIONS**Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Akani wasn't nice to his friend. His friend wanted to play with someone new.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: friend.

Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: friend

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.

WEEK 1: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUNDS	/p/ /i/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /p/ and /i/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /p/ or /i/ 5. If learners think you said /p/, they must hold up 1 finger. 6. If learners think you said /i/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /p/ or /i/). 9. Instruct learners to hold up 1 or 2 fingers. 10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling. 11. Instruct learners to open their eyes. 12. Tell learners which sound you said, and show the flashcard. Repeat this as many times as possible.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUNDS	
ACTIVITY	

WEEK 1: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Can be sung to the tune of 'If you're happy and you know it')</i>	Lyrics	Actions
	If you want to be a friend, clap your hands,	Clap twice
	If you want to be a friend, clap your hands,	Clap twice
	A friend is someone who is always kind to you.	--
	If you want to be a friend, clap your hands,	Clap twice
THEME VOCABULARY	share, give, kind, unkind	
QUESTION OF THE DAY		
Question	How do you feel when you share with a friend?	
Graph	2 COLUMN GRAPH	
Options	kind / happy	
Follow up questions		
Question	How many learners feel kind when they share with a friend?	
Answer	__ learners feel kind when they share with a friend.	
Question	How many learners feel happy when they share with a friend?	
Answer	__ learners feel happy when they share with a friend.	
Question	How do more learners feel when they share with a friend?	
Answer	More learners feel__ when they share with a friend.	
Question	How do fewer learners feel when they share with a friend?	
Answer	Fewer learners feel__ when they share with a friend.	
Question	How do you feel when you share with a friend?	
Answer	I feel kind when I share with a friend.	
Answer	I feel happy when I share with a friend.	

SIGHT WORD OF THE DAY	
NEW	friend
REVISE	my, very, good

WEEK 1: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>The 'A' friends</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder / Make inferences
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. 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
Anopa and Akani had been best friends from birth. They were both born in August. They both had 'A' names. Anopa and Akani played together every day. The two boys were in different classes at school, but they always played together at break. Every day they met at the Acacia tree so they could decide what to do.	--
On Monday they decided to run. While Anopa was running, he tripped on a stone and fell to the ground. Anopa began to cry. 'Stop crying! You're like a baby!' Akani joked. But, Anopa didn't laugh.	I can infer that Anopa didn't think it was funny when Akani called him a baby, because he didn't laugh.
On Tuesday they decided to play soccer. While Anopa was playing, another boy kicked him. Anopa began to cry. 'Stop crying! You're like a baby!' Akani joked. But, Anopa didn't laugh.	I can infer that Anopa didn't like Akani's joke, because he didn't laugh.

On Wednesday they decided to slide. While Anopa slid down the slide, he went too fast and landed hard on the ground. He began to cry. 'Stop crying! You're like a big baby!' Akani joked. But, Anopa didn't laugh.	When Anopa doesn't laugh, I can infer that he doesn't like being called a baby – even it is a joke!
On Thursday, when Akani got to the Acacia tree, Anopa was not there. Akani decided to look for his friend. He looked everywhere. He finally found Anopa on the swings with Bongani. 'Why didn't Anopa wait for me to play?' Akani wondered angrily. He played by himself for the rest of the break.	I can infer that Anopa found a new friend to play with because he didn't like Akani calling him a baby. It made him not want to play with Akani!
That night, Akani's father asked him if he had a good day. 'No,' said Akani, 'Anopa didn't wait for me to play.' 'Why not?' his father asked. 'I don't know,' Akani shrugged. 'Did anything happen between the two of you?' his father asked. 'I don't know,' Akani shrugged. 'Are you sure nothing happened?' his father asked again. Akani thought and thought. 'Well...Anopa always cries at break...I called him a baby.' 'How do you think you would feel if Anopa called you a baby?' his father asked. Akani thought and thought. 'I think I would feel upset!' he said. 'What do you think you could do to fix it?' his father asked.	It was difficult for Akani to figure out why Anopa didn't play with him. It took him a long time for him to figure out what could be wrong. I can infer that Akani didn't mean to hurt his friend's feelings – he thought he was just being funny.
'I want to make him a card to say sorry,' Akani said. He ran to get a piece of paper. He folded it in half. He drew a picture of him and Anopa playing together. Then he wrote, 'Sorry!'	I can infer that Akani wants his friend to know he feels sorry, because he spends time making him a card.
On Friday before school began, Akani looked everywhere for Anopa. When he found him, he handed him the card. 'I'm sorry!' he said.	--

At break time, Anopa was waiting for Akani at the Acacia tree. But he wasn't alone. Bongani was with him. 'Thanks for the card,' Anopa said. 'Let's play, and Bongani can play too!' Bongani didn't have an 'A' name. He wasn't born in August. But, it was still good to play with a new friend.	I infer that Anopa liked playing with Bongani, because he brings him along to play – even though he has forgiven Akani!
Follow up questions	Possible responses
How can we infer that Anopa didn't like Akani's joke?	- Because he didn't laugh. - Because he found a new friend to play with.
What did Akani make his friend?	He made him a card to say sorry.
Why question	Possible responses
Why did Akani speak to his dad in the story?	- Because he had a bad day. - Because he was sad when Anopa played with a new friend instead of him. - Because he didn't understand why Anopa didn't want to play with him. - Because he needed help to figure out what was wrong.
Formulating questions	
- Teach the learners one or two simple question words, together with their meanings. For example: what, who. - Next ask learners to think about the story, and to try and formulate their own 'what' or 'who' 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 1: THURSDAY: WRITING (15 minutes)

WRITING FRAME

My friend is ...

1. Explain that today, learners will draw about **a friend!**
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: My friend is Dineo.
5. Use **modelling** to draw a picture of yourself with Dineo.
6. **Use resources** to add a label, like: me, friend.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: **My friend is** Dineo.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: Who is your friend?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their friend, like: **My friend is ...**
5. Explain that learners will now 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 **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. 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 writing.

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!

meDineo

My friend is Dineo

WEEK 1: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Can be sung to the tune of ‘If you’re happy and you know it’)</i>	Lyrics	Actions
	If you want to be a friend, clap your hands,	Clap twice
	If you want to be a friend, clap your hands,	Clap twice
	A friend is someone who is always kind to you.	--
	If you want to be a friend, clap your hands,	Clap twice
THEME VOCABULARY	park, playground, home, slide	
QUESTION OF THE DAY		
Question	Where do you like to play with your friends?	
Graph	3 COLUMN GRAPH	
Options	on the playground / at home	
Follow up questions		
Question	How many learners like to play at the park?	
Answer	__ learners like to play at the park.	
Question	How many learners like to play on the playground?	
Answer	__ learners like to play on the playground.	
Question	How many learners like to play at home?	
Answer	__ learners like to play at home.	
Question	Where do most learners like to play with their friends?	
Answer	Most learners like to play __ with their friends.	
Question	Where do fewest learners like to play with their friends?	
Answer	Fewest learners like to play __ with their friends.	

Question	Where do you like to play with your friends?
Answer	I like to play at the park.
Answer	I like to play on the playground.
Answer	I like to play at home.
SENTENCE OF THE WEEK	
REVISE	my, very, good, friend, she, is
READ	She is my very good friend.

WEEK 1: FRIDAY: SHARED READING (15 minutes)	
TITLE	<u>The 'A' friends</u>
ACTIVITY	RECOUNT THE STORY
PURPOSE	To give learners a chance to summarise the story
INSTRUCTIONS	
1. Explain that today, learners will give a recount of one thing they liked in the story. This means they will say one thing they liked. 2. Use modelling to show learners how to give a short recount of the story, like: I liked that both of the main characters had names beginning with the letter 'A'. 3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened. 4. Instruct learners to think about 1-2 things they liked about the story. 5. Instruct learners to turn and talk and share their recount with a partner. 6. Ask 2-3 learners to share their ideas with the class. Help the learners form a short sentence. 7. Explain and correct any common problems to learners.	

WEEK 1: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	/i/
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: sit 2. Segment the word into the individual sounds: /s/ - /i/ - /t/ 3. Say the beginning sound of the word: /s/ 4. Say the middle sound of the word: /i/ 5. Say the end sound of the word: /t/ 6. Write the word on the board: sit 7. Model pointing and blending the sounds to make a word: /s/ - /i/ - /t/ = sit 8. If you have time, repeat this with the word: tip SEGMENTING AND BLENDING (WE DO) 1. Say the word: pip 2. Ask learners: What is the first sound in the word? /p/ 3. Ask learners: What is the middle sound in the word? /i/ 4. Ask learners: What is the last sound in the word? /p/ 5. Ask learners to segment the word into each individual sound: /p/ - /i/ - /p/ 6. Write the word: pip 7. Instruct learners to blend the sounds in the word with you: /p/ - /i/ - /p/ = pip 8. If you have time, repeat this with the word: pit 9. Instruct learners to practice reading the phonic words for homework.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUNDS	
ACTIVITY	

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 1 - TERM 2



THEME:
FRIENDS

'Best friends make the good times better and the hard times easier.'

-Proverb

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: a picture of friends, a sorry note written by a child, a teddy-bear, a picture of a friend feeling sad.
5. Do some research on the internet to prepare for the theme. For example: the importance of childhood friendships, how to teach children to be a good friend.
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 52
Activity 2	DBE Workbook 1: Let's do, page 53
Activity 3	DBE Workbook 1: Let's write, page 54
Activity 4	Draw a picture of how you feel when you spend time with friends.

TERM 2: WEEK 2

OVERVIEW

THEME	Friends
THEME VOCABULARY	friend, friends, talk, play, alone, meet, shy, friendly, tripped, laugh, joke, joking, share, give, kind, unkind, park, playground, home, slide, mean, nice, argue, argument, talent, drama, maths, sports, ground, fun, tell, secret, jealous, proud, race, trophy, apologise, sorry, card, draw
PHONICS	/n/ - pin, tin, nip
WRITING FRAME	We like to...
SIGHT WORDS	they, are, and, love
SENTENCE	They are friends and they love to play

TERM 2: WEEK 2

INTRODUCE THE THEME

PICTURE	A picture of Anopa and Akani in the Big Book story: <u>The 'A' friends</u>
SHOW	Show learners the picture. Remind learners that last week we read about Anopa and Akani.
SAY	• Ask learners: What happened to the 'A' friends? • Listen to learner responses. This will help you understand what learners remember from the story, and what they learnt in week 1. • Remind learners that Akani wasn't kind to his friend. Anopa wanted to play with someone else! • Remind learners that friends are special. We must be kind and treat our friends well, or they might not want to stay friends with us. This week, we will continue to talk about friends.

WEEK 2: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Make new friends,	Put your arm around the person to your left
	But keep the old,	Put your arm around the person to your right
	One is silver,	--
	And the other gold!	--
THEME VOCABULARY	mean, nice, argue, argument	
QUESTION OF THE DAY		
Question	Have you ever had an argument with a friend?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have had an argument with a friend?	
Answer	__ learners like have had an argument with a friend.	
Question	How many learners have never had an argument with a friend?	
Answer	__ learners like have never had an argument with a friend.	
Question	Have more learners had an argument with a friend or not?	
Answer	More learners __	
Question	Have fewer learners had an argument with a friend or not?	
Answer	Fewer learners __	
Question	Have you ever had an argument with a friend?	
Answer	No, I have never had an argument with a friend.	
Answer	Yes, I have had an argument with a friend.	
SIGHT WORD OF THE DAY		
NEW	my	
REVISE	--	

WEEK 2: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>Andani feels proud</u>
ACTIVITY	PRE-READING
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	
1. Show learners the front cover of the story: <u>Andani feels proud</u> 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.	

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

SOUND	/i/ /p/ /t/ /s/																
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /i/ /p/ /t/ /s/ - Hold up a flashcard in random order. - Call on an individual learner to say the sound. - Instruct the class to repeat the correct sound. - Do this until you have gone through all of the past sounds. REVIEW PAST WORDS - Explain that you will sound out a word. - Learners must listen carefully to the sounds and try to make out what the word is. - Say the sounds: /s/ - /i/ - /t/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /s/ - /i/ - /t/ = sit - Show the flashcard for the word: sit. Say the word clearly. - Ask learners: Which word family does sit belong in? - Explain that it belongs in the –it word family. - If you have time, repeat for the word: sip (it belongs to the –ip family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /i/ /p/ /t/ /s/ /a/ - Ask learners if they can use these sounds to build a word. - As learners build words, write them on the chalkboard, in word families. - Brainstorm other words on the chalkboard. Nonsense words are also acceptable. <table><tr><td>pat</td><td>pit</td><td>tap</td><td>sip</td></tr><tr><td>sat</td><td>sit</td><td>sap</td><td>tip</td></tr><tr><td>tat</td><td>it</td><td>pap</td><td>pip</td></tr><tr><td>at</td><td></td><td></td><td></td></tr></table>	pat	pit	tap	sip	sat	sit	sap	tip	tat	it	pap	pip	at			
pat	pit	tap	sip														
sat	sit	sap	tip														
tat	it	pap	pip														
at																	

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

WEEK 2: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Make new friends,	<i>Put your arm around the person to your left</i>
	But keep the old,	<i>Put your arm around the person to your right</i>
	One is silver,	--
	And the other gold!	--
THEME VOCABULARY	talent, drama, maths, sports	
QUESTION OF THE DAY		
Question	<i>Explain that we all have different talents – no one is good at everything! We must try to be proud of our friends’ talents! Instruct learners to think about their best friend.</i> What talent does your friend have?	
Graph	3 COLUMN GRAPH	
Options	drama / maths / art	
Follow up questions		
Question	How many learners think their friend’s talent is drama?	
Answer	__ learners think their friend’s talent is drama.	
Question	How many learners think their friend’s talent is maths?	
Answer	__ learners think their friend’s talent is maths.	
Question	How many learners think their friend’s talent is sports?	
Answer	__ learners think their friend’s talent is sports.	
Question	What talent do most learners think their friend has?	
Answer	Most learners think their friend’s talent is __	
Question	What talent do fewest learners think their friend has?	
Answer	Fewest learners think their friend’s talent is __	

Question	What talent does your friend have?
Answer	I think my friend's talent is drama.
Answer	I think my friend's talent is maths.
Answer	I think my friend's talent is sports.
SIGHT WORD OF THE DAY	
NEW	very
REVISE	my

WEEK 2: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Andani feels proud</u>	
ACTIVITY	FIRST READ	
COMPREHENSION STRATEGY	Make connections	
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!	
	Story	Think aloud: First Read
	Dakalo and Andani were best friends.	I can connect this to the story we read last week! These characters are best friends, just like Anopa and Akani.
	Dakalo was the best runner at school. He was so fast. Usually, Andani was his biggest fan. He cheered for him. He brought him water at the end of the race. But the school athletics day was coming up. The Principal, Mr Tlou, announced that the winner of the 100 metre race would win a trophy! Andani decided he had to win the race – he had to beat Dakalo, just this once.	--
	Every day after school, Andani practised and practised. He ran and ran.	--
	On the day of the race, Andani felt ready to win. When the whistle blew, Andani ran as fast as he could. But no matter how he tried, he couldn't keep up with Dakalo.	--

Dakalo made running fast look so easy!	
After the race, Mr Tlou told all the children to sit and be quiet. Then, he called Dakalo to come and stand on the stage. Mr Tlou handed Dakalo a shiny silver trophy! All the learners cheered.	--
Afterwards, Dakalo ran to find Andani. Andani was usually his biggest fan! But when Dakalo held up his trophy to show his friend, Andani grabbed it and threw it to the ground. 'Stop bragging,' he said.	I can connect this to when Akani called Anopa a baby. I make this connection, because both friend did something unkind to each other. Andani and Akani both had moments of not being good friends!
That night, Andani told his father about what had happened. 'I lost the race, and then Dakalo waved his stupid prize in my face!' Andani said. 'You shouldn't be jealous of Dakalo for being a good runner,' his father said. 'We all have different talents! Dakalo is the fastest runner. But you have your own special talents.' Andani's father went on, 'You are brilliant at maths and you are the best drawer I know.'	I can make a connection ! In the story we read last week, Akani also talked with his dad when he was feeling upset.
Andani thought about this. Maybe his dad was right. His teacher always put his drawings up on the classroom wall. Andani thought about how he would feel if Dakalo grabbed his drawing and threw it to the ground, just like he had done to Dakalo's special prize.	In both stories, the characters' fathers helped the them solve problems! I think talking about a problem with someone you love and trust can help!
The next morning Andani found Dakalo. 'I'm sorry about yesterday,' he said, 'you're the best runner and I'm your biggest fan!'	Oh! I can connect this to the card Akani made for Anopa. In both stories, we see that sometimes friends must apologise to each other.
Later that day, when it was time for writing, Andani drew a picture of Mr Tlou giving Dakalo his shiny silver trophy. He wrote the sentence 'I am proud of my friend.' And it was true, he was.	--

Follow up questions	Possible responses
Who was the best runner?	Dakalo was the best runner.
Why did Andani practice and practice?	Because he wanted to win the race, just this once.
Why question	Possible responses
What connections can you make between this story and the story we read last week?	- Both stories had friends that did something unkind. - In both stories, the characters spoke to their fathers. Their fathers helped them solve problems. - In both stories, the characters apologised.

WEEK 2: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/n/
FLASHCARDS	nap, nip, nit pin, tin, sin
ACTIVITY	INTRODUCE NEW SOUND - Say the sound and hold up the flashcard: /n/ - Say the sound and instruct learners to repeat the sound x 3. - Discuss how the sound for /n/ is <u>the same</u> in English and home language. - Tell learners to try to find this letter written somewhere on the walls. - Ask learners: Can you think of words that begin with /n/? - Brainstorm words with learners, like: nut, nail, net - Ask learners: Can you think of words that end in /n/? - Brainstorm words with learners, like: bun, sun, run INTRODUCE NEW WORDS - Say each word loudly and clearly as you show the flashcard: nap, nip, nit, pin, tin, sin - Show the words that start with /n/ to learners, as you say the words. - Show the words that end with /n/ to learners, as you say the words. - Ask learners to repeat the words after you.

ACTIVITY	5. Stick up the words on the Phonics Display Board. <table border="1"> <tr> <td>nap</td><td>pin</td></tr> <tr> <td>nip</td><td>tin</td></tr> <tr> <td>nit</td><td>sin</td></tr> </table>	nap	pin	nip	tin	nit	sin
nap	pin						
nip	tin						
nit	sin						

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

WEEK 2: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Make new friends,	Put your arm around the person to your left
	But keep the old,	Put your arm around the person to your right
	One is silver,	--
	And the other gold!	--
THEME VOCABULARY	ground, fun, tell, secret,	
QUESTION OF THE DAY		
Question	Which do you think is more fun to do with your friends?	
Graph	2 COLUMN GRAPH	
Options	laugh / tell secrets	
Follow up questions		
Question	How many learners think it is more fun to joke with their friends?	
Answer	__ learners think it is more fun to joke with their friends.	
Question	How many learners think it is more fun to tell secrets with their friends?	
Answer	__ learners think it is more fun to tell secrets with their friends.	
Question	What do more learners think is fun to do with their friends?	
Answer	More learners think it is more fun to __ with their friends.	
Question	What do fewer learners think is fun to do with their friends?	
Answer	Fewer learners think it is more fun to __ with their friends.	
Question	Which do you think is more fun to do with your friends?	
Answer	I think it is more fun to joke with my friends.	
Answer	I think it is more fun to tell secrets with my friends.	
SIGHT WORD OF THE DAY		
NEW	good	
REVISE	my, very	

WEEK 2: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>Andani feels proud</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarise and reflect on the text.

INSTRUCTIONS**Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Andani felt jealous when his friend got the trophy.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: friend.

Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: friend, angry.

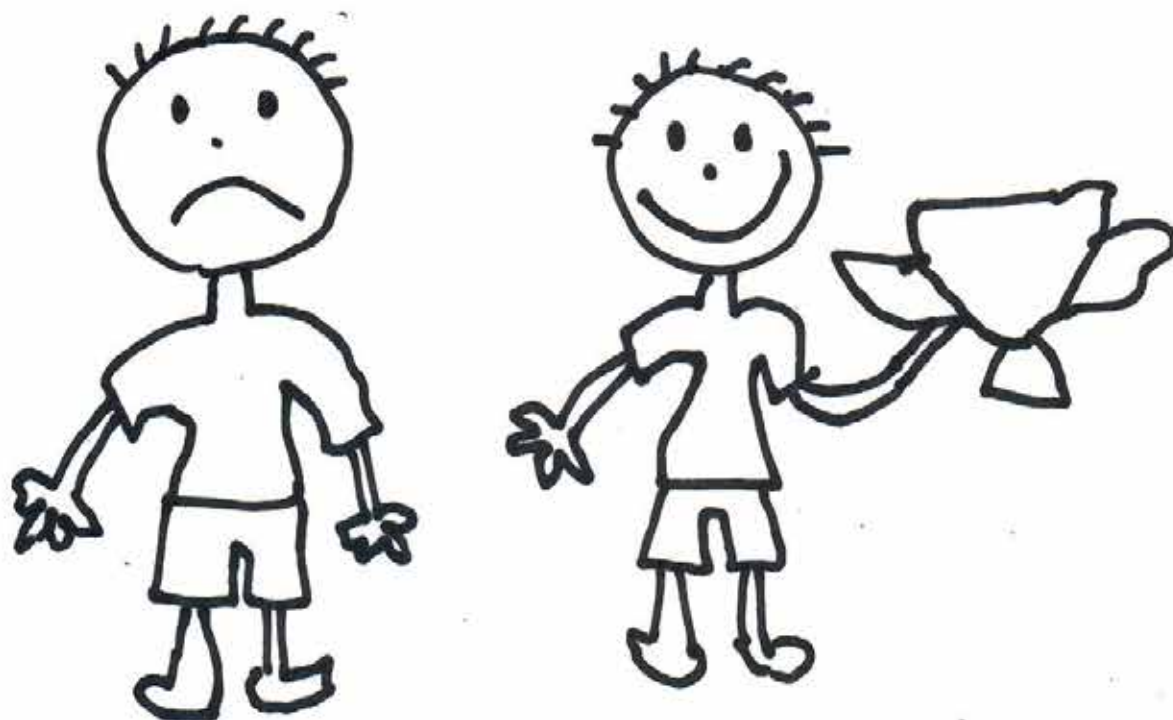
Writing:

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.



WEEK 2: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/i/ /n/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /i/ and /n/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /i/ or /n/ 5. If learners think you said /i/, they must hold up 1 finger. 6. If learners think you said /n/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /i/ or /n/). 9. Instruct learners to hold up 1 or 2 fingers. 10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling. 11. Instruct learners to open their eyes. 12. Tell learners which sound you said, and show the flashcard. Repeat this as many times as possible.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 2: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Make new friends,	Put your arm around the person to your left
	But keep the old,	Put your arm around the person to your right
	One is silver,	--
	And the other gold!	--
THEME VOCABULARY	jealous, proud, race, trophy	
QUESTION OF THE DAY		
Question	How would you feel if you were Andani when Dakalo won the race?	
Graph	2 COLUMN GRAPH	
Options	jealous / proud	
Follow up questions		
Question	How many learners would feel jealous if they were Andani?	
Answer	__ learners would feel jealous.	
Question	How many learners would feel proud if they were Andani?	
Answer	__ learners would feel proud.	
Question	How would more learners feel if they were Andani?	
Answer	More learners would feel__	
Question	How would fewer learners feel if they were Andani?	
Answer	More learners would feel__	
Question	How would you feel like you were Andani when Dakalo won the race?	
Answer	I would feel jealous if I were Andani.	
Answer	I would feel proud if I were Andani.	
SIGHT WORD OF THE DAY		
NEW	friend	
REVISE	my, very, good	

WEEK 2: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Andani feels proud</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make connections
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!
Story	Think aloud: Second Read
Dakalo and Andani were best friends.	--
Dakalo was the best runner at school. He was so fast. Usually, Andani was his biggest fan. He cheered for him. He brought him water at the end of the race. But the school athletics day was coming up. The Principal, Mr Tlou, announced that the winner of the 100 metre race would win a trophy! Andani decided he had to win the race – he had to beat Dakalo, just this once.	Andani is feeling like he wants to win – to be the best. I can make a connection to this. My friend in High School was the best in drama she always got the lead roles. I felt like just once, I wanted to get a better part in a play than her. I felt jealous.
Every day after school, Andani practised and practised. He ran and ran.	That's just like me and my friend – I wanted to get a better part and I practiced and practiced.
On the day of the race, Andani felt ready to win. When the whistle blew, Andani ran as fast as he could. But no matter how he tried, he couldn't keep up with Dakalo. Dakalo made running fast look so easy!	On the day of the auditions, my friend still got the part of the play I wanted – even though I had practiced so much. I felt so upset. I felt jealous of my friend for getting the part in the play I wanted.
After the race, Mr Tlou told all the children to sit and be quiet. Then, he called Dakalo to come and stand on the stage. Mr Tlou handed Dakalo a shiny silver trophy! All the learners cheered.	Andani must be feeling jealous of all the attention his friend is getting. I can make a connection . On the night of the play, when I watched my friend on the stage instead of me, I felt very jealous that it was her and not me!

Afterwards, Dakalo ran to find Andani. Andani was usually his biggest fan! But when Dakalo held up his trophy to show his friend, Andani grabbed it and threw it to the ground. 'Stop bragging,' he said.	I can make a connection ! After the play, my friends parents brought her flowers. When she came to show me, I told her they were ugly. I was feeling jealous, and I said something mean – just like Andani.
That night, Andani told his father about what had happened. 'I lost the race, and then Dakalo waved his stupid prize in my face!' Andani said. 'You shouldn't be jealous of Dakalo for being a good runner,' his father said. 'We all have different talents! Dakalo is the fastest runner. But you have your own special talents.' Andani's father went on, 'You are brilliant at maths and you are the best drawer I know.'	--
Andani thought about this. Maybe his dad was right. His teacher always put his drawings up on the classroom wall. Andani thought about how he would feel if Dakalo grabbed his drawing and threw it to the ground, just like he had done to Dakalo's special prize.	That's just like how I talked to my Auntie afterwards. She helped remind me that I am a really good writer and painter.
The next morning Andani found Dakalo. 'I'm sorry about yesterday,' he said, 'you're the best runner and I'm your biggest fan!'	I can make a connection . Once I calmed down and thought about the mean words I had said to my friend, I felt very bad. I apologised – just like Akani and Andani.
Later that day, when it was time for writing, Andani drew a picture of Mr Tlou giving Dakalo his shiny silver trophy. He wrote the sentence 'I am proud of my friend.' And it was true, he was.	Andani is feeling proud of his friend. I can make a connection ! The next time my friend was in a play, I brought her flowers. I told her that I was proud of her, and I was!
Follow up questions	Possible responses
Who helped Andani feel better?	Andani's father helped him feel better.
When was a time you felt jealous, like Andani?	(Listen to individual responses. Make sure learners understand what it means to be jealous, and can make a logical connection to this feeling.

Why question	Possible responses
Why did Andani throw Dakalo's trophy to the ground?	• Because he was upset about not winning. • Because he had practiced and practiced, and he was upset that Dakalo still beat him. • Because he was jealous that Dakalo got the trophy. • Because he was jealous of all the attention Dakalo was getting. • Because sometimes we can do and say mean things when we feel jealous.
Formulating questions	
• Teach the learners one or two simple question words, together with their meanings. For example: what, who. • Next ask learners to think about the story, and to try and formulate their own 'what' or 'who' 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: THURSDAY: WRITING (15 minutes)

WRITING FRAME

We like to...**Modelling:**

1. Explain that today, learners will draw about **something we like to do with our friends**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: My friend is Dineo. We like to read together.
5. Use **modelling** to draw a picture of yourself reading with Dineo.
6. **Use resources** to add a label, like: me, read.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: We like to read together
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What do you like to do with your friend?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their friend, like: We like to ...
5. Explain that learners will now draw and write their own ideas!

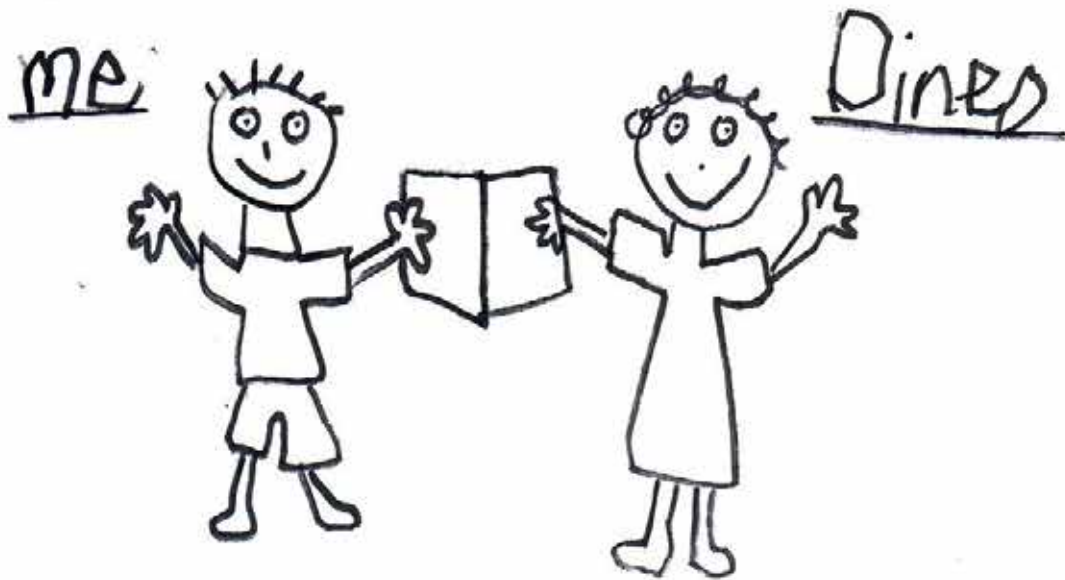
Writing:

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

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!



We like to read
together

WEEK 2: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Make new friends,	Put your arm around the person to your left
	But keep the old,	Put your arm around the person to your right
	One is silver,	--
	And the other gold!	--
THEME VOCABULARY	apologise, sorry, card, draw	
QUESTION OF THE DAY		
Question	How would you like to apologise to a friend?	
Graph	3 COLUMN GRAPH	
Options	draw a picture / make a card / say sorry	
Follow up questions		
Question	How many learners would like to draw a picture?	
Answer	__ learners would like to draw a picture.	
Question	How many learners would like to make a card?	
Answer	__ learners would like to make a card.	
Question	How many learners would like to say sorry?	
Answer	__ learners would like to say sorry.	
Question	How would most learners like to apologise to a friend?	
Answer	Most learners would like to __	
Question	How would fewest learners like to apologise to a friend?	
Answer	Fewest learners would like to __	
Question	How would you like to apologise to a friend?	
Answer	I would like to draw a picture.	
Answer	I would like to make a card.	
Answer	I would like to say sorry.	

SENTENCE OF THE WEEK	
REVISE	my, very, good, friend, she, is
READ	She is my very good friend.

WEEK 2: FRIDAY: SHARED READING (15 minutes)	
TITLE	<u>Andani feels proud</u>
ACTIVITY	RECOUNT THE STORY
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.
INSTRUCTIONS	
1. Explain that today, learners will give a recount of one thing they liked in the story. This means they will say one thing they liked. 2. Use modelling to show learners how to give a short recount of the story, like: I liked when Andani drew a picture of his friend at the end of the story because he said he was proud! 3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened. 4. Instruct learners to think about 1-2 things they liked about the story. 5. Instruct learners to turn and talk and share their recount with a partner. 6. Ask 2-3 learners to share their ideas with the class. Help the learners form a short sentence. 7. Explain and correct any common problems to learners.	

WEEK 2: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	/n/
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: nap 2. Segment the word into the individual sounds: /n/ - /a/ - /p/ 3. Say the beginning sound of the word: /n/ 4. Say the middle sound of the word: /a/ 5. Say the end sound of the word: /p/ 6. Write the word on the board: nap 7. Model pointing and blending the sounds to make a word: /n/ - /a/ - /p/ = nap 8. If you have time, repeat this with the word: nip SEGMENTING AND BLENDING (WE DO) 1. Say the word: sin 2. Ask learners: What is the first sound in the word? /s/ 3. Ask learners: What is the middle sound in the word? /i/ 4. Ask learners: What is the last sound in the word? /n/ 5. Ask learners to segment the word into each individual sound: /s/ - /i/ - /n/ 6. Write the word: sin 7. Instruct learners to blend the sounds in the word with you: /s/ - /i/ - /n/ = sin 8. If you have time, repeat this with the word: tin 9. Instruct learners to practice reading the phonic words for homework.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

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 1 - TERM 2

WEEK
3

THEME:
GROWING THINGS

'We don't grow when things are easy, we grow when we face challenges'
— 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: packet of seeds, gardening tools, cut-out of a sun and water droplets, any plant, watering can, etc.
5. Do some research on the internet to prepare for the theme. For example: the plant life cycle, what plants are easy to grow in your schools area, best plants to grow to teach children how to garden.
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: Walk and talk, page 54
Activity 2	DBE Workbook 1: Let's do, page 55
Activity 3	DBE Workbook 1: Let's do, page 56
Activity 4	Draw a picture of something that grows!

TERM 2: WEEK 3

OVERVIEW

THEME	Growing things
THEME VOCABULARY	seed, grow, wheat, plant, sunshine, soil, water, rain, help, cut, grind, bake, meal, flour, bread, pap, share, work, alone, together
PHONICS	/m/ map, mat, min, man
WRITING FRAME	I want to grow ...
SIGHT WORDS	there, little, red, hen
SENTENCE	There is the little red hen!

TERM 2: WEEK 3

INTRODUCE THE THEME

PICTURE	The picture on the front cover of the Big Book story: <u>The little red hen</u>
SHOW	Show learners the picture. Explain that this week we will learn about a little red hen who grows some wheat!
SAY	• Ask learners: What farm animals do you remember? • Listen to learner responses. This will help you revise the topic from last week! • Show learners the picture of the hen. Explain that this little hen is a very hard worker. We will learn about how she works hard to grow wheat!

WEEK 3: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This is my garden,	-
	I plant it with care!	-
	Here are the seeds,	Hold out your hand, pretend you are holding seeds
	I'll plant in there!	Pretend to push the seeds into the soil
	The sun will shine,	Make your arms into a round sunshine above your head
	The rain will fall!	Pretend your fingers are falling rain
	The seeds will sprout,	Use your fingers to make a little sprout
	And grow up tall!	Use your arms to show the plant growing tall
THEME VOCABULARY	seed, grow, wheat, plant	
QUESTION OF THE DAY		
Question	What do you want to grow on the farm?	
Graph	2 COLUMN GRAPH	
Options	maize / wheat	
Follow up questions		
Question	How many learners want to grow maize?	
Answer	___ learners want to grow maize.	
Question	How many learners want to grow wheat?	
Answer	___ learners want to grow wheat.	
Question	What do more learners want to plant?	
Answer	More learners want to plant ___	

Question	What do fewer learners want to plant?
Answer	Fewer learners want to plant ____
Question	What do you want to plant on the farm?
Answer	I want to plant maize.
Answer	I want to plant wheat.
SIGHT WORD OF THE DAY	
NEW	there
REVISE	--

WEEK 3: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>The little red hen</u>
ACTIVITY	PRE-READING
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	
1. Show learners the front cover of the story: <u>The little red hen</u> 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.	

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

SOUND	/n/ /i/ /t/ /s/																
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /n/ /i/ /t/ /s/ - Hold up a flashcard in random order. - Call on an individual learner to say the sound. - Instruct the class to repeat the correct sound. - Do this until you have gone through all of the past sounds. REVIEW PAST WORDS - Explain that you will sound out a word. - Learners must listen carefully to the sounds and try to make out what the word is. - Say the sounds: /t/ - /i/ - /n/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /t/ - /i/ - /n/ = tin - Show the flashcard for the word: tin. Say the word clearly. - Ask learners: Which word family does tin belong in? - Explain that it belongs in the –in word family. - If you have time, repeat for the word: sit (it belongs to the –it family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /a/ /s/ /t/ /p/ /i/ /n/ - Ask learners if they can use these sounds to build a word. - As learners build words, write them on the chalkboard, in word families. - Brainstorm other words on the chalkboard. Nonsense words are also acceptable. <table><tr><td>in</td><td>at</td><td>tap</td><td>it</td></tr><tr><td>sin</td><td>pat</td><td>nap</td><td>sit</td></tr><tr><td>tin</td><td>sat</td><td>sap</td><td>pit</td></tr><tr><td>pin</td><td>nat</td><td>pap</td><td>nit</td></tr></table>	in	at	tap	it	sin	pat	nap	sit	tin	sat	sap	pit	pin	nat	pap	nit
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sin	pat	nap	sit														
tin	sat	sap	pit														
pin	nat	pap	nit														

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

WEEK 3: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This is my garden,	-
	I plant it with care!	-
	Here are the seeds,	Hold out your hand, pretend you are holding seeds
	I'll plant in there!	Pretend to push the seeds into the soil
	The sun will shine,	Make your arms into a round sunshine above your head
	The rain will fall!	Pretend your fingers are falling rain
	The seeds will sprout,	Use your fingers to make a little sprout
	And grow up tall!	Use your arms to show the plant growing tall
THEME VOCABULARY	sunshine, soil, water, rain	
QUESTION OF THE DAY		
Question	What do you think is most important for a seed to grow?	
Graph	3 COLUMN GRAPH	
Options	sunshine / soil / water	
Follow up questions		
Question	How many learners think sunshine is the most important thing for a seed to grow?	
Answer	__ learners think sunshine is most important.	
Question	How many learners think soil is the most important thing for a seed to grow?	
Answer	__ learners think soil is most important.	

Question	How many learners think water is the most important thing for a seed to grow?
Answer	___ learners think water is most important.
Question	What do most learners think is important for a seed to grow?
Answer	Most learners think ___ is important for a seed to grow.
Question	What do fewest learners think is important for a seed to grow?
Answer	Fewest learners think ___ is important for a seed to grow.
Question	What do you think is most important for a seed to grow?
Answer	I think sunshine is most important.
Answer	I think soil is most important.
Answer	I think water is most important.
SIGHT WORD OF THE DAY	
NEW	little
REVISE	there

WEEK 3: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>The little red hen</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder / Make evaluations
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. 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	
One day, little red hen found a grain of wheat. 'Who will help me plant this wheat?' she asked.	I wonder who will help the Little Red Hen?
'Not I,' said the duck. 'Not I,' said the goose. 'Not I,' said the pig. 'Then I'll plant it myself,' said the Little Red Hen. And so she did.	I wonder why the other animals will not help the Little Red Hen plant the wheat?
The grain of wheat grew into a tall wheat plant.	I wonder what the Little Red Hen will do with her wheat?
"Who will help me cut this wheat?" asked the Little Red Hen.	I wonder if any of the animals will help the Little Red Hen now?
'Not I,' said the duck. 'Not I,' said the goose. 'Not I,' said the pig. 'Then I'll cut it myself!' said the Little Red Hen. And so she did.	I wonder why the other animals will not help the Little Red Hen cut the wheat?
When the wheat was cut, she said the Little Red Hen asked, 'Who will help me carry this wheat?' 'Not I,' said the duck.	--

'Not I,' said the goose. 'Not I,' said the pig. 'Then I'll carry it myself,' said the Little Red Hen. And so she did.	--
Then the little red hen asked, 'Who will help me grind this wheat into flour?' 'Not I,' said the duck. 'Not I,' said the goose. 'Not I,' said the pig. 'Then I'll grind it myself,' said the Little Red Hen. And so she did.	I wonder what the Little Red Hen is going to do with her flour?
When the wheat had been ground into flour, the little red hen asked, 'Who will help me bake some bread?' 'Not I,' said the duck. 'Not I,' said the goose. 'Not I,' said the pig. 'Then I'll bake it myself,' said the Little Red Hen. And so she did.	Oh! The Little Red Hen is using her flour to bake bread! I wonder who will eat the bread?
When the bread was baked, the little red hen asked, 'Who will help me eat some bread?' 'I will!' said the duck. 'I will!' said the goose. 'I will!' said the pig. 'No, you won't!' said the little red hen. 'You did not want to help me at all! I will not share my bread with you! I will eat it all up!' And so she did.	I wonder why the animals said they would help now? I can make the evaluation that they think eating is more fun than working!
Follow up questions	Possible responses
What did the little red hen find?	She found a grain of wheat.
Who are the other characters in the story?	Duck, goose, and pig.
Why question	Possible responses
Why didn't the Little Red Hen share her bread?	- No one helped her plant, cut, carry, grind, or bake! - Because she did all the hard work by herself! - Because the other animals didn't help her with anything else!

WEEK 3: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/m/				
FLASHCARDS	map, mat, min, man				
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /m/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /m/ is <u>the same</u> in English and home language. 4. Tell learners to try to find this letter written somewhere on the walls. 5. Ask learners: Can you think of words that begin with /m/? 6. Brainstorm words with learners, like: man, monkey, money, mouse 7. Ask learners: Can you think of words that end with /m/? 8. Brainstorm words with learners, like: dam, mam, am, come (Remember it is about the sound and not the spelling) INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: map, mat, min, man 2. Show each word to learners, as you say it. 3. Ask learners to repeat the words after you. 4. Stick up the flashcards of the words on the Phonics Display Board. <table border="1"> <tr> <td>map</td><td>mat</td></tr> <tr> <td>min</td><td>man</td></tr> </table>	map	mat	min	man
map	mat				
min	man				

WEEK 3: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This is my garden,	-
	I plant it with care!	-
	Here are the seeds,	Hold out your hand, pretend you are holding seeds
	I'll plant in there!	Pretend to push the seeds into the soil
	The sun will shine,	Make your arms into a round sunshine above your head
	The rain will fall!	Pretend your fingers are falling rain
	The seeds will sprout,	Use your fingers to make a little sprout
	And grow up tall!	Use your arms to show the plant growing tall
THEME VOCABULARY	help, cut, grind, bake	
QUESTION OF THE DAY		
Question	How do you want to help the little red hen?	
Graph	3 COLUMN GRAPH	
Options	cut the wheat / grind the wheat / bake the bread	
Follow up questions		
Question	How many learners want to cut the wheat?	
Answer	__ learners want to cut the wheat.	
Question	How many learners want to grind the wheat?	
Answer	__ learners want to grind the wheat.	
Question	How many learners want to bake the bread?	
Answer	__ learners want to bake the bread.	

Question	How do most learners what to help the little red hen?
Answer	Most learners want to ____
Question	How do fewest learners what to help the little red hen?
Answer	Fewest learners want to ____
Question	How do you want to help the little red hen?
Answer	I want to cut the wheat.
Answer	I want to grind the wheat.
Answer	I want to bake the bread.
SIGHT WORD OF THE DAY	
NEW	red
REVISE	there, little

WEEK 3: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>The little red hen</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarise and reflect on the text.

INSTRUCTIONS

Modelling:

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: the little red hen does everything alone!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: plant.

Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: plant, sunshine.

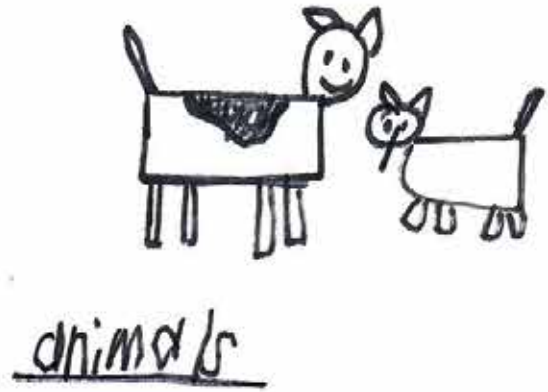
Writing:

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.



WEEK 3: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/n/ /m/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /n/ and /m/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /n/ or /m/ 5. If learners think you said /n/, they must hold up 1 finger. 6. If learners think you said /m/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /n/ or /m/). 9. Instruct learners to hold up 1 or 2 fingers. 10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling. 11. Instruct learners to open their eyes. 12. Tell learners which sound you said, and show the flashcard. Repeat this as many times as possible.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 3: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This is my garden,	-
	I plant it with care!	-
	Here are the seeds,	Hold out your hand, pretend you are holding seeds
	I'll plant in there!	Pretend to push the seeds into the soil
	The sun will shine,	Make your arms into a round sunshine above your head
	The rain will fall!	Pretend your fingers are falling rain
	The seeds will sprout,	Use your fingers to make a little sprout
	And grow up tall!	Use your arms to show the plant growing tall
THEME VOCABULARY	meal, flour, bread, pap	
QUESTION OF THE DAY		
Question	Which kind of flour (meal) do you want to grind?	
Graph	2 COLUMN GRAPH	
Options	maize meal / wheat flour	
Follow up questions		
Question	How many learners want to grind maize meal?	
Answer	__ learners want to grind maize meal.	
Question	How many learners want to grind wheat flour?	
Answer	__ learners want to grind wheat flour.	
Question	Which do most learners want to grind?	
Answer	Most learners want to grind__.	

Question	Which do fewest learners want to grind?
Answer	Fewest learners want to grind__.
Question	Which flour (meal) do you want to grind?
Answer	I want to grind maize meal.
Answer	I want to grind wheat flour.
SIGHT WORD OF THE DAY	
NEW	hen
REVISE	there, little, red

WEEK 3: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>The little red hen</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder / Make evaluations
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. 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
One day, little red hen found a grain of wheat. 'Who will help me plant this wheat?' she asked.	--
'Not I,' said the duck. 'Not I,' said the goose. 'Not I,' said the pig. 'Then I'll plant it myself,' said the Little Red Hen. And so she did.	I can make the evaluation that the Little Red Hen is more hard-working than the other animals!
The grain of wheat grew into a tall wheat plant.	--

“Who will help me cut this wheat?” asked the Little Red Hen.	I wonder how the Little Red Hen feels about doing all the work alone?
‘Not I,’ said the duck. ‘Not I,’ said the goose. ‘Not I,’ said the pig. ‘Then I’ll cut it myself!’ said the Little Red Hen. And so she did.	I can make the evaluation that the other animals are not helpful friends!
When the wheat was cut, the said the Little Red Hen asked, ‘Who will help me carry this wheat?’ ‘Not I,’ said the duck. ‘Not I,’ said the goose. ‘Not I,’ said the pig. ‘Then I’ll carry it myself,’ said the Little Red Hen. And so she did.	I can make the evaluation that the other animals are not kind. They see their friend working hard, and they don’t offer to help her!
Then the little red hen asked, ‘Who will help me grind this wheat into flour?’ ‘Not I,’ said the duck. ‘Not I,’ said the goose. ‘Not I,’ said the pig. ‘Then I’ll grind it myself,’ said the Little Red Hen. And so she did.	--
When the wheat had been ground into flour, the little red hen asked, ‘Who will help me bake some bread?’ ‘Not I,’ said the duck. ‘Not I,’ said the goose. ‘Not I,’ said the pig. ‘Then I’ll bake it myself,’ said the Little Red Hen. And so she did.	I wonder how the Little Red Hen feels that she has done all the work alone?
When the bread was baked, the little red hen asked, ‘Who will help me eat some bread?’ ‘I will!’ said the duck. ‘I will!’ said the goose. ‘I will!’ said the pig. ‘No, you won’t!’ said the little red hen. ‘You did not want to help me at all! I will not share my bread with you! I will eat it all up!’ And so she did.	I can make the evaluation that the Little Red Hen doesn’t think her friends should eat the bread because they didn’t help her at all!

Follow up questions	Possible responses
What did the little red hen do alone?	She planted, cut, ground, carried the wheat and baked the bread.
When did the other characters say they would help her?	When the bread was baked, they said they would help eat it!
Why question	Possible responses
How do we know that the Little Red Hen is a hard worker?	• She planted, cut, carried, ground, and baked all by herself! • Because she did all the hard work by herself! • Because she worked when no one else wanted to!
Formulating questions	
• Teach the learners one or two simple question words, together with their meanings. For example: what, who. • Next ask learners to think about the story, and to try and formulate their own 'what' or 'who' 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 3: THURSDAY: WRITING (15 minutes)

WRITING FRAME	I want to grow...
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Modelling:

1. Explain that today, learners will draw about **something they want to grow.**
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write.**
4. Tell learners your idea, like: I want to grow some carrots. They are my favourite vegetable!
5. Use **modelling** to draw a picture of yourself growing carrots.
6. Use **resources** to add a label, like: me, plant, and soil.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: I want to grow carrots.
9. Use **resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What plant do you want to grow?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about what they like to do, like: **I want to grow...**
5. Explain that learners will now 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 **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. 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 writing.

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!



WEEK 3: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This is my garden,	-
	I plant it with care!	-
	Here are the seeds,	Hold out your hand, pretend you are holding seeds
	I'll plant in there!	Pretend to push the seeds into the soil
	The sun will shine,	Make your arms into a round sunshine above your head
	The rain will fall!	Pretend your fingers are falling rain
	The seeds will sprout,	Use your fingers to make a little sprout
	And grow up tall!	Use your arms to show the plant growing tall
THEME VOCABULARY	share, work, alone, together	
QUESTION OF THE DAY		
Question	Do you think the little red hen should share her bread?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners think the little red hen should share her bread?	
Answer	__ learners think the little red hen should share her bread.	
Question	How many learners think the little red hen should not share her bread?	
Answer	__ learners think the little red hen should not share her bread.	
Question	Do more learners think the little red hen should share or not?	
Answer	More learners think the little red hen __	

Question	Do fewer learners think the little red hen should share or not?
Answer	Fewer learners think the little red hen ____
Question	Do you think the little red hen should share her bread?
Answer	Yes, I think the little red hen should share her bread.
Answer	No, I don't think the little red hen should share her bread.
SENTENCE OF THE WEEK	
REVISE	there, little, red, hen, is, the
READ	There is the little red hen!

WEEK 3: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>The little red hen</u>	
ACTIVITY	DRAMATISE	
PURPOSE	To give learners a chance to act out what is happening in the story.	
TEXT	TEACHER SAYS	LEARNERS DO
One day, little red hen found a grain of wheat. 'Who will help me plant this wheat?' she asked.	<i>(Split the class into three groups: duck, goose, and pig. Make sure each group knows which character they must act out!)</i> Let's act out this story. I will be the little red hen and you will all be the other characters! Who will help me plant this wheat?	--
'Not I,' said the duck. 'Not I,' said the goose. 'Not I,' said the pig. 'Then I'll plant it myself,' said the Little Red Hen. And so she did.	'Then I'll plant it myself!'	Duck group: 'Not I' Goose group: 'Not I' Pig group: 'Not I'
The grain of wheat grew into a tall wheat plant.	--	--

“Who will help me cut this wheat?” asked the Little Red Hen.	‘Who will help me cut this wheat?’	--
‘Not I,’ said the duck. ‘Not I,’ said the goose. ‘Not I,’ said the pig. ‘Then I’ll cut it myself!’ said the Little Red Hen. And so she did.	‘Then I’ll cut it myself!’	Duck group: ‘Not I’ Goose group: ‘Not I’ Pig group: ‘Not I’
When the wheat was cut, the said the Little Red Hen asked, ‘Who will help me carry this wheat?’ ‘Not I,’ said the duck. ‘Not I,’ said the goose. ‘Not I,’ said the pig. ‘Then I’ll carry it myself,’ said the Little Red Hen. And so she did.	‘Who will help me carry this wheat?’ ‘Then I’ll carry it myself!’	Duck group: ‘Not I’ Goose group: ‘Not I’ Pig group: ‘Not I’
Then the little red hen asked, ‘Who will help me grind this wheat into flour?’ ‘Not I,’ said the duck. ‘Not I,’ said the goose. ‘Not I,’ said the pig. ‘Then I’ll grind it myself,’ said the Little Red Hen. And so she did.	‘Who will help me grind this wheat?’ ‘Then I’ll grind it myself!’	Duck group: ‘Not I’ Goose group: ‘Not I’ Pig group: ‘Not I’
When the wheat had been ground into flour, the little red hen asked, ‘Who will help me bake some bread?’ ‘Not I,’ said the duck. ‘Not I,’ said the goose. ‘Not I,’ said the pig. ‘Then I’ll bake it myself,’ said the Little Red Hen. And so she did.	‘Who will help me bake some bread?’ ‘Then I’ll bake it myself!’	Duck group: ‘Not I’ Goose group: ‘Not I’ Pig group: ‘Not I’

When the bread was baked, the little red hen asked, 'Who will help me eat some bread?' 'I will!' said the duck. 'I will!' said the goose. 'I will!' said the pig. 'No, you won't!' said the little red hen. 'You did not want to help me at all! I will not share my bread with you! I will eat it all up!' And so she did.	'Who will help me eat some bread?' 'No you won't!'	Duck group: 'I will!' Goose group: 'I will!' Pig group: 'I will!'
--	--	--

WEEK 3: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	/m/
ACTIVITY	SEGMENTING AND BLENDING (I DO) - Say the word: map - Segment the word into the individual sounds: /m/ - /a/ - /p/ - Say the beginning sound of the word: /m/ - Say the middle sound of the word: /a/ - Say the end sound of the word: /p/ - Write the word on the board: map - Model pointing and blending the sounds to make a word: /m/ - /a/ - /p/ = map - If you have time, repeat this with the word: mat SEGMENTING AND BLENDING (WE DO) - Say the word: man - Ask learners: What is the first sound in the word? /m/ - Ask learners: What is the middle sound in the word? /a/ - Ask learners: What is the last sound in the word? /n/ - Ask learners to segment the word into each individual sound: /m/ - /a/ - /n/ - Write the word: man - Instruct learners to blend the sounds in the word with you: /m/ - /a/ - /n/ = man - If you have time, repeat this with the word: min - Instruct learners to practice reading the phonic words for homework.

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

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 1 - TERM 2



THEME:
GROWING THINGS

'To plant a garden is to believe in tomorrow.'
-Audrey Hepburn

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: seed packet, cut-out of a sun and water droplets, a plant, some soil in a container, pictures of different plants.
5. Do some research on the internet to prepare for the theme. For example: how gardening can help young children in their development.
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 58
Activity 2	DBE Workbook 1: Let's draw, page 58
Activity 3	DBE Workbook 1: Let's sing, page 59
Activity 4	Draw a picture of something you would like to grow at home!

TERM 2: WEEK 4

OVERVIEW

THEME	Growing things
THEME VOCABULARY	seed, grow, wheat, plant, sunshine, soil, water, rain, help, cut, grind, bake, meal, flour, bread, pap, share, work, alone, together, garden, tomatoes, carrots, cabbage, spinach, bed, worm, seedling, dig, replant, raised, bed,
PHONICS	/d/ - mad, dad, dam, dim, sad
WRITING FRAME	My garden is full of...
SIGHT WORDS	saw, didn't, that, worm
SENTENCE	He saw a little worm. He didn't like that little worm!

TERM 2: WEEK 4

INTRODUCE THE THEME

PICTURE	The picture of the little red hen planting her wheat in Big Book story: <u>The little red hen</u>
SHOW	Remind learners that in the story we read last week, the main character grew wheat. She used the wheat to make bread!
SAY	• Ask learners: What are some things that grow? • Listen to learner responses. This will help you understand what learners already know and learnt in WEEK 4. • Explain that this week, we will read about another character who grows things! We will continue to talk about how things grow!

WEEK 4: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
	In the dark, dark ground!	<i>Bend over and touch the ground</i>
	Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
	Yellow and round!	<i>Pretend to push the seeds into the soil</i>
	Down comes the rain,	<i>Pretend your fingers are falling rain</i>
	Wet and slow.	<i>Pretend your fingers are falling rain</i>
	Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
	Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>
THEME VOCABULARY	garden, tomatoes, carrots, cabbage	
QUESTION OF THE DAY		
Question	What do you want to grow in your garden?	
Graph	3 COLUMN GRAPH	
Options	tomatoes / carrots / cabbage	
Follow up questions		
Question	How many learners want to grow tomatoes?	
Answer	___ learners want to grow tomatoes.	
Question	How many learners want to grow carrots?	
Answer	___ learners want to grow carrots.	
Question	How many learners want to grow cabbage?	
Answer	___ learners want to grow cabbage.	
Question	What do most learners want to grow in their garden?	
Answer	Most learners want to grow ___	

Question	What do fewest learners want to grow in their garden?
Answer	Fewest learners want to grow ____
Question	What do you want to grow in your garden?
Answer	I want to grow tomatoes.
Answer	I want to grow carrots.
Answer	I want to grow cabbage.
SIGHT WORD OF THE DAY	
NEW	saw
REVISE	--

WEEK 4: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>Khwezi finds a worm</u>
ACTIVITY	PRE-READING
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	
1. Show learners the front cover of the story: <u>Khwezi finds a worm</u> 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.	

WEEK 4: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/n/ /a/ /t/ /i/
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /n/ /a/ /t/ /i/ - Hold up a flashcard in random order. - Call on an individual learner to say the sound. - Instruct the class to repeat the correct sound. - Do this until you have gone through all of the past sounds. REVIEW PAST WORDS - Explain that you will sound out a word. - Learners must listen carefully to the sounds and try to make out what the word is. - Say the sounds: /t/ - /a/ - /n/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /t/ - /a/ - /n/ = tan - Show the flashcard for the word: tan. Say the word clearly. - Ask learners: Which word family does tan belong in? - Explain that it belongs in the -an word family. - If you have time, repeat for the word: tin (it belongs in the -in family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /a/ /s/ /t/ /p/ /i/ /n/ /m/ - Ask learners if they can use these sounds to build a word. - As learners build words, write them on the chalkboard, in word families. - Brainstorm other words on the chalkboard. Nonsense words are also acceptable. in at it map pin mat pit nap tin pat sit tap sin sat mit sap

WEEK 4: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
ACTIVITY	

WEEK 4: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
	In the dark, dark ground!	<i>Bend over and touch the ground</i>
	Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
	Yellow and round!	<i>Pretend to push the seeds into the soil</i>
	Down comes the rain,	<i>Pretend your fingers are falling rain</i>
	Wet and slow.	<i>Pretend your fingers are falling rain</i>
	Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
	Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>
THEME VOCABULARY	spinach, bed, worm, seedling	
QUESTION OF THE DAY		
Question	Do you think worms are good or bad for seedlings?	
Graph	2 COLUMN GRAPH	
Options	good / bad	
Follow up questions		
Question	How many learners think worms are good for seedlings?	
Answer	__ learners think worms are good for seedlings.	
Question	How many learners think worms are bad for seedlings?	
Answer	__ learners think worms are bad for seedlings.	
Question	Do more learners think worms are good or bad for seedlings?	
Answer	More learners think worms are __ for seedlings.	
Question	Do fewer learners think worms are good or bad for seedlings?	
Answer	Fewer learners think worms are __ for seedlings.	

Question	Do you think worms are good or bad for seedlings?
Answer	I think worms are good for seedlings.
Answer	I think worms are bad for seedlings.
EXPLAIN	Explain that today, we will learn the answer to this question in our story! Khwezi's mother helps him learn about worms.
SIGHT WORD OF THE DAY	
NEW	didn't
REVISE	saw

WEEK 4: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Khwezi finds a worm</u>	
ACTIVITY	FIRST READ	
COMPREHENSION STRATEGY	Visualise	
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.	
	Story	Think aloud: First Read
	Two weeks ago, Khwezi and his mother filled an old egg carton with soil, and planted seeds inside. Khwezi drew little pictures on each part of the carton, so that they could remember what seeds they had planted.	I visualise Khwezi watching the soil, waiting and waiting for his little seedlings to poke through!
	Then every day, Khwezi went to the windowsill to check on the seedlings' growth, and to water them.	--
	After a week, Khwezi noticed that his seedlings were finally poking through the soil! 'Mom!' he shouted, 'we can put them in the garden now!' But when his mom came to look at the seeds, she explained, 'Not yet Khwezi – the little seedlings have to be as tall as your finger before they can go into the ground.'	I visualise Khwezi's look of excitement when he finally sees a little green seedling. He is so happy that something has finally grown!

Every day, Khwezi went to the windowsill to measure the seedlings' growth next to his finger, and to water them.	I visualise Khwezi holding his little finger next to the tallest seedling – because he really wants them to be tall enough to replant!
Finally, on Saturday morning, all the seedlings in the carton were as tall as Khwezi's finger! It was time to replant the seedlings into the garden.	I visualise Khwezi picking up the carton, and taking it to show his mother. He is so excited!
Khwezi and his mother went outside. Khwezi helped his mother to make four raised beds for the seedlings. Then, Kwezi's mother showed him how to carefully take a seedling from the egg carton and replant it. 'This way, the little plants will have much more room to grow!' she said.	I visualise Khwezi's big smile as he works with his mother in the garden – he has been waiting and waiting for this day!
Khwezi helped his mother to replant all of the tomatoes into the first raised bed. 'We'll put the carrots in here!' she said, pointing to the second raised bed. Then, Khwezi replanted the cabbage seedlings into the third raised bed all by himself. His mother replanted the spinach seedlings into the fourth raised bed.	I visualise Khwezi carefully watching his mother, because she knows just what to do.
Khwezi felt proud of his hard work. He stepped back to look at all the little seedlings standing in neat little rows. As he admired their hard work, he saw a worm crawling through the soil.	I visualise the little moving worm catching Khwezi's eye. I wonder what he thinks about worms?
'Oh no! Look! That worm will eat all our spinach!' Khwezi said. He picked it up and was about to throw it, when his mother shouted, 'No Khwezi! You must put the worm back in the bed!' 'Put it back? Why?' Khwezi was confused. 'Worms help gardens grow!' his mother explained. 'By digging holes around the plants, they make sure that plants get enough water to drink and air to breathe. They help plants to grow big and strong!'	I visualise Khwezi's arm over his head, about to throw the worm far away from the garden, right before his mother sees him.

Khwezi put the worm gently back onto the soil. 'You can live in here! Thanks for helping our garden!' he said.	I visualise Khwezi putting the worm back. Now that he knows the worm will help his special garden grow, he treats it very carefully and gently!
Follow up questions	Possible responses
What kinds of vegetables do Khwezi and his mother plant?	Tomatoes, carrots, cabbage, and spinach.
Visualise Khwezi's face when he sees the worm in his new, special garden. What do you see?	(Ask learners to <i>show</i> you)
Why question	Possible responses
Why did Khwezi pick the worm up?	• Because he didn't want to the worm in his garden. • Because he was going to throw the worm far away from the garden. • Because he didn't know that worms help gardens grow. • Because he thought the worm might ruin his vegetables and he wanted to remove it from the garden. • Because he thought the worm would eat all the spinach.

WEEK 4: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/d/								
FLASHCARDS	din, dip, dam dad, mad, sad, pad								
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /d/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /d/ is the <u>same</u> in English and home language. 4. Tell learners to try to find this letter written somewhere on the walls. 5. Ask learners: Can you think of words that begin with /d/? 6. Brainstorm words with learners, like: duck, desk, dad 7. Ask learners: Can you think of words that end with /d/? 8. Brainstorm words with learners, like: mud, sad, child INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: din, dip, dam, dad, mad, sad, pad 2. Show each word to learners, as you say it. 3. Ask learners to repeat the words after you. 4. Stick up the flashcards of the rhyming words on the Phonics Display Board. <table border="1"> <tbody> <tr> <td>din</td><td>dad</td></tr> <tr> <td>dip</td><td>mad</td></tr> <tr> <td>dam</td><td>sad</td></tr> <tr> <td></td><td>pad</td></tr> </tbody> </table>	din	dad	dip	mad	dam	sad		pad
din	dad								
dip	mad								
dam	sad								
	pad								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 4: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
	In the dark, dark ground!	<i>Bend over and touch the ground</i>
	Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
	Yellow and round!	<i>Pretend to push the seeds into the soil</i>
	Down comes the rain,	<i>Pretend your fingers are falling rain</i>
	Wet and slow.	<i>Pretend your fingers are falling rain</i>
	Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
	Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>
THEME VOCABULARY	dig, replant, raised, bed	
QUESTION OF THE DAY		
Question	How do you want to help in the garden?	
Graph	3 COLUMN GRAPH	
Options	make the raised beds / replant the seedlings / water the seedlings	
Follow up questions		
Question	How many learners want to help make the raised beds?	
Answer	__ learners want to help make the raised beds.	
Question	How many learners want to help replant the seedlings?	
Answer	__ learners want to help make the raised beds.	
Question	How many learners want to help water the seedlings?	
Answer	__ learners want to help water the seedlings.	
Question	How do most learners want to help in the garden?	
Answer	Most learners want to __	

Question	How do fewest learners want to help in the garden?
Answer	Fewest learners want to ____
Question	How do you want to help in the garden?
Answer	I want to help make the raised beds.
Answer	I want to help replant the seedlings.
Answer	I want to help water the seedlings.
SIGHT WORD OF THE DAY	
NEW	that
REVISE	saw, didn't

WEEK 4: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>Khwezi finds a worm</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarise and reflect on the text.

INSTRUCTIONS
Modelling:

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Khwezi measures his seedlings until they are as tall as his finger.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: grow.

Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: grow, seedling.

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.



WEEK 4: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/m/ /d/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /m/ and /d/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /m/ or /d/ 5. If learners think you said /m/, they must hold up 1 finger. 6. If learners think you said /d/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /m/ or /d/). 9. Instruct learners to hold up 1 or 2 fingers. 10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling. 11. Instruct learners to open their eyes. 12. Tell learners which sound you said, and show the flashcard. 13. Repeat this as many times as possible.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 4: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
	In the dark, dark ground!	<i>Bend over and touch the ground</i>
	Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
	Yellow and round!	<i>Pretend to push the seeds into the soil</i>
	Down comes the rain,	<i>Pretend your fingers are falling rain</i>
	Wet and slow.	<i>Pretend your fingers are falling rain</i>
	Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
	Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>
THEME VOCABULARY	tall, short, fruits, vegetables	
QUESTION OF THE DAY		
Question	Do you have a garden at home like Khwezi?	
Graph	2 COLUMN GRAPH	
Options	Yes / no	
Follow up questions		
Question	How many learners have a garden at home like Khwezi?	
Answer	__ learners have a garden at home.	
Question	How many learners don't have a garden at home like Khwezi?	
Answer	__ learners don't have a garden at home.	
Question	Do more learners have a garden at home or not?	
Answer	More learners __	

Question	Do fewer learners have a garden at home or not?
Answer	Fewer learners __
Question	Do you have a garden at home like Khwezi?
Answer	Yes, I have a garden at home like Khwezi.
Answer	No, I don't have a garden at home like Khwezi.
SIGHT WORD OF THE DAY	
NEW	worm
REVISE	saw, didn't, that

WEEK 4: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Khwezi finds a worm</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Visualise
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.
Story	Think aloud: Second Read
Two weeks ago, Khwezi and his mother filled an old egg carton with soil, and planted seeds inside. Khwezi drew little pictures on each part of the carton, so that they could remember what seeds they had planted.	I visualise the little seeds deep within the soil.
Then every day, Khwezi went to the windowsill to check on the seedlings' growth, and to water them.	I visualise Khwezi running to the windowsill each day when he gets home from school!
After a week, Khwezi noticed that his seedlings were finally poking through the soil! 'Mom!' he shouted, 'we can put them in the garden now!' But when his mom came to look at the seeds, she explained, 'Not yet Khwezi – the little seedlings have to be as tall as your finger before they can go into the ground.'	I can visualise Khwezi's frown when he learns that the seedlings aren't ready for the garden yet!

Every day, Khwezi went to the windowsill to measure the seedlings' growth next to his finger, and to water them.	Khwezi really cares about his plants. I visualise him carefully watering his little seedlings each day .
Finally, on Saturday morning, all the seedlings in the carton were as tall as Khwezi's finger! It was time to replant the seedlings into the garden.	I visualise Khwezi's mother inspecting the seedlings, to make sure they are ready to go into the garden outside.
Khwezi and his mother went outside. Khwezi helped his mother to make four raised beds for the seedlings. Then, Kwezi's mother showed him how to carefully take a seedling from the egg carton and replant it. 'This way, the little plants will have much more room to grow!' she said.	I visualise Khwezi's mother holding the plant gently as she replants it into the ground.
Khwezi helped his mother to replant all of the tomatoes into the first raised bed. 'We'll put the carrots in here!' she said, pointing to the second raised bed. Then, Khwezi replanted the cabbage seedlings into the third raised bed all by himself. His mother replanted the spinach seedlings into the fourth raised bed.	I visualise Khwezi carefully watching his mother, because he cares about his little seedlings and he wants to help them grow!
Khwezi felt proud of his hard work. He stepped back to look at all the little seedlings standing in neat little rows. As he admired their hard work, he saw a worm crawling through the soil.	I infer that this is Khwezi's first garden. I visualise how happy and proud he looks when he sees all of his seedlings ready to grow into big vegetables!
'Oh no! Look! That worm will eat all our spinach!' Khwezi said. He picked it up and was about to throw it, when his mother shouted, 'No Khwezi! You must put the worm back in the bed!' 'Put it back? Why?' Khwezi was confused. 'Worms help gardens grow!' his mother explained. 'By digging holes around the plants, they make sure that plants get enough water to drink and air to breathe. They help plants to grow big and strong!'	I visualise Khwezi's mother putting her arm around Khwezi and calmly explaining to him that worms help our gardens.

Khwezi put the worm gently back onto the soil. 'You can live in here! Thanks for helping our garden!' he said.	Oh! Khwezi knows now how helpful the worm can be for his garden. I visualise Khwezi looking for extra worms to add to his garden in the future. I know he loves his garden and wants the vegetables to grow!
Follow up questions	Possible responses
How tall does Khwezi's mother say the seedling must be before they are planted in the garden outside?	She says they must be as tall as his finger.
How do worms help gardens?	• They help plants get enough air and water. • They did little tiny holes around plants, which helps the plants get air and water.
Why question	Possible responses
Why did Khwezi's feeling about the worm change?	• Because his mother explained that worms are important to the garden. • Because Khwezi learned something new which changed his feeling. • Because Khwezi really cares about his garden! Once he knows the worm is helpful, he realizes that he wants to worm to be in the garden.
Formulating questions	
• Teach the learners one or two simple question words, together with their meanings. For example: what, who. • Next ask learners to think about the story, and to try and formulate their own 'what' or 'who' 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: THURSDAY: WRITING (15 minutes)

WRITING FRAME

My garden is full of...

Modelling:

1. Explain that today, learners will **draw their garden**. This can be a real garden at home, or what they wish their garden would be like!
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I love fruit. My garden is full of fruit trees – peach, apple, and banana trees.
5. Use **modelling** to draw a picture of your imaginary garden.
6. **Use resources** to add a label, like: apple, banana
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: **My garden is full of** peach, apple and banana trees.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What plant do you want to grow?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about what they like to do, like: **My garden is full of...**
5. Explain that learners will now 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 **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. 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 writing.

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!



My garden is full of
apple trees and flowers

WEEK 4: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
	In the dark, dark ground!	<i>Bend over and touch the ground</i>
	Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
	Yellow and round!	<i>Pretend to push the seeds into the soil</i>
	Down comes the rain,	<i>Pretend your fingers are falling rain</i>
	Wet and slow.	<i>Pretend your fingers are falling rain</i>
	Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
	Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>
THEME VOCABULARY	eat, sell, buy, money	
QUESTION OF THE DAY		
Question	What do you think Khwezi and his mother will do with all their vegetables?	
Graph	2 COLUMN GRAPH	
Options	eat them / sell them	
Follow up questions		
Question	How many learners think Khwezi and his mother will eat the vegetables?	
Answer	___ learners think they will eat them.	
Question	How many learners think Khwezi and his mother will sell the vegetables?	
Answer	___ learners think they will sell them.	

Question	What do more learners think Khwezi and his mother will do with their vegetables?
Answer	More learners think they will ___ their vegetables.
Question	What do fewer learners think Khwezi and his mother will do with their vegetables?
Answer	Fewer learners think they will ___ their vegetables.
Question	What do you think Khwezi and his mother will do with their vegetables?
Answer	I think they will eat their vegetables.
Answer	I think they will sell their vegetables.
SENTENCE OF THE WEEK	
REVISE	saw, didn't, that, worm, he, little, a, like
READ	He saw a little worm. He didn't like that little worm!

WEEK 6: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>Khwezi finds a worm</u>
ACTIVITY	RECOUNT THE STORY
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.
INSTRUCTIONS	
1. Explain that today, learners will give a recount of one important thing they remember from the story. 2. Use modelling to show learners how to give a short recount of the story, like: Khwezi and his mother planted tomatoes, carrots and cabbage in their garden! 3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened. 4. Instruct learners to think about 1-2 things they can say about the story. 5. Instruct learners to turn and talk and share their recount with a partner. 6. Ask 2-3 learners to share their ideas with the class. Help the learners form a short sentence. 7. Explain and correct any common problems to learners.	

WEEK 4: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	/d/
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: dip 2. Segment the word into the individual sounds: /d/ - /i/ - /p/ 3. Say the beginning sound of the word: /d/ 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: dip 7. Model pointing and blending the sounds to make a word: /d/ - /i/ - /p/ = dip 8. If you have time, repeat this with the word: dam SEGMENTING AND BLENDING (WE DO) 1. Say the word: mad 2. Ask learners: What is the first sound in the word? /m/ 3. Ask learners: What is the middle sound in the word? /a/ 4. Ask learners: What is the last sound in the word? /d/ 5. Ask learners to segment the word into each individual sound: /m/ - /a/ - /d/ 6. Write the word: mad 7. Instruct learners to blend the sounds in the word with you: /m/ - /a/ - /d/ = mad 8. If you have time, repeat this with the word: sad 9. Instruct learners to practice reading the phonic words for homework.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 4: 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 1 - TERM 2

WEEK 5

THEME:
ANIMALS

“Be the person your dog thinks you are.”
-Anonymous

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: pictures of different animals, animal chart, animal teddy, porcupine quill, picture/drawing of an animal's tracks.
5. Do some research on the internet to prepare for the theme. For example: explaining the importance of wild animals to 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 write, page 60
Activity 2	DBE Workbook 1: Let's talk, page 60
Activity 3	DBE Workbook 1: Let's do, page 61
Activity 4	Draw a picture of your favourite wild animal!

TERM 2: WEEK 5

OVERVIEW

THEME	Animals
THEME VOCABULARY	stripes, spots, leopard, zebra, fur, soft, lion, rabbit, claw, sharp, teeth, scary, skin, rough, elephant, snake, bushy, tail, long, short
PHONICS	/o/ - mop, pot, on
WRITING FRAME	I want to see...
SIGHT WORDS	see, some, pretty, birds
SENTENCE	I see some pretty birds.

TERM 2: WEEK 5

INTRODUCE THE THEME

PICTURE	The picture on the front cover of the Big Book story: 'How the zebra got its stripes'
SHOW	Show learners the picture. Explain that this week we will learn about wild animals!
SAY	• Ask learners: What wild animals do you know? • Listen to learner responses. This will help you understand what learners already know. • Show learners the picture of the zebras. Explain that zebras are one example of a wild animal!

WEEK 5: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Elephants have rough, grey skin.	Rub your hand, pretend you have rough skin
	Zebras have stripes from their toes to their chin.	Point to your toes and your chin
	Rabbits hop and have big bushy tails.	Make your hands into a bushy tail
	Lions have long and very sharp nails.	Show your fingers like claws
THEME VOCABULARY	stripes, spots, leopard, zebra	
QUESTION OF THE DAY		
Question	Which kind of animal do you like?	
Graph	2 COLUMN GRAPH	
Options	a zebra with stripes / a leopard with spots	
Follow up questions		
Question	How many learners like a zebra with stripes?	
Answer	___ learners like a zebra with stripes.	
Question	How many learners like a leopard with spots?	
Answer	___ learners like a leopard with spots.	
Question	Which kind of animal do more learners like?	
Answer	More learners like a ___	
Question	Which kind of animal do fewer learners like?	
Answer	Fewer learners like a ___	
Question	Which kind of animal do you like?	
Answer	I like a zebra with stripes.	
Answer	I like a leopard with spots.	
SIGHT WORD OF THE DAY		
NEW	see	

WEEK 5: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>How the zebra got its stripes</u>
ACTIVITY	PRE-READING
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	
1. Show learners the front cover of the story: <u>How the zebra got its stripes</u> 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.	

WEEK 5: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/d/ /a/ /m/ /s/
ACTIVITY	REVIEW PAST SOUNDS 1. Put these past flashcards in a pile: /d/ /a/ /m/ /s/ 2. Hold up a flashcard in random order. 3. Call on an individual learner to say the sound. 4. Instruct the class to repeat the correct sound. 5. Do this until you have gone through all of the past sounds. REVIEW PAST WORDS 1. Explain that you will sound out a word. 2. Learners must listen carefully to the sounds and try to make out what the word is. 3. Say the sounds: /m/ - /a/ - /d/ 4. Ask learners: What word do those sounds make? 5. Model blending the sounds to make a word: /m/ - /a/ - /d/ = mad 6. Show the flashcard for the word: mad. Say the word clearly.

7. Ask learners: Which word family does **mad** belong in?
8. Explain that it belongs in the **–ad** word family.
9. If you have time, repeat for the word: **dam (it belongs to the –am family)**

BUILD A WORD WITH PAST SOUNDS

1. Write these past sounds on the chalkboard: **/a/ /s/ /t/ /p/ /i/ /n/ /m/ /d/**
2. Ask learners if they can use these sounds to build a word.
3. As learners build words, write them on the chalkboard, in word families.
4. Brainstorm other words on the chalkboard. Nonsense words are also acceptable.

mad	in	mip	at
sad	tin	tip	mat
pad	sin	dip	sat
tad	din	sip	pat

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 5: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Elephants have rough, grey skin.	Rub your hand, pretend you have rough skin
	Zebras have stripes from their toes to their chin.	Point to your toes and your chin
	Rabbits hop and have big bushy tails.	Make your hands into a bushy tail
	Lions have long and very sharp nails.	Show your fingers like claws
THEME VOCABULARY	fur, soft, lion, rabbit	
QUESTION OF THE DAY		
Question	Which animal do you think has the softest fur?	
Graph	3 COLUMN GRAPH	
Options	zebra / lion / rabbit	
Follow up questions		
Question	How many learners think zebras have the softest fur?	
Answer	__ learners think zebras have the softest fur.	
Question	How many learners think lions have the softest fur?	
Answer	__ learners think lions have the softest fur.	
Question	How many learners think rabbits have the softest fur?	
Answer	__ learners think rabbits have the softest fur.	
Question	Which animal do most learners think has the softest skin?	
Answer	Most learners think __ have the softest fur.	
Question	Which animal do fewest learners think has the softest skin?	
Answer	Fewest learners think __ have the softest fur.	
Question	Which animal do you think has the softest fur?	
Answer	I think zebras have the softest fur.	

Answer	I think lions have the softest fur.
Answer	I think rabbits have the softest fur.
SIGHT WORD OF THE DAY	
NEW	some
REVISE	see

WEEK 5: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>How the zebra got its stripes</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make connections
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!
Story	Think aloud: First Read
A long, long time ago, all zebras were white.	--
One day, Zweli and Zinzi Zebra were going to a party at King Lion's den. They wanted to look extra special. First, they painted themselves in bright colours. They looked at each other. 'This doesn't look special enough!' they agreed.	Zweli and Zinzi Zebra wanted to wear something special to the party. I can make a connection! When I went to my sister's party, I wanted to look beautiful. I bought a new, special dress. Zebras don't wear clothes! They are painting their bodies.
They thought and thought about what they could do to look special for the big party. 'I know!' Zinzi Zebra said 'no one else has stripes! We must wear stripes to the party!' They painted stripes on each other. They looked at each other. 'Now we look special!' Zweli and Zinzi agreed. They felt proud as they walked to the party.	I can make a connection! Sometimes when I am getting ready for a big party, I change my clothes until I find something special to wear. That is just like the zebras. They didn't feel special in bright colours, so they tried stripes instead!

When Zweli and Zinzi Zebra arrived at the party, they got so many compliments. 'You look smart!' said Elephant. 'You look beautiful!' said Hippo. 'You look special!' said Rhino. 'Thank you!' Zweli and Zinzi said proudly. 'We love our new stripes!'	--
Even King Lion complimented their stripes. 'Wow, your stripes look stunning!' he said. The other zebras watched as all of the animals complimented Zweli and Zinzi Zebra's stripes. 'We want stripes like Zweli and Zinzi!' the other zebras agreed.	--
The next day, all of the zebras painted their own stripes. They helped each other paint stripes, just like the ones Zweli and Zinzi wore to the party! But, as they walked around the veld, they didn't get any compliments! All of the other animals had already seen stripes – their stripes weren't special and new anymore.	Zweli and Zinzi Zebra really looked good for the party! Everyone else wants to dress just like them!
The zebras went to the river to clean themselves. But when they tried to scrub off their stripes, the paint would not come off! They scrubbed and scrubbed, but their stripes would not budge!	--
Follow up questions	Possible responses
What did the zebras paint on themselves first?	They painted bright colours.
What did the zebras paint on themselves second?	They painted stripes.
Why question	Possible responses
Why did the Zweli and Zinzi Zebra paint stripes on themselves?	• Because they wanted to look nice for a party. • Because they wanted to wear something special. • Because they didn't like the bright colours.

WEEK 5: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/o/												
FLASHCARDS	on mop, pop, top pot, not, dot, tot												
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /o/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /o/ is <u>different</u> in English and home language. 4. Tell learners to try to find this letter written somewhere on the walls. 5. Ask learners: Can you think of words that begin with /o/? 6. Brainstorm words with learners, like: orange, on, ostrich 7. Ask learners: Can you think of words that have /o/ in the middle? 8. Brainstorm words with learners, like: box, hot, mop, rock 9. Tell learners that there are no words that end with the /o/ sound? (remember, this is about the sound, not the spelling) INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: on, mop, pop, top, pot, not, dot, tot 2. Show these rhyming words to learners, as you say the words. 3. Ask learners to repeat the rhyming words after you. 4. Stick up the flashcards of the words on the Phonics Display Board. <table><tr><td>on</td><td>mop</td><td>pot</td></tr><tr><td></td><td>pop</td><td>not</td></tr><tr><td></td><td>top</td><td>dot</td></tr><tr><td></td><td></td><td>tot</td></tr></table>	on	mop	pot		pop	not		top	dot			tot
on	mop	pot											
	pop	not											
	top	dot											
		tot											

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Elephants have rough, grey skin.	<i>Rub your hand, pretend you have rough skin</i>
	Zebras have stripes from their toes to their chin.	<i>Point to your toes and your chin</i>
	Rabbits hop and have big bushy tails.	<i>Make your hands into a bushy tail</i>
	Lions have long and very sharp nails.	<i>Show your fingers like claws</i>
THEME VOCABULARY	claw, sharp, teeth, scary	
QUESTION OF THE DAY		
Question	Which do you think are scarier?	
Graph	2 COLUMN GRAPH	
Options	sharp claws / sharp teeth	
Follow up questions		
Question	How many learners think sharp claws are scarier?	
Answer	__ learners think sharp claws are scarier.	
Question	How many learners think sharp teeth are scarier?	
Answer	__ learners think sharp teeth are scarier.	
Question	Which do more learners think are scarier?	
Answer	More learners think sharp __ are scarier.	
Question	Which do fewer learners think are scarier?	
Answer	Fewer learners think sharp __ are scarier.	
Question	Which do you think are scarier?	
Answer	I think sharp claws are scarier.	
Answer	I think sharp teeth are scarier.	

SIGHT WORD OF THE DAY

NEW	pretty
REVISE	some, see

WEEK 5: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>How the zebra got its stripes</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarize and reflect on the text.

INSTRUCTIONS**Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: the zebras get lots of compliments!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: animal.

Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: stripe, zebra

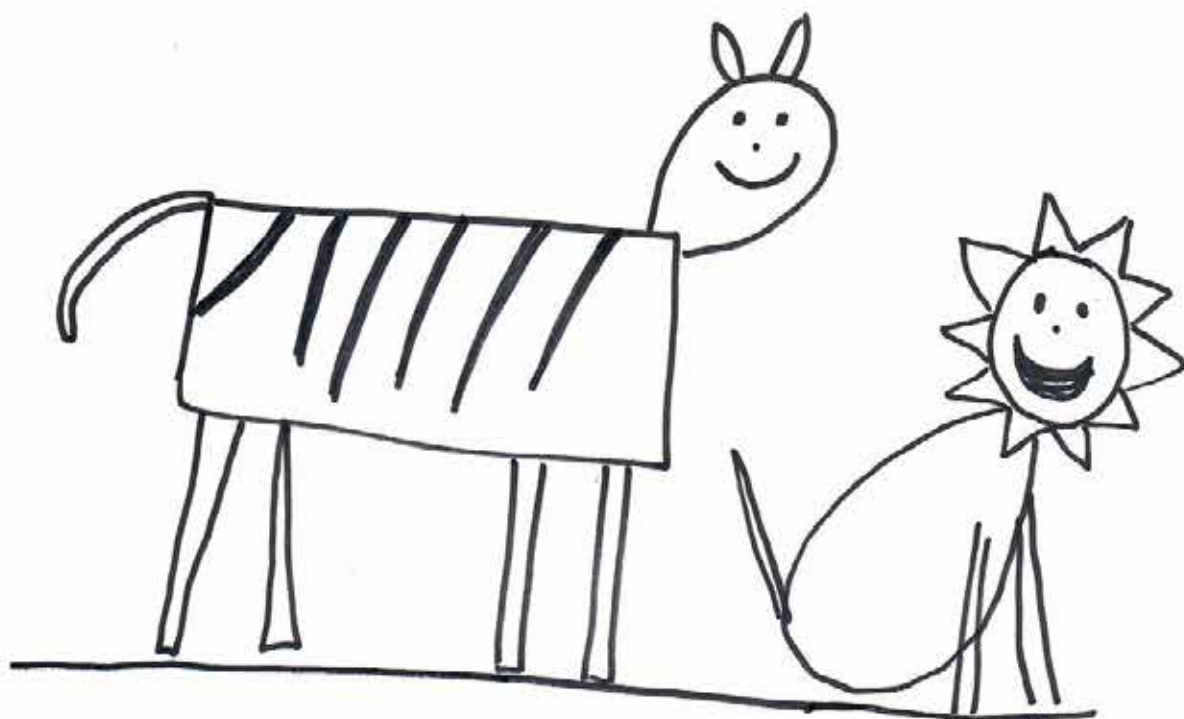
Writing:

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.



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

SOUND	/d/ /o/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /d/ and /o/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /d/ or /o/ 5. If learners think you said /d/, they must hold up 1 finger. 6. If learners think you said /o/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /d/ or /o/). 9. Instruct learners to hold up 1 or 2 fingers. 10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling. 11. Instruct learners to open their eyes. 12. Tell learners which sound you said, and show the flashcard. Repeat this as many times as possible.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 5: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Elephants have rough, grey skin.	<i>Rub your hand, pretend you have rough skin</i>
	Zebras have stripes from their toes to their chin.	<i>Point to your toes and your chin</i>
	Rabbits hop and have big bushy tails.	<i>Make your hands into a bushy tail</i>
	Lions have long and very sharp nails.	<i>Show your fingers like claws</i>
THEME VOCABULARY	skin, rough, elephant, snake	
QUESTION OF THE DAY		
Question	Whose skin do you think feels roughest?	
Graph	3 COLUMN GRAPH	
Options	a pig / an elephant / a snake	
Follow up questions		
Question	How many learners think a pig’s skin feels roughest?	
Answer	__ learners think a pig’s skin feels roughest.	
Question	How many learners think an elephant’s skin feels roughest?	
Answer	__ learners think an elephant’s skin feels roughest.	
Question	How many learners think a snake’s skin feels roughest?	
Answer	__ learners think a snake’s skin feels roughest.	
Question	Whose skin do most learners think is roughest?	
Answer	Most learners think __ skin is roughest.	
Question	Whose skin do fewest learners think is roughest?	
Answer	Fewest learners think __ skin is roughest.	
Question	Whose skin do you think feels roughest?	
Answer	I think a pig’s skin feels roughest.	
Answer	I think an elephant’s skin feels roughest.	

Answer	I think a snake's skin feels roughest.
SIGHT WORD OF THE DAY	
NEW	birds
REVISE	some, see, pretty

WEEK 5: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>How the zebra got its stripes</u>	
ACTIVITY	SECOND READ	
COMPREHENSION STRATEGY	Make connections	
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!	
Story		Think aloud: Second Read
A long, long time ago, all zebras were white.		--
One day, Zweli and Zinzi Zebra were going to a party at King Lion's den. They wanted to look extra special. First, they painted themselves in bright colours. They looked at each other. 'This doesn't look special enough!' they agreed.		--
They thought and thought about what they could do to look special for the big party. 'I know!' Zinzi Zebra said 'no one else has stripes! We must wear stripes to the party!' They painted stripes on each other. They looked at each other. 'Now we look special!' Zweli and Zinzi agreed. They felt proud as they walked to the party.		--
When Zweli and Zinzi Zebra arrived at the party, they got so many compliments. 'You look smart!' said Elephant. 'You look beautiful!' said Hippo. 'You look special!' said Rhino.		Zweli and Zinzi Zebra must feel so good. I can make a connection . When I wore my new dress to a party, my friend said: 'Wow – you look amazing!' I felt so good when she said that! It feels good to get a compliment!

'Thank you!' Zweli and Zinzi said proudly. 'We love our new stripes!'	
Even King Lion complimented their stripes. 'Wow, your stripes look stunning!' he said. The other zebras watched as all of the animals complimented Zweli and Zinzi Zebra's stripes. 'We want stripes like Zweli and Zinzi!' the other zebras agreed.	The other zebras must have felt jealous. I can make a connection . Sometimes I feel jealous if my mom gives a compliment to my sister, but she doesn't give one to me! Then, I want to do just what my sister is doing so I can get a compliment too!
The next day, all of the zebras painted their own stripes. They helped each other paint stripes, just like the ones Zweli and Zinzi wore to the party! But, as they walked around the veld, they didn't get any compliments! All of the other animals had already seen stripes – their stripes weren't special and new anymore.	The zebras must have felt sad that the other animals didn't say nice things about their stripes, too!
The zebras went to the river to clean themselves. But when they tried to scrub off their stripes, the paint would not come off! They scrubbed and scrubbed, but their stripes would not budge!	--
To this day, the zebras still can't get their stripes off!	--
Follow up questions	Possible responses
Who liked Zweli and Zinzi's stripes?	All of the other animals liked their stripes.
What happened when the zebras tried to wash their stripes off?	They would not come off!
Why question	Possible responses
Why do you think the other zebras decided to paint stripes on themselves?	- Because they thought Zweli and Zinzi Zebra looked good. - Because they wanted to look as good as Zweli and Zinzi. - Because they wanted other animals to say nice things to them too.
Formulating questions	
Teach the learners one or two simple question words, together with their meanings. For example: what, who.	

- Next ask learners to think about the story, and to try and formulate their own 'what' or 'who' 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 5: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I want to see...

Modelling:

1. Explain that today, learners will draw about **a wild animal they want to see.**
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write.**
4. Tell learners your idea, like: I want to see a leopard with spots. I really like the pattern on them!
5. Use **modelling** to draw a picture of yourself in a car, looking at a leopard with spots.
6. **Use resources** to add a label, like: me, spots
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: I want to see a leopard with spots.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What wild animal do you want to see?
2. Instruct learners to **think before they write.**
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about what they like to do, like: I want to see...
5. Explain that learners will now draw and write their own ideas!

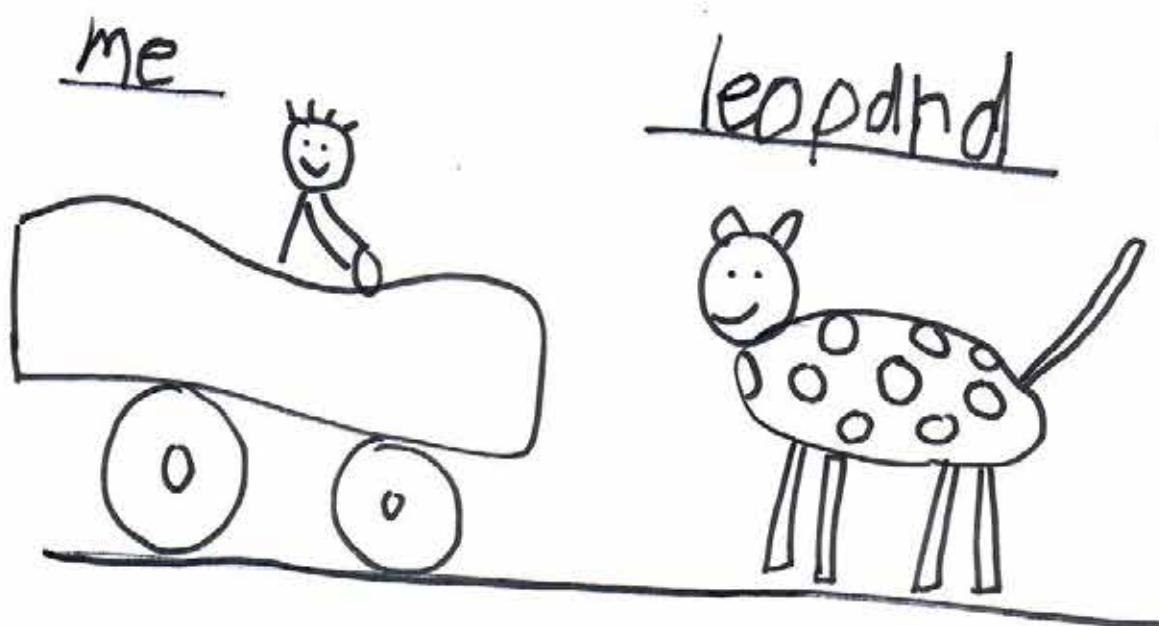
Writing:

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

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!



I want to see a leopard
with spots

WEEK 5: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Elephants have rough, grey skin.	Rub your hand, pretend you have rough skin
	Zebras have stripes from their toes to their chin.	Point to your toes and your chin
	Rabbits hop and have big bushy tails.	Make your hands into a bushy tail
	Lions have long and very sharp nails.	Show your fingers like claws
THEME VOCABULARY	bushy, tail, long, short	
QUESTION OF THE DAY		
Question	Ask the learners to pretend they are any animal they like. What kind of tail do you want to have?	
Graph	3 COLUMN GRAPH	
Options	a long tail / a short tail / a bushy tail	
Follow up questions		
Question	How many learners want to have a long tail?	
Answer	__ learners want to have a long tail.	
Question	How many learners want to have a short tail?	
Answer	__ learners want to have a short tail.	
Question	How many learners want to have a bushy tail?	
Answer	__ learners want to have a bushy tail.	
Question	Which kind of tail do most learners want to have?	
Answer	Most learners want to have a__.	
Question	Which kind of tail do fewest learners want to have?	
Answer	Fewest learners want to have a__.	

Question	Which kind of tail do you want to have?
Answer	I want to have a long tail.
Answer	I want to have a short tail.
Answer	I want to have a bushy tail.
SENTENCE OF THE WEEK	
REVISE	see, some, pretty, birds, I
READ	I see some pretty birds.

WEEK 5: FRIDAY: SHARED READING (15 minutes)	
TITLE	<u>How the zebra got its stripes</u>
ACTIVITY	RECOUNT THE STORY
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.
INSTRUCTIONS	
1. Explain that today, learners will give a recount of one thing they liked in the story. This means they will say one thing they liked. 2. Use modelling to show learners how to give a short recount of the story, like: I liked when the zebras' stripes would not come off! 3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened. 4. Instruct learners to think about 1-2 things they liked about the story. 5. Instruct learners to turn and talk and share their recount with a partner. 6. Ask 2-3 learners to share their ideas with the class. Help the learners form a short sentence. 7. Explain and correct any common problems to learners.	

WEEK 5: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	/o/
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: mop 2. Segment the word into the individual sounds: /m/ - /o/ - /p/ 3. Say the beginning sound of the word: /m/ 4. Say the middle sound of the word: /o/ 5. Say the end sound of the word: /p/ 6. Write the word on the board: mop 7. Model pointing and blending the sounds to make a word: /m/ - /o/ - /p/ = mop 8. If you have time, repeat this with the word: top SEGMENTING AND BLENDING (WE DO) 1. Say the word: not 2. Ask learners: What is the first sound in the word? /n/ 3. Ask learners: What is the middle sound in the word? /o/ 4. Ask learners: What is the last sound in the word? /t/ 5. Ask learners to segment the word into each individual sound: /n/ - /o/ - /t/ 6. Write the word: not 7. Instruct learners to blend the sounds in the word with you: /n/ - /o/ - /t/ = not 8. If you have time, repeat this with the word: pot 9. Instruct learners to practice reading the phonic words for homework.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

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 1 - TERM 2

WEEK

6

THEME:
ANIMALS

'Until one has loved an animal, part of one's soul remains unawakened.'
-Anatole France

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: pictures of farm animals, animal teddy, pictures or cardboard model of a barn, some strands of wheat, a carrot.
5. Do some research on the internet to prepare for the theme. For example: why farm animals are important.
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
Activity 2	DBE Workbook 1: Let's do, page 63
Activity 3	DBE Workbook 1: Listen and repeat, page 64
Activity 4	Draw a picture of a farm animal.

TERM 2: WEEK 6

OVERVIEW

THEME	Animals
THEME VOCABULARY	stripes, spots, leopard, zebra, fur, soft, lion, rabbit, claw, sharp, teeth, scary, skin, rough, elephant, snake, bushy, tail, long, short, milk, cow, feed, chicken, horse, carrot, farmer, sheep, peep, snort, chick, pig, maize, field, lost, cry, goat, horn, sheep, tractor
PHONICS	/g/ - gap, got, pig, dig
WRITING FRAME	My favourite animal is...
SIGHT WORDS	can, small, pig, cow
SENTENCE	Can you see the small pig and the big cow?

TERM 2: WEEK 6

INTRODUCE THE THEME

PICTURE	The picture on the front cover of the Big Book story: <u>A farm visit</u>
SHOW	Show learners the picture. Explain that this week we will learn about things on a farm!
SAY	- Remind learners that we have already learned about wild animals. We will learn about different animals this week: animals that live on a farm! - Ask learners: What farm animals do you know? - Listen to learner responses. This will help you understand what learners already know. - Show learners the picture of a sheep. Explain that we will learn about animals like a sheep. Say 'baa'. Explain that sheep say 'baa'!

WEEK 6: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This is the way we milk the cow,	Pretend milk the cow
	Milk the cow,	Pretend milk the cow
	Milk the cow,	Pretend milk the cow
	This is the way we milk the cow, early in the morning!	Point to the clock
	This is the we feed the chickens	Pretend to throw seeds on the ground
	Feed the chickens,	Pretend to throw seeds on the ground
	Feed the chickens,	Pretend to throw seeds on the ground
	This is the way we feed the chickens, early in the morning!	Point to the clock
THEME VOCABULARY	milk, cow, feed, chicken	
QUESTION OF THE DAY		
Question	What do you want to do on the farm?	
Graph	2 COLUMN GRAPH	
Options	milk the cow / feed the chickens	
Follow up questions		
Question	How many learners want to milk the cow?	
Answer	__ learners want to milk the cow.	
Question	How many learners do not want to milk the cow?	
Answer	__ learners do not want to milk the cow.	
Question	What do more learners want to do on the farm?	
Answer	More learners want to __	

Question	What do fewer learners want to do on the farm?
Answer	Fewer learners want to ____
Question	What do you want to do on the farm?
Answer	I want to milk the cow.
Answer	I want to feed the chicken.
SIGHT WORD OF THE DAY	
NEW	can
REVISE	--

WEEK 6: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>A farm visit</u>
ACTIVITY	PRE-READING
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	
1. Show learners the front cover of the story: <u>A farm visit</u> 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.	

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

SOUND	/d/ /o/ /p/ /t/																
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /d/ /o/ /p/ /t/ - Hold up a flashcard in random order. - Call on an individual learner to say the sound. - Instruct the class to repeat the correct sound. - Do this until you have gone through all of the past sounds. REVIEW PAST WORDS - Explain that you will sound out a word. - Learners must listen carefully to the sounds and try to make out what the word is. - Say the sounds: /p/ - /o/ - /t/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /p/ - /o/ - /t/ = pot - Show the flashcard for the word: pot. Say the word clearly. - Ask learners: Which word family does pot belong in? - Explain that it belongs in the –ot word family. - If you have time, repeat for the word: top (it is in the –op family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /a/ /s/ /t/ /p/ /i/ /n/ /m/ /d/ /o/ - Ask learners if they can use these sounds to build a word. - As learners build words, write them on the chalkboard, in word families. - Brainstorm other words on the chalkboard. Nonsense words are also acceptable. <table><tr><td>dot</td><td>in</td><td>mop</td><td>at</td></tr><tr><td>not</td><td>pin</td><td>pop</td><td>mat</td></tr><tr><td>pot</td><td>sin</td><td>top</td><td>pat</td></tr><tr><td>tot</td><td>din</td><td>dop</td><td>nat</td></tr></table>	dot	in	mop	at	not	pin	pop	mat	pot	sin	top	pat	tot	din	dop	nat
dot	in	mop	at														
not	pin	pop	mat														
pot	sin	top	pat														
tot	din	dop	nat														

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

WEEK 6: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This is the way we milk the cow,	Pretend milk the cow
	Milk the cow,	Pretend milk the cow
	Milk the cow,	Pretend milk the cow
	This is the way we milk the cow, early in the morning!	Point to the clock
	This is the we feed the chickens	Pretend to throw seeds on the ground
	Feed the chickens,	Pretend to throw seeds on the ground
	Feed the chickens,	Pretend to throw seeds on the ground
	This is the way we feed the chickens, early in the morning!	Point to the clock
THEME VOCABULARY	horse, carrot, farmer, sheep	
QUESTION OF THE DAY		
Question	We saw a picture in our story of a farmer feeding a horse a carrot! Which animal do you want to feed?	
Graph	2 COLUMN GRAPH	
Options	a horse / a sheep	
Follow up questions		
Question	How many learners want to feed a horse?	
Answer	___ learners want to feed a horse.	
Question	How many learners want to feed a sheep?	
Answer	___ learners want to feed a sheep.	
Question	Which animal do more learners want to feed?	
Answer	More learners want to feed a ____	

Question	Which animal do fewer learners want to feed?
Answer	Fewer learners want to feed a ____
Question	Which animal do you want to feed?
Answer	I want to feed a horse.
Answer	I want to feed a sheep.
SIGHT WORD OF THE DAY	
NEW	small
REVISE	can

WEEK 6: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>A farm visit</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Visualise
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.
Story	Think aloud: First Read
The children have been waiting to go on a fieldtrip to the farm. These children live in the big city – they have never seen farm animals before! When they get to the farm, they see a little sheep. ‘Look at that cute little sheep!’ Suzy yells. She runs over to pet the sheep. Bonga is too scared to pet the animals. He just watches the little pig snort and eat.	I can visualise the noises that the children hear on the farm. I can visualise an <i>oink</i> , <i>oink</i> . I can visualise a <i>baa</i> !
Next, the children walk over to the fence. The farmer’s son shows them how to feed the horse carrots. ‘I didn’t know horses eat carrots!’ Ben laughs. He wants to pet the big goat, but he feels too scared of its big horns! He picks up the furry, friendly dog instead.	I can visualise the sound of a horse chomping on carrots. It makes a loud chewing noise – <i>chomp</i> , <i>chomp</i> !

Rick runs over to the big cow. Farmer Siya is going to milk the cow! ‘Wow! I have never seen milk coming from a cow!’ Rick yells. Sophia climbs the fence to watch Farmer Siya. The children hear the little chicks peeping. But they also hear a strange sound – the sound of crying. ‘Which animal makes a crying sound?’ Sophia asks. ‘That isn’t an animal – that is a crying child!’ Farmer Siya says, looking worried.	I can visualise the cow <i>mooing and mooing</i> . It is a loud sound. Then I can visualise lots of quiet <i>peeps</i> !
Poor Sarah – she is lost! She is crying so loudly that she can’t hear her classmates calling her name. Luckily, the furry, friendly dog finds her. The dog begins to bark loudly so the others can find Sarah!	I can visualise the children calling loudly: <i>Sarah, Sarah!</i> I can visualise Sarah sitting alone. She can only hear her own, loud cries!
Sarah has walked far out into the maize fields! Farmer Lerato drives the tractor to pick up Sarah. Then, she picks up the rest of the children. It is time for them to go back to the big city!	I can visualise the dog barking loudly until the children find her. <i>Woof, woof!</i>
Follow up questions	Possible responses
What did the children see on the farm?	A horse, a goat, maize, a tractor, etc.
Who got lost on the farm?	Sarah got lost!
Why question	Possible responses
How did the children find Sarah?	• They heard her crying • They heard the dog barking • They used the tractor together with Farmer Lebo

WEEK 6: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/g/						
FLASHCARDS	gap, got pig, dig, gig						
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /g/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /g/ is <u>the same</u> in English and home language. 4. Tell learners to try to find this letter written somewhere on the walls. 5. Ask learners: Can you think of words that begin with /g/? 6. Brainstorm words with learners, like: gate, grass, garden 7. Ask learners: Can you think of words that end with /g/? 8. Brainstorm words with learners, like: pig, plug, bug INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: gap, got, pig, dig, gig 2. Show these rhyming words to learners, as you say the words. 3. Ask learners to repeat the rhyming words after you. 4. Stick up the flashcards of the words on the Phonics Display Board. <table border="1"> <tr> <td>gap</td><td>pig</td></tr> <tr> <td>got</td><td>dig</td></tr> <tr> <td></td><td>gig</td></tr> </table>	gap	pig	got	dig		gig
gap	pig						
got	dig						
	gig						

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 6: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This is the way we milk the cow,	Pretend milk the cow
	Milk the cow,	Pretend milk the cow
	Milk the cow,	Pretend milk the cow
	This is the way we milk the cow, early in the morning!	Point to the clock
	This is the we feed the chickens	Pretend to throw seeds on the ground
	Feed the chickens,	Pretend to throw seeds on the ground
	Feed the chickens,	Pretend to throw seeds on the ground
	This is the way we feed the chickens, early in the morning!	Point to the clock
THEME VOCABULARY	peep, snort, chick, pig	
QUESTION OF THE DAY		
Question	Which sound do you want to make?	
Graph	2 COLUMN GRAPH	
Options	a peep like a chick / a snort like a pig	
Follow up questions		
Question	How many learners want to peep like a chick?	
Answer	__ learners want to peep like a chick.	
Question	How many learners want to snort like a pig?	
Answer	__ learners want to snort like a pig.	
Question	Which sound do more learners want to make?	
Answer	More learners want to __	

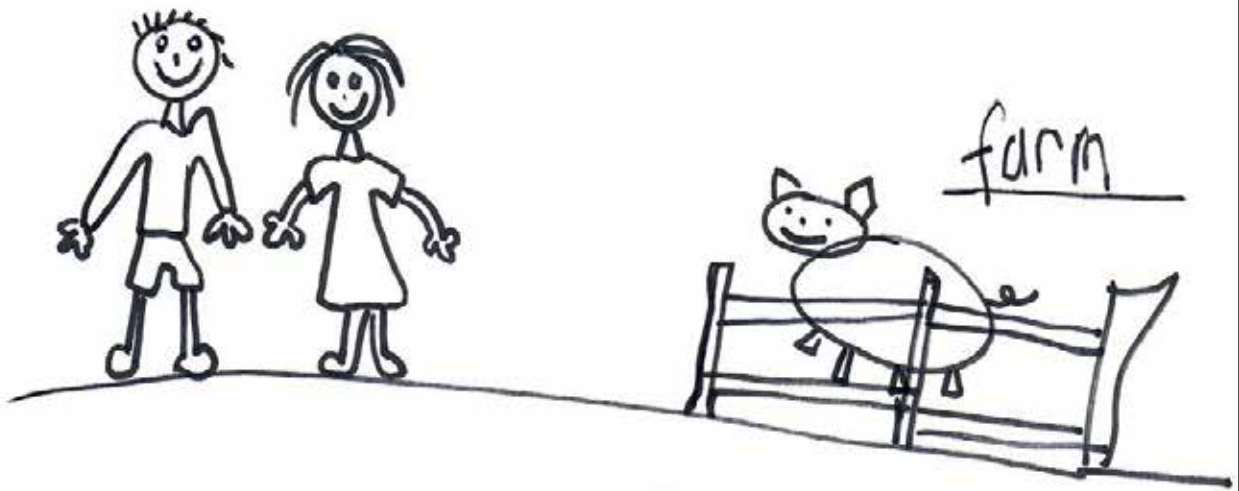
Question	Which sound do fewer learners want to make?
Answer	Fewer learners want to ____
Question	Which sound do you want to make?
Answer	I want to peep like a chick.
Answer	I want to snort like a pig.
IDEA	<i>After each learner answers, instruct them to make the sound!</i>
SIGHT WORD OF THE DAY	
NEW	pig
REVISE	can, small

WEEK 6: WEDNESDAY: SHARED READING (15 minutes)	
TITLE	<u>A farm visit</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarize and reflect on the text.
INSTRUCTIONS	
Modelling: 1. Explain that today, learners will draw a picture of something important that happens in the story. 2. Use modelling to think before you write. 3. Use modelling to summarise the story, like: the children visit the farm. 4. Use modelling to draw a picture of your summary. 5. Use modelling to add a label to your drawing, like: farm. Modelling: 1. Explain that today, learners will draw a picture of something important that happens in the story. 2. Use modelling to think before you write. 3. Use modelling to summarise the story, like: the children visit the farm. 4. Use modelling to draw a picture of your summary. 5. Use modelling to add a label to your drawing, like: farm. 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.



WEEK 6: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/o/ /g/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /o/ and /g/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /o/ or /g/ 5. If learners think you said /o/, they must hold up 1 finger. 6. If learners think you said /g/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /o/ or /g/). 9. Instruct learners to hold up 1 or 2 fingers. 10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling. 11. Instruct learners to open their eyes. 12. Tell learners which sound you said, and show the flashcard. Repeat this as many times as possible.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 6: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This is the way we milk the cow,	Pretend milk the cow
	Milk the cow,	Pretend milk the cow
	Milk the cow,	Pretend milk the cow
	This is the way we milk the cow, early in the morning!	Point to the clock
	This is the we feed the chickens	Pretend to throw seeds on the ground
	Feed the chickens,	Pretend to throw seeds on the ground
	Feed the chickens,	Pretend to throw seeds on the ground
	This is the way we feed the chickens, early in the morning!	Point to the clock
THEME VOCABULARY	maize, field, lost, cry	
QUESTION OF THE DAY		
Question	Remind learners that in our Big Book story, Sarah got lost in the maize field. She was sitting and crying. Have you ever been lost like Sarah?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have been lost like Sarah?	
Answer	__ learners have been lost like Sarah.	
Question	How many learners have never been lost like Sarah?	
Answer	__ learners have never been lost like Sarah.	
Question	Have more learners been lost or not?	
Answer	Most learners __	

Question	Have fewer learners been lost or not?
Answer	Fewer learners __
Question	Have you ever been lost like Sarah?
Answer	Yes, I have been lost like Sarah.
Answer	No, I have never been lost like Sarah.
SIGHT WORD OF THE DAY	
NEW	cow
REVISE	can, small, pig

WEEK 6: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>A farm visit</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Visualise
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.
Story	Think aloud: Second Read
The children have been waiting to go on a fieldtrip to the farm. These children live in the big city – they have never seen farm animals before! When they get to the farm, they see a little sheep. ‘Look at that cute little sheep!’ Suzy yells. She runs over to pet the sheep. Bonga is too scared to pet the animals. He just watches the little pig snort and eat.	I can visualise how excited the children must be to see farm animals for the first time! I can visualise them smiling and running towards the animals!
Next, the children walk over to the fence. The farmer’s son shows them how to feed the horse carrots. ‘I didn’t know horses eat carrots!’ Ben laughs. He wants to pet the big goat, but he feels too scared of its big horns! He picks up the furry, friendly dog instead.	I can visualise Ben reaching for the goat. But then, Ben sees the big horns and pulls his hand back!

Rick runs over to the big cow. Farmer Siya is going to milk the cow! 'Wow! I have never seen milk coming from a cow!' Rick yells. Sophia climbs the fence to watch Farmer Siya. The children hear the little chicks peeping. But they also hear a strange sound – the sound of crying. 'Which animal makes a crying sound?' Sophia asks. 'That isn't an animal – that is a crying child!' Farmer Siya says, looking worried.	I can visualise Farmer Siya looking around. I can visualise him saying: What is that crying sound?
Poor Sarah – she is lost! She is crying so loudly that she can't hear her classmates calling her name. Luckily, the furry, friendly dog finds her. The dog begins to bark loudly so the others can find Sarah!	I can visualise Sarah's red face as she cries! I can visualise Sarah feeling so scared when she looks around and sees only maize everywhere!
Sarah has walked far out into the maize fields! Farmer Lerato drives the tractor to pick up Sarah. Then, she picks up the rest of the children. It is time for them to go back to the big city!	I can visualise Sarah's big smile when she sees the tractor. She must be feeling so happy that she is safe. I bet she is ready to leave the farm!
Follow up questions	Possible responses
What does Farmer Siya feed to the horse?	He feeds the horse a carrot.
Who do the children hear crying?	They hear Sarah crying.
Why question	Possible responses
Why was Sarah crying?	• Because she was lost. • Because she was so scared. • Because she couldn't find her friends.
Formulating questions	
• Teach the learners one or two simple question words, together with their meanings. For example: what, who. • Next ask learners to think about the story, and to try and formulate their own 'what' or 'who' 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 6: THURSDAY: WRITING (15 minutes)

WRITING FRAME

My favourite animal is...

Modelling:

1. Explain that today, learners will draw about **their favourite animal**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I love elephants.
5. Use **modelling** to draw a picture of yourself looking at an elephant.
6. **Use resources** to add a label, like: me, elephant
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: **My favourite animals is** an elephant.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What is your favourite animal?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about what they like to do, like: My favourite animals is...
5. Explain that learners will now draw and write their own ideas!

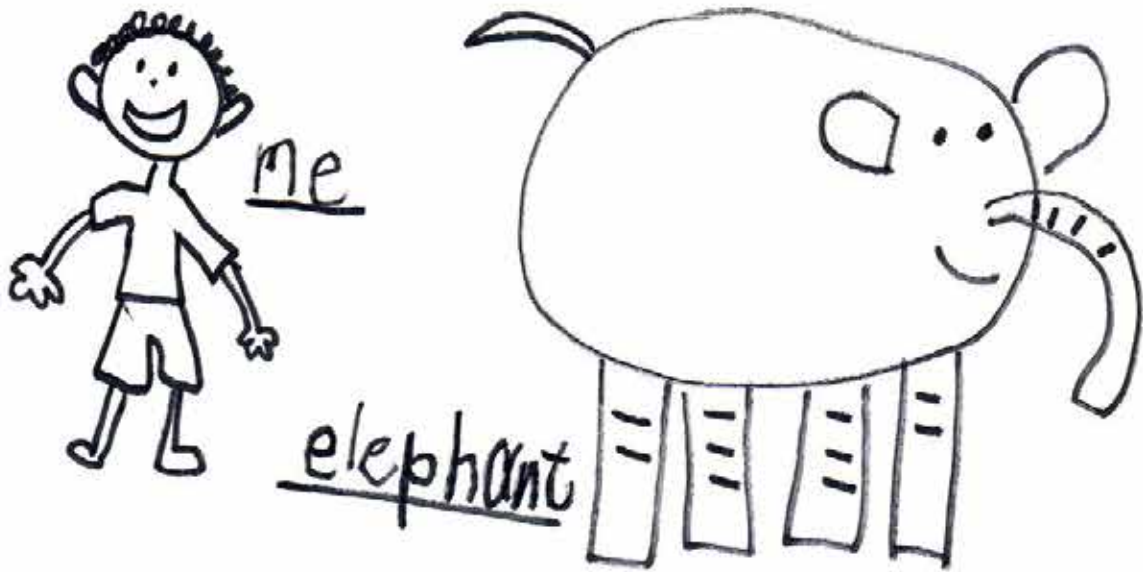
Writing:

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

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!



My favourite animal is an
elephant.

WEEK 6: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This is the way we milk the cow,	Pretend milk the cow
	Milk the cow,	Pretend milk the cow
	Milk the cow,	Pretend milk the cow
	This is the way we milk the cow, early in the morning!	Point to the clock
	This is the we feed the chickens	Pretend to throw seeds on the ground
	Feed the chickens,	Pretend to throw seeds on the ground
	Feed the chickens,	Pretend to throw seeds on the ground
	This is the way we feed the chickens, early in the morning!	Point to the clock
THEME VOCABULARY	goat, horn, sheep, tractor	
QUESTION OF THE DAY		
Question	Show learners the pictures of the sheep (page XX), the pig (page XX), the cow, (page XX), the goat (page XX), and the dog (page XX) in the big book. Ask learners: Which is your favourite farm animal?	
Graph	3 COLUMN GRAPH	
Options	horses / goats / sheep	
Follow up questions		
Question	How many learners like horses?	
Answer	__ learners like horses.	
Question	How many learners like goats?	
Answer	__ learners like goats.	

Question	How many learners like sheep?
Answer	__ learners like sheep.
Question	Which farm animal do most learners like?
Answer	Most learners favourite farm animal is __
Question	Which farm animal do fewest learners like?
Answer	Fewest learners favourite farm animal is __
Question	Which is your favourite farm animal?
Answer	My favourite farm animal is horses.
Answer	My favourite farm animal is goats.
Answer	My favourite farm animal is sheep.
SENTENCE OF THE WEEK	
REVISE	can, small, pig, cow, you, see, the, and, big
READ	Can you see the small pig and the big cow?

WEEK 6: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>A farm visit</u>
ACTIVITY	RECOUNT THE STORY
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.
INSTRUCTIONS	
1. Explain that today, learners will give a recount of one thing they remember in the story. This means they will say one thing they can remember. 2. Use modelling to show learners how to give a short recount of the story, like: The farmer fed the horse carrots! 3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened. 4. Instruct learners to think about 1-2 things they can say about the story. 5. Instruct learners to turn and talk and share their recount with a partner. 6. Ask 2-3 learners to share their ideas with the class. Help the learners form a short sentence. 7. Explain and correct any common problems to learners.	

WEEK 6: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	/g/
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: gap 2. Segment the word into the individual sounds: /g/ - /a/ - /p/ 3. Say the beginning sound of the word: /g/ 4. Say the middle sound of the word: /a/ 5. Say the end sound of the word: /p/ 6. Write the word on the board: gap 7. Model pointing and blending the sounds to make a word: /g/ - /a/ - /p/ = gap 8. If you have time, repeat this with the word: got SEGMENTING AND BLENDING (WE DO) 1. Say the word: pig 2. Ask learners: What is the first sound in the word? /p/ 3. Ask learners: What is the middle sound in the word? /i/ 4. Ask learners: What is the last sound in the word? /g/ 5. Ask learners to segment the word into each individual sound: /p/ - /i/ - /g/ 6. Write the word: pig 7. Instruct learners to blend the sounds in the word with you: /p/ - /i/ - /g/ = pig 8. If you have time, repeat this with the word: dig 9. Instruct learners to practice reading the phonic words for homework.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 6: 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 1 - TERM 2

WEEK
7

THEME:
SPORTS & GAMES

'Education is what survives when what has been learned has been forgotten'

– B F Skinner

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: sport balls, cricket bat, picture of a field or stadium, picture of a sportsmen or sports team, sports magazine, water bottle, sweat towel, energy drink.
5. Do some research on the internet to prepare for the theme. For example: how to get learners interested in sports.
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 65
Activity 2	DBE Workbook 1: Let's write, page 66
Activity 3	DBE Workbook 1: Let's talk, page 66
Activity 4	Draw a picture of a sport you like to play.

TERM 2: WEEK 7

OVERVIEW

THEME	Sports and games
THEME VOCABULARY	ball, kick, practise, catch, field, street, day, night, high, low, fence, flew, team, teammate, cricket, netball, surprised, scared, flying, air
PHONICS	/c/ - cat, cop, cot, cap
WRITING FRAME	I want to play...
SIGHT WORDS	do, want, with, me
SENTENCE	Do you want to play with me?

TERM 2: WEEK 7

INTRODUCE THE THEME

PICTURE	The picture of Jabu kicking the ball very hard in the big book: <u>Jabu's big kick</u>
SHOW	Show learners the picture. Explain that the children are playing soccer. Jabu kicks the ball very hard.
SAY	• Ask learners: Which sports do you like? • Listen to learner responses. This will help you understand what learners already know. • Explain that this week, we will learn words to talk about sports and games we like to play.

WEEK 7: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm out on the field, my shoes tied tight!	<i>Pretend to tie your shoes up.</i>
	I run so fast, I'm out of sight!	<i>Run in place, fast!</i>
	I kick the ball to the left,	<i>Kick your left foot</i>
	I kick the ball to the right!	<i>Kick your right foot</i>
	I play soccer all day,	<i>Hold your hands over your head like a sunshine</i>
	and I play soccer all night!	<i>Put your hands under your head like you are sleeping</i>
THEME VOCABULARY	ball, kick, practise, catch	
QUESTION OF THE DAY		
Question	What do you want to practise?	
Graph	2 COLUMN GRAPH	
Options	kicking the ball / catching the ball	
Follow up questions		
Question	How many learners want to practise kicking the ball?	
Answer	___ learners want to practise kicking the ball.	
Question	How many learners want to practise catching the ball?	
Answer	___ learners want to practise catching the ball.	
Question	What do more learners want to practise?	
Answer	More learners want to practise ___	
Question	What do fewer learners want to practise?	
Answer	Fewer learners want to practise ___	
Question	What do you want to practise?	
Answer	I want to practise kicking the ball.	
Answer	I want to practise catching the ball.	

SIGHT WORD OF THE DAY	
NEW	do
REVISE	--

WEEK 7: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>Jabu's big kick</u>
ACTIVITY	PRE-READING
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	
1. Show learners the front cover of the story: <u>Jabu's big kick</u> 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.	

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

SOUND	/d/ /o/ /g/ /t/																
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /d/ /o/ /g/ /t/ - Hold up a flashcard in random order. - Call on an individual learner to say the sound. - Instruct the class to repeat the correct sound. - Do this until you have gone through all of the past sounds. REVIEW PAST WORDS - Explain that you will sound out a word. - Learners must listen carefully to the sounds and try to make out what the word is. - Say the sounds: /d/ - /o/ - /g/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /d/ - /o/ - /g/ = dog - Show the flashcard for the word: dog. Say the word clearly. - Ask learners: Which word family does dog belong in? - Explain that it belongs in the –og word family. - If you have time, repeat for the word: dot (It belongs to the –ot family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /a/ /s/ /t/ /p/ /i/ /n/ /m/ /d/ /o/ /g/ - Ask learners if they can use these sounds to build a word. - As learners build words, write them on the chalkboard, in word families. - Brainstorm other words on the chalkboard. Nonsense words are also acceptable. <table><tr><td>tag</td><td>man</td><td>din</td><td>tad</td></tr><tr><td>nag</td><td>pan</td><td>min</td><td>mad</td></tr><tr><td>sag</td><td>tan</td><td>gin</td><td>sad</td></tr><tr><td>pag</td><td>dan</td><td>pin</td><td>dad</td></tr></table>	tag	man	din	tad	nag	pan	min	mad	sag	tan	gin	sad	pag	dan	pin	dad
tag	man	din	tad														
nag	pan	min	mad														
sag	tan	gin	sad														
pag	dan	pin	dad														

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

WEEK 7: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm out on the field, my shoes tied tight!	<i>Pretend to tie your shoes up.</i>
	I run so fast, I'm out of sight!	<i>Run in place, fast!</i>
	I kick the ball to the left,	<i>Kick your left foot</i>
	I kick the ball to the right!	<i>Kick your right foot</i>
	I play soccer all day,	<i>Hold your hands over your hand like a sunshine</i>
	and I play soccer all night!	<i>Put your hands under your head like you are sleeping</i>
THEME VOCABULARY	field, street, day, night	
QUESTION OF THE DAY		
Question	Where do you like to play?	
Graph	3 COLUMN GRAPH	
Options	the field / the playground / the street	
Follow up questions		
Question	How many learners like to play on the field?	
Answer	__ learners like to play on the field.	
Question	How many learners like to play on the playground?	
Answer	__ learners like to play on the playground.	
Question	How many learners like to play on the street?	
Answer	__ learners like to play on the street.	
Question	Where do most learners like to play?	
Answer	Most learners like to play __	
Question	Where do fewest learners like to play?	
Answer	Fewest learners like to play __	

Question	Where do you like to play?
Answer	I like to play on the field.
Answer	I like to play on the playground.
Answer	I like to play on the street.
EXPLAIN	Explain that some learners live on streets where very few cars come. If we play on or near any street, we need to be very careful! We must move out of the street anytime we see a car coming.
SIGHT WORD OF THE DAY	
NEW	want
REVISE	do

WEEK 7: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Jabu's big kick</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Visualise
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.
Story	Think aloud: First Read
It was Friday afternoon. School was over. It was time for the big soccer game. Jabu had been practicing at home all week. Now, he could kick the ball so hard. The game began. The ball came right to Jabu. He kicked it as hard as he could. The ball went over Lindi's head. She looked up. 'Wow!' she said, 'What a hard kick Jabu!'	I can visualise the ball coming towards Jabu. I can see him bring his leg all the way back, and kick the ball as hard as he can!
Jabu kicked the ball so hard that it flew over the fence. The schoolyard dog began to bark. The dog jumped up to try to get the ball. But the ball was way too high! 'Wow!' Lindi said, 'What a hard kick Jabu!'	I can visualise the dog jumping and barking as the ball flies over his head.
Jabu kicked the ball so hard that it flew over the houses near the school. The little children playing outside pointed at the ball. 'Look! Look!' they shouted. Their mother looked up from the fire. 'Yikes!' she said. The children laughed. 'Wow!' Lindi said, 'What a hard kick Jabu!'	I can visualise the little children laughing and laughing. Their laughs sound so cute.
Jabu kicked the ball so hard that it flew over the field and all the animals. The cows looked up. The horses looked up. The sheep looked up. The chickens ran away. The animals were frightened, except for the pigs. The pigs were too busy eating to see the ball. 'Wow!' Lindi said, 'What a hard kick Jabu!'	I can visualise the chickens squawking and running all around the yard.

Jabu kicked the ball so hard that it flew over the street. All the people in the street looked up at the ball. ‘ Where did that ball come from?’ one woman asked. ‘I hope it doesn’t hit someone’s head!’ said another woman. ‘Wow!’ Lindi said, ‘What a hard kick Jabu!’	I can visualise all the people talking in the street. They are pointing up at the ball.
Nkosi’s dad had fetched Nkosi and Anna from school. They were on their way home in the cart. Nkosi heard people on the street shouting. He looked up. The ball was coming right for his head. ‘Look out!’ said Nkosi’s dad. Nkosi stood up and put his arms out, ready to catch the ball.	I can visualise Nkosi hearing the shouting and looking around. I can imagine the minute he sees the ball coming for him!
‘Wow!’ Anna said, ‘What a good catch Nkosi!’ ‘I know where this ball came from!’ Nkosi said. Nkosi and Anna jumped out of the cart. ‘We can walk home!’ Nkosi shouted. He waved goodbye to his dad. Then, he and Anna ran back towards school.	I can visualise Nkosi and Anna getting out of the cart with the ball. I wonder where they are going?
They finally got to the field, where their friends were playing soccer. ‘The ball flew over Lindi’s head, over the fence, over the houses, over the animals, over the street, and into my cart!’ Nkosi told his friends. Wow!’ Lindi said, ‘What a hard kick Jabu!’ ‘Thanks for bringing the ball back to us!’ Jabu said. ‘Want to play with us?’ And they all played together until the sun went down.	Oh! Nkosi and Anna went back to school. I can visualise Nkosi and Anna running onto the field and holding the ball up in the air so all the other children can see it!
Follow up questions	Possible responses
Who kicked the ball?	Jabu kicked the ball.
Who caught the ball?	Nkosi caught the ball.

Why question	Possible responses
Why did Nkosi and Anna get out of the cart?	• Because Nkosi caught the ball. • Because they went to bring the ball back to their friends. • Because they knew who the ball belonged to • Maybe because they wanted to play soccer with their friends.

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

SOUND	/c/				
FLASHCARDS	cat, cop, cot, cap				
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /c/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /c/ is <u>different</u> in English and home language. 4. Tell learners to try to find this letter written somewhere on the walls. 5. Ask learners: Can you think of words that begin with /c/? 6. Brainstorm words with learners, like: cat, can, cap, kick (remember, this is about the sound, not the spelling) INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: cat, cop, cot, cap 2. Show each word to learners, as you say it. 3. Ask learners to repeat the words after you. 4. Stick up the flashcards of the rhyming words on the Phonics Display Board. <table><tr><td>cat</td></tr><tr><td>cop</td></tr><tr><td>cot</td></tr><tr><td>cap</td></tr></table>	cat	cop	cot	cap
cat					
cop					
cot					
cap					

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

WEEK 7: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm out on the field, my shoes tied tight!	<i>Pretend to tie your shoes up.</i>
	I run so fast, I'm out of sight!	<i>Run in place, fast!</i>
	I kick the ball to the left,	<i>Kick your left foot</i>
	I kick the ball to the right!	<i>Kick your right foot</i>
	I play soccer all day,	<i>Hold your hands over your hand like a sunshine</i>
	and I play soccer all night!	<i>Put your hands under your head like you are sleeping</i>
THEME VOCABULARY	high, low, fence, flew	
QUESTION OF THE DAY		
Question	<i>Remind learners that in our story, Jabu practised and practised kicking. Now, he can kick the ball very high! The ball flew high over the fence, the houses, and the street!</i> Can you kick the ball high like Jabu?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners can kick the ball high like Jabu?	
Answer	__ learners can kick the ball high like Jabu.	
Question	How many learners cannot kick the ball high like Jabu?	
Answer	__ learners cannot kick the ball high like Jabu.	
Question	Did more learners say yes or no?	
Answer	More learners said __	
Question	Did fewer learners say yes or no?	
Answer	Fewer learners said __	

Question	Can you kick the ball high like Jabu?
Answer	Yes, I can kick the ball high like Jabu.
Answer	No, I cannot kick the ball high like Jabu.
SIGHT WORD OF THE DAY	
NEW	with
REVISE	do, want

WEEK 7: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>Jabu's big kick</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarize and reflect on the text.

INSTRUCTIONS

Modelling:

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Jabu kicks the ball over the fence.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: fence.

Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: ball, fence.

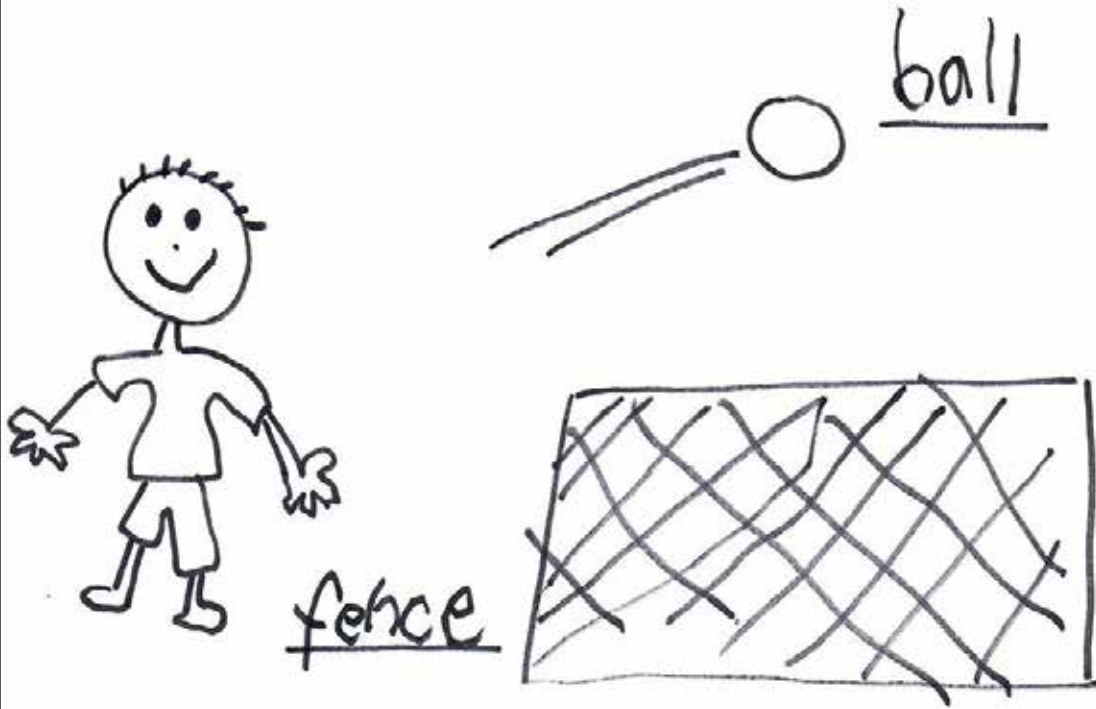
Writing:

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.



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

SOUND	/g/ /c/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /g/ and /c/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /g/ or /c/ 5. If learners think you said /g/, they must hold up 1 finger. 6. If learners think you said /c/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /g/ or /c/). 9. Instruct learners to hold up 1 or 2 fingers. 10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling. 11. Instruct learners to open their eyes. 12. Tell learners which sound you said, and show the flashcard. 13. Repeat this as many times as possible.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 7: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm out on the field, my shoes tied tight!	<i>Pretend to tie your shoes up.</i>
	I run so fast, I'm out of sight!	<i>Run in place, fast!</i>
	I kick the ball to the left,	<i>Kick your left foot</i>
	I kick the ball to the right!	<i>Kick your right foot</i>
	I play soccer all day,	<i>Hold your hands over your head like a sunshine</i>
	and I play soccer all night!	<i>Put your hands under your head like you are sleeping</i>
THEME VOCABULARY	team, teammate, cricket, netball	
QUESTION OF THE DAY		
Question	Which team do you want to be on?	
Graph	3 COLUMN GRAPH	
Options	the cricket team / the soccer team / the netball team	
Follow up questions		
Question	How many learners want to be on the cricket team?	
Answer	__ learners want to be on the cricket team.	
Question	How many learners want to be on the soccer team?	
Answer	__ learners want to be on the soccer team.	
Question	How many learners want to be on the netball team?	
Answer	__ learners want to be on the netball team.	
Question	What team do most learners want to be on?	
Answer	Most learners want to be on the __ team.	
Question	What team do fewest learners want to be on?	
Answer	Fewest learners want to be on the __ team.	

Question	Which team do you want to be on?
Answer	I want to be on the cricket team.
Answer	I want to be on the soccer team.
Answer	I want to be on the netball team.
SIGHT WORD OF THE DAY	
NEW	me
REVISE	do, want, with

WEEK 7: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Jabu's big kick</u>	
ACTIVITY	SECOND READ	
COMPREHENSION STRATEGY	Visualise	
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.	
	Story	Think aloud: Second Read
	It was Friday afternoon. School was over. It was time for the big soccer game. Jabu had been practicing at home all week. Now, he could kick the ball so hard. The game began. The ball came right to Jabu. He kicked it as hard as he could. The ball went over Lindi's head. She looked up. 'Wow!' she said, 'What a hard kick Jabu!'	I can visualise Jabu feeling excited when he sees the ball coming towards him. I can imagine how surprised Lindi is when she sees the ball go over her head!
	Jabu kicked the ball so hard that it flew over the fence. The schoolyard dog began to bark. The dog jumped up to try to get the ball. But the ball was way too high! 'Wow!' Lindi said, 'What a hard kick Jabu!'	I can visualise how proud Jabu must feel that he kicked the ball so hard. He is smiling as he watches the ball!

Jabu kicked the ball so hard that it flew over the houses near the school. The little children playing outside pointed at the ball. ‘Look! Look!’ they shouted. Their mother looked up from the fire. ‘Yikes!’ she said. The children laughed. ‘Wow!’ Lindi said, ‘What a hard kick Jabu!’	I can visualise Lindi watching the ball go further and further. I visualise her jumping up and down!
Jabu kicked the ball so hard that it flew over the field and all the animals. The cows looked up. The horses looked up. The sheep looked up. The chickens ran away. The animals were frightened, except for the pigs. The pigs were too busy eating to see the ball. ‘Wow!’ Lindi said, ‘What a hard kick Jabu!’	I can visualise Jabu watching his ball go further and further. I visualise his smile getting even bigger!
Jabu kicked the ball so hard that it flew over the street. All the people in the street looked up at the ball. ‘Where did that ball come from?’ one woman asked. ‘I hope it doesn’t hit someone’s head!’ said another woman. ‘Wow!’ Lindi said, ‘What a hard kick Jabu!’	I can visualise all the people in the street feeling scared that the ball will hit them! I can visualise some people putting their arms over their heads.
Nkosi’s dad had fetched Nkosi and Anna from school. They were on their way home in the cart. Nkosi heard people on the street shouting. He looked up. The ball was coming right for his head. ‘Look out!’ said Nkosi’s dad. Nkosi stood up and put his arms out, ready to catch the ball.	I can visualise Nkosi feeling scared as the ball comes towards his head!
‘Wow!’ Anna said, ‘What a good catch Nkosi!’ ‘I know where this ball came from!’ Nkosi said. Nkosi and Anna jumped out of the cart. ‘We can walk home!’ Nkosi shouted. He waved goodbye to his dad. Then, he and Anna ran back towards school.	I can visualise the surprised look on Anna and Nkosi’s dad’s faces when he catches the ball! They feel so happy that the ball didn’t hit him and hurt him!

They finally got to the field, where their friends were playing soccer. ‘The ball flew over Lindi’s head, over the fence, over the houses, over the animals, over the street, and into my cart!’ Nkosi told his friends. Wow!’ Lindi said, ‘What a hard kick Jabu!’ ‘Thanks for bringing the ball back to us!’ Jabu said. ‘Want to play with us?’ And they all played together until the sun went down.	I can visualise how happy all of Nkosi’s friends are. I can visualise them clapping and cheering because they can play soccer again!
Follow up questions	Possible responses
How did Jabu kick the ball?	He kicked the ball hard.
Where did the ball go?	The ball flew over Lindi’s head, over the fence, over the houses, over the animals, over the street, and into Nkosi’s cart!
Why question	Possible responses
Why did the ball go so high?	• Because Jabu kicked the ball hard • Because Jabu had been practicing soccer • Because Jabu is good at kicking the ball hard
Formulating questions	
• Teach the learners one or two simple question words, together with their meanings. For example: what, who. • Next ask learners to think about the story, and to try and formulate their own ‘what’ or ‘who’ 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 7: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I want to play...

Modelling:

1. Explain that today, learners will draw about **a sport or game they like to play**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I like to throw a ball with my little sister at home
5. Use **modelling** to draw a picture of yourself playing catch with your little sister.
6. **Use resources** to add a label, like: ball, play.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: I want to play ball.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

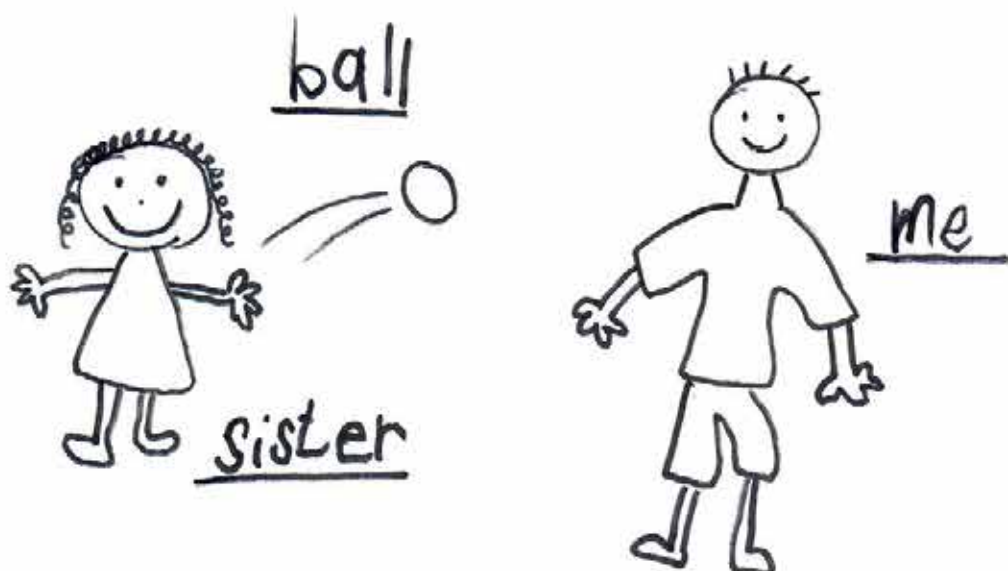
Oral Instructions:

1. Ask learners: What do you want to play? Who do you want to play with?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about what they like to do, like: I want to play...
5. Explain that learners will now 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 **tell you about their drawing**.
4. Help learners **use resources** to add a label.
5. Encourage learners.

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!



I like to play catch with
my little sister.

WEEK 7: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm out on the field, my shoes tied tight!	<i>Pretend to tie your shoes up.</i>
	I run so fast, I'm out of sight!	<i>Run in place, fast!</i>
	I kick the ball to the left,	<i>Kick your left foot</i>
	I kick the ball to the right!	<i>Kick your right foot</i>
	I play soccer all day,	<i>Hold your hands over your head like a sunshine</i>
	and I play soccer all night!	<i>Put your hands under your head like you are sleeping</i>
THEME VOCABULARY	surprised, scared, flying, air	
QUESTION OF THE DAY		
Question	1. Remind learners that in our book, Jabu kicks the ball high up in the air. Lots of people see the ball in the air. Some people feel happy and excited when they see the ball. Other people feel surprised when they see a ball in the air – they do not usually see balls flying high in the sky! Other people feel scared that the ball will hit them. 2. Instruct learners to close their eyes and visualise a ball flying high in the air. 3. Instruct learners to imagine the ball is coming to them! 4. Instruct learners to think about how they feel when the ball is coming. How do you feel when you see a ball in the air?	
Graph	3 COLUMN GRAPH	
Options	excited / surprised / scared	
Follow up questions		
Question	How many learners feel excited?	
Answer	___ learners feel excited.	
Question	How many learners feel surprised?	
Answer	___ learners feel surprised.	

Question	How many learners feel scared?
Answer	___ learners feel scared.
Question	How do most learners feel when they see a ball in the air?
Answer	Most learners feel ___ when they see a ball in the air.
Question	How do fewest learners feel when they see a ball in the air?
Answer	Fewest learners feel ___ when they see a ball in the air.
Question	How do you feel when you see a ball in the air?
Answer	I feel excited.
Answer	I feel surprised.
Answer	I feel scared.
SENTENCE OF THE WEEK	
REVISE	do, want, with, me, play, you
READ	Do you want to play with me?

WEEK 7: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>Jabu's big kick</u>
ACTIVITY	RECOUNT THE STORY
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.
INSTRUCTIONS	
1. Explain that today, learners will give a recount of one thing they remember in the story. This means they will say one thing they can remember. 2. Use modelling to show learners how to give a short recount of the story, like: The ball flew over the fence 3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened. 4. Instruct learners to think about 1-2 things they can say about the story. 5. Instruct learners to turn and talk and share their recount with a partner. 6. Ask 2-3 learners to share their ideas with the class. Help the learners form a short sentence. 7. Explain and correct any common problems to learners.	

WEEK 7: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	/c/
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: cat 2. Segment the word into the individual sounds: /c/ - /a/ - /t/ 3. Say the beginning sound of the word: /c/ 4. Say the middle sound of the word: /a/ 5. Say the end sound of the word: /t/ 6. Write the word on the board: cat 7. Model pointing and blending the sounds to make a word: /c/ - /a/ - /t/ = cat 8. If you have time, repeat this with the word: cap SEGMENTING AND BLENDING (WE DO) 1. Say the word: cop 2. Ask learners: What is the first sound in the word? /c/ 3. Ask learners: What is the middle sound in the word? /o/ 4. Ask learners: What is the last sound in the word? /p/ 5. Ask learners to segment the word into each individual sound: /c/ - /o/ - /p/ 6. Write the word: cop 7. Instruct learners to blend the sounds in the word with you: /c/ - /o/ - /p/ = cop 8. If you have time, repeat this with the word: cot 9. Instruct learners to practice reading the phonic words for homework.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 7: FRIDAY: END OF WEEK LEARNING REVIEW

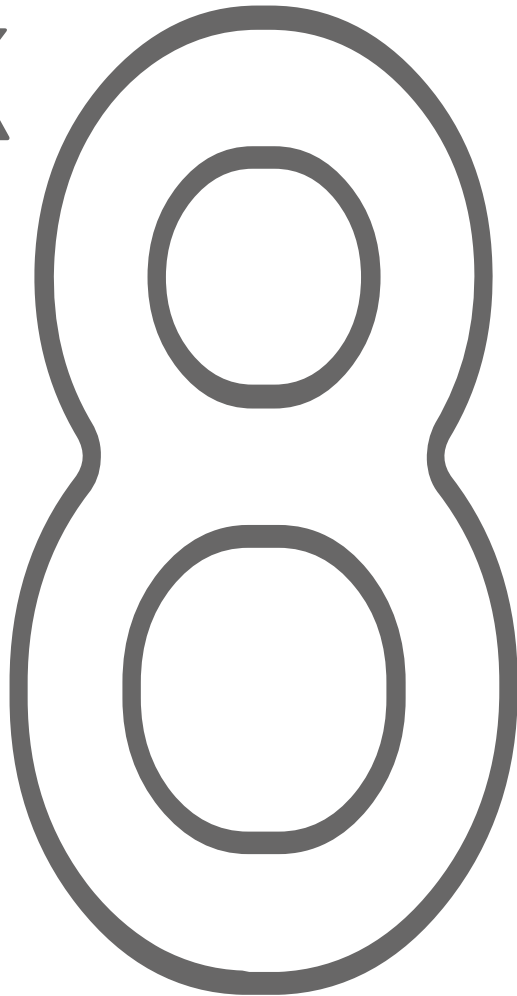
Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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 1 - TERM 2

WEEK



THEME:
SPORTS AND GAMES

'Winning is not everything. But making the effort to win is.'
-Vince Lombardi

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: sport balls, cricket bat, picture of a field or stadium, picture of a sportsmen or sports team, sports magazine, water bottle, sweat towel, energy drink.
5. Do some research on the internet to prepare for the theme. For example: how to motivate children to do well in sports.
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 68
Activity 2	DBE Workbook 1: Let's do, page 69
Activity 3	DBE Workbook 1: Walk and talk, page 70
Activity 4	Draw a picture of a sport you like to play.

TERM 2: WEEK 8

OVERVIEW

THEME	Sports and games
THEME VOCABULARY	ball, kick, practise, catch, field, street, day, night, high, low, fence, flew, team, teammate, cricket, netball, surprised, scared, flying, air, throw, hit, duck, tins, stack, tower, topple, rule, point, goal, score, win
PHONICS	/k/ - kin, kit, kid
WRITING FRAME	I play ball with...
SIGHT WORDS	what, game, should, today
SENTENCE	What should we play today?

TERM 2: WEEK 8

INTRODUCE THE THEME

PICTURE	When Jabu kicks the ball very hard in the Big Book: <u>Jabu's big kick</u>
SHOW	Show learners the picture. Explain that the children are playing soccer. Jabu kicks the ball very hard.
SAY	• Ask learners: What sports do you like? • Listen to learner responses. This will help you understand what learners already know. • Explain that this week, we will learn words to talk about sports and games we like to play.

WEEK 8: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Fasten your laces,	<i>Pretend to tie your shoes</i>
	Toes behind the line!	<i>Line your feet up</i>
	The sun is shining,	<i>Hold arms over your head like a sun</i>
	It's Athletics time!	--
	It's time to race,	<i>Look to the people on your left and right</i>
	Let's have some fun.	--
	On your marks, get set, ready!	<i>Put one knee on the ground, like you're ready to race</i>
	Let's run, run, run.	<i>Run in place</i>
THEME VOCABULARY	throw, hit, duck, tins	
QUESTION OF THE DAY		
Question	What do you think is easier to hit with a ball?	
Graph	2 COLUMN GRAPH	
Options	tins / people	
Follow up questions		
Question	How many learners think it is easier to hit tins with a ball?	
Answer	__ learners think it is easier to hit tins.	
Question	How many learners think it is easier to hit people with a ball?	
Answer	__ learners think it is easier to people.	
Question	What do more learners think is easier to hit with a ball?	
Answer	More learners think it is easier to hit __	
Question	What do fewer learners think is easier to hit with a ball?	
Answer	Fewer learners think it is easier to hit __	

Question	What do you think is easier to hit with a ball.
Answer	I think it is easier to hit tins.
Answer	I think it is easier to hit people.
SIGHT WORD OF THE DAY	
NEW	what
REVISE	--

WEEK 8: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>Let's play Bhathi</u>
ACTIVITY	PRE-READING
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	
1. Show learners the front cover of the story: <u>Let's play Bhathi</u> 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	

WEEK 8: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/p/ /a/ /t/ /n/																
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /p/ /a/ /t/ /n/ - Hold up a flashcard in random order. - Call on an individual learner to say the sound. - Instruct the class to repeat the correct sound. - Do this until you have gone through all of the past sounds. REVIEW PAST WORDS - Explain that you will sound out a word. - Learners must listen carefully to the sounds and try to make out what the word is. - Say the sounds: /p/ - /a/ - /t/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /p/ - /a/ - /t/ = pat - Show the flashcard for the word: pat. Say the word clearly. - Ask learners: Which word family does pat belong in? - Explain that it belongs in the –at word family. - If you have time, repeat for the word: tap (It belongs to the –ap family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /a/ /s/ /t/ /p/ /i/ /n/ /m/ /d/ /o/ /g/ /c/ - Ask learners if they can use these sounds to build a word. - As learners build words, write them on the chalkboard, in word families. - Brainstorm other words on the chalkboard. Nonsense words are also acceptable. <table><tr><td>at</td><td>not</td><td>cap</td><td>pin</td></tr><tr><td>cat</td><td>cot</td><td>nap</td><td>sin</td></tr><tr><td>mat</td><td>pot</td><td>map</td><td>nin</td></tr><tr><td>pat</td><td>tot</td><td>tap</td><td>tin</td></tr></table>	at	not	cap	pin	cat	cot	nap	sin	mat	pot	map	nin	pat	tot	tap	tin
at	not	cap	pin														
cat	cot	nap	sin														
mat	pot	map	nin														
pat	tot	tap	tin														

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

WEEK 8: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Fasten your laces,	Pretend to tie your shoes
	Toes behind the line!	Line your feet up
	The sun is shining,	Hold arms over your head like a sun
	It's Athletics time!	--
	It's time to race,	Look to the people on your left and right
	Let's have some fun.	--
	On your marks, get set, ready!	Put one knee on the ground, like you're ready to race
	Let's run, run, run.	Run in place
THEME VOCABULARY	stack, tower, topple, rule	
QUESTION OF THE DAY		
Question	Which game do you know the rules of?	
Graph	3 COLUMN GRAPH	
Options	netball / cricket / soccer	
Follow up questions		
Question	How many learners know the rules of netball?	
Answer	___ learners know the rules of netball.	
Question	How many learners know the rules of cricket?	
Answer	___ learners know the rules of cricket.	
Question	How many learners know the rules of soccer?	
Answer	___ learners know the rules of soccer.	
Question	Which game do most learners know the rules of?	
Answer	Most learners know the rules of ___	
Question	Which game do fewest learners know the rules of?	
Answer	Fewest learners know the rules of ___	

Question	Which game do you know the rules of?
Answer	I know the rules of netball.
Answer	I know the rules of cricket.
Answer	I know the rules of soccer.
SIGHT WORD OF THE DAY	
NEW	should
REVISE	what

WEEK 8: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Let's play Bhathi</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make inferences
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: First Read
Chinedu was visiting his auntie in Soweto for Christmas. Bulelwa was visiting her gogo. Xihlala was visiting his cousins. The three of them had quickly become friends. 'I'm bored,' Bulelwa said, 'let's play Toti.' 'I don't know that game,' Chinedu said, 'let's play Bhathi instead.' 'How about Chicago? That's the most fun game!' Xihlala said. 'Chicago? That sounds like a city – not a game!' Bulelwa rolled her eyes. They sat and argued about which game they should play. Back and forth, back and forth they went about which game was best.	I wonder which game they will agree to play?

‘Fine!’ Bulelwa finally backed down, ‘I guess we can play Bhathi if it is so great. How do we play?’ Chinedu stood up. ‘Okay, if we are going to play Bhathi, we need tins and a ball.’ ‘That sounds just like Chicago!’ Xihlala said. ‘You need tins and a ball to play Toti, too,’ Bulelwa said.	I can infer that all three games (Bhathi, Chicago, and Toti) all need tins and a ball.
‘First we need to make two teams. One team is on, and the other team is the fielding team. The team that is on must run and try to stack their tins into a tall tower,’ Chinedu continued. ‘Then, they must run to the home-zone!’ ‘That sounds just like Toti!’ Bulelwa repeated. ‘There is the same rule in Chicago too,’ Xihlala repeated. ‘Really?’ Chinedu asked, ‘That’s strange!’	There seem to be a lot of the same rules in all three games. I wonder how the games are different?
Chinedu went on. ‘The fielding team’s job is to hit the other team members with the ball. The other team members must try to duck and try not to get hit! If they get hit, they have to sit down.’ ‘That sounds just like Toti!’ Bulelwa said, looking confused. ‘There is the same rule in Chicago too,’ Xihlala said. ‘Really?’ Chinedu asked, ‘That’s funny!’	The more they talk about the rules, the more they can see that the games are similar. I infer that they are all feeling confused!
‘Okay so then, the fielding team must give the ball to the team in the home zone. Each member of the team has three chances to throw the ball and try to topple the stack of tins.’ Chinedu explained. ‘That sounds just like Toti,’ Bulelwa said. ‘If the team topples the stack, do they get a point, and another chance to play?’ ‘Yes!’ Chinedu said, looking confused. ‘How do you know?’ ‘This game is just like Toti! It must be the same game!’ Bulelwa laughed.	I can infer that they all love the same game – but the game has different names in different places! This must have been very confusing for them!

'It is just like Chicago, too!' Xihlala said. 'Is it the same that if none of the team members can topple the tins, then the fielding team gets a chance to play?' 'Yes!' Chinedu said. 'That is just like Bhathi!'	
'Okay, let's go collect tins!' Bulelwa said. They went from house to house, asking their neighbours for tins.	--
When they reached the last house on the street, Chinedu asked, 'Can we please have some tins for Bhathi?' The woman told them to wait. She came back with a whole bag of tins. 'Did you know that some people call that game Chicago?' she laughed, 'and other people call it Toti! Imagine!'	The woman knows that the game has different names! But I can infer that the children in the story have just learnt this fact!
They finally had enough tins. Chinedu, Bulelwa, and Xihlala looked at each other and smiled, 'Let's play Bhathi-Chicago-Toti' Xihlala said, laughing.	They spent so long feeling confused! I infer that they have changed the name, so that other people will know the game has lots of different names!
Follow up questions	Possible responses
What is the setting of this story?	It is set in Soweto, during the Christmas holidays
What are the three different names for the game?	Bhathi, Toti, Chicago
Why question	Possible responses
Why were the characters in the story confused?	- Because they thought they were talking about different games, but they were really talking about the same game! - Because they thought they were talking about different games, but then all the rules of the game were the same! - Because they didn't know their favourite game could have different names.

WEEK 8: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/k/
FLASHCARDS	kin, kit, kid
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /k/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /k/ is <u>the same</u> in English and home language. 4. Tell learners to try to find this letter written somewhere on the walls. 5. Ask learners: Can you think of words that begin with /k/? 6. Brainstorm words with learners, like: kids, kick, cat (remember, this is about the sound, not the spelling) 7. Ask learners: Can you think of words that end with /k/? 8. Brainstorm words with learners, like: sick, kick, lick (remember, this is about the sound, not the spelling) INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: kin, kit, kid 2. Show each word to learners, as you say the word. 3. Ask learners to repeat the words after you. 4. Stick up the flashcards of the words on the Phonics Display Board. kin kit kid

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 8: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Fasten your laces,	Pretend to tie your shoes
	Toes behind the line!	Line your feet up
	The sun is shining,	Hold arms over your head like a sun
	It's Athletics time!	--
	It's time to race,	Look to the people on your left and right
	Let's have some fun.	--
	On your marks, get set, ready!	Put one knee on the ground, like you're ready to race
	Let's run, run, run.	Run in place
THEME VOCABULARY	point, goal, score, win	
QUESTION OF THE DAY		
Question	Which do you think is more difficult to do?	
Graph	2 COLUMN GRAPH	
Options	score a point in Bhathi / score a goal in soccer	
Follow up questions		
Question	How many learners think it is more difficult to score a point in Bhathi?	
Answer	__ learners think it is more difficult to score a point in Bhathi.	
Question	How many learners think it is more difficult to goal a point in soccer?	
Answer	__ learners think it is more difficult to score a goal in soccer.	
Question	What do more learners think is difficult?	
Answer	More learners think it is difficult to __	
Question	What do fewer learners think is difficult?	
Answer	Fewer learners think it is difficult to __	

Question	Which do you think is more difficult?
Answer	I think it is more difficult to score a point in Bhathi.
Answer	I think it is more difficult to score a goal in soccer.
SIGHT WORD OF THE DAY	
NEW	game
REVISE	what, should

WEEK 8: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>Let's play Bhathi</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarize and reflect on the text.

INSTRUCTIONS
Modelling:

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: They are all talking about the same game but don't know it!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: tin.

Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: tin.

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.



WEEK 8: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/o/ /k/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /o/ and /k/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /o/ or /k/ 5. If learners think you said /o/, they must hold up 1 finger. 6. If learners think you said /k/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /o/ or /k/). 9. Instruct learners to hold up 1 or 2 fingers. 10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling. 11. Instruct learners to open their eyes. 12. Tell learners which sound you said, and show the flashcard. 13. Repeat this as many times as possible.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 8: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Fasten your laces,	Pretend to tie your shoes
	Toes behind the line!	Line your feet up
	The sun is shining,	Hold arms over your head like a sun
	It's Athletics time!	--
	It's time to race,	Look to the people on your left and right
	Let's have some fun.	--
	On your marks, get set, ready!	Put one knee on the ground, like you're ready to race
	Let's run, run, run.	Run in place
THEME VOCABULARY	collect, tag, disappointed, lose	
QUESTION OF THE DAY		
Question	How do you feel when your team loses?	
Graph	3 COLUMN GRAPH	
Options	calm / upset / disappointed	
Follow up questions		
Question	How many learners feel calm when their team loses?	
Answer	__ learners feel calm.	
Question	How many learners feel upset when their team loses?	
Answer	__ learners feel upset.	
Question	How many learners feel disappointed when their team loses?	
Answer	__ learners feel disappointed.	
Question	How do most learners feel when their team loses?	
Answer	Most learners feel __ when their team loses.	
Question	How do fewest learners feel when their team loses?	

Answer	Fewest learners feel __ when their team loses.
Question	How do you feel when your team loses?
Answer	I feel calm when my team loses.
Answer	I feel upset when my team loses.
Answer	I feel disappointed when my team loses.
SIGHT WORD OF THE DAY	
NEW	today
REVISE	what, should, game

WEEK 8: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Let's play Bhathi</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make inferences
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 (Read 2)
Chinedu was visiting his auntie in Soweto for Christmas. Bulelwa was visiting her gogo. Xihlala was visiting his cousins. The three of them had quickly become friends. 'I'm bored,' Bulelwa said, 'let's play Toti.' 'I don't know that game,' Chinedu said, 'let's play Bhathi instead.' 'How about Chicago? That's the most fun game!' Xihlala said. 'Chicago? That sounds like a city – not a game!' Bulelwa rolled her eyes. They sat and argued about which game they should play. Back and forth, back and forth they went about which game was best.	I remember that all the characters in this story have different names for the same game! All the characters come from different places. I can infer that in different places, the game has different names.

‘Fine!’ Bulelwa finally backed down, ‘I guess we can play Bhathi if it is so great. How do we play?’ Chinedu stood up. ‘Okay, if we are going to play Bhathi, we need tins and a ball.’ ‘That sounds just like Chicago!’ Xihlala said. ‘You need tins and a ball to play Toti, too,’ Bulelwa said.	
‘First we need to make two teams. One team is on, and the other team is the fielding team. The team that is on must run and try to stack their tins into a tall tower,’ Chinedu continued. ‘Then, they must run to the home-zone!’ ‘That sounds just like Toti!’ Bulelwa repeated. ‘There is the same rule in Chicago too,’ Xihlala repeated. ‘Really?’ Chinedu asked, ‘That’s strange!’	I can infer that Chinedu is confused because he says, ‘That’s strange!’
Chinedu went on. ‘The fielding team’s job is to hit the other team members with the ball. The other team members must try to duck and try not to get hit! If they get hit, they have to sit down.’ ‘That sounds just like Toti!’ Bulelwa said, looking confused. ‘There is the same rule in Chicago too,’ Xihlala said. ‘Really?’ Chinedu asked, ‘That’s funny!’	I can infer that Chinedu is confused because he says, ‘That’s funny!’ I infer that he hasn’t realized they are all talking about the same game yet!
‘Okay so then, the fielding team must give the ball to the team in the home zone. Each member of the team has three chances to throw the ball and try to topple the stack of tins.’ Chinedu explained. ‘That sounds just like Toti,’ Bulelwa said. ‘If the team topples the stack, do they get a point, and another chance to play?’ ‘Yes!’ Chinedu said, looking confused. ‘How do you know?’ ‘This game is just like Toti! It must be the same game!’ Bulelwa laughed.	Chinedu thinks he is describing a new, different game, but his friends seem to know all the rules! I infer that this is very confusing for him!

'It is just like Chicago, too!' Xihlala said. 'Is it the same that if none of the team members can topple the tins, then the fielding team gets a chance to play?' 'Yes!' Chinedu said. 'That is just like Bhathi!'	
'Okay, let's go collect tins!' Bulelwa said. They went from house to house, asking their neighbours for tins.	--
When they reached the last house on the street, Chinedu asked, 'Can we please have some tins for Bhathi?' The woman told them to wait. She came back with a whole bag of tins. 'Did you know that some people call that game Chicago?' she laughed, 'and other people call it Toti! Imagine!'	It infer that it is funny when they hear the woman say this, because it took them so long to figure out that the game has so many different names!
They finally had enough tins. Chinedu, Bulelwa, and Xihlala looked at each other and smiled, 'Let's play Bhathi-Chicago-Toti' Xihlala said, laughing.	I infer that it is funny, because it took them such a long time to realise they were all talking about the same game! They spent so long feeling confused!
Follow up questions	Possible responses
How can we infer that the characters all come from different places?	• Because they are all visiting family in Soweto. • Because they have just become friends. • Because they all have a different name for the same game.
What do the children need to collect before they can play?	They need to collect tins.
Why question	Possible responses
Why did the characters laugh at the end of the story?	• Because it took them so long to realise that they were all talking about the same game. • Because they had spent so long being confused. • Because Bhathi-Chicago-Toti is a long and funny name for the game.

Formulating questions

- Teach the learners one or two simple question words, together with their meanings. For example: what, who.
- Next ask learners to think about the story, and to try and formulate their own 'what' or 'who' 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: THURSDAY: WRITING (15 minutes)**WRITING FRAME**

I play ball with...

Modelling:

1. Explain that today, learners will draw about **who they like to play sports and games with.**
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write.**
4. Tell learners your idea, like: I like to throw play outside with my daughter!
5. Use **modelling** to draw a picture of yourself playing cricket with your daughter outside.
6. **Use resources** to add a label, like: ball, play.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: I play games with my daughter.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: Who do you like to play ball with? Do you like to kick, throw, or catch the ball?
2. Instruct learners to **think before they write.**
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about what they like to do, like: I play ball with...
5. Explain that learners will now draw and write their own ideas!

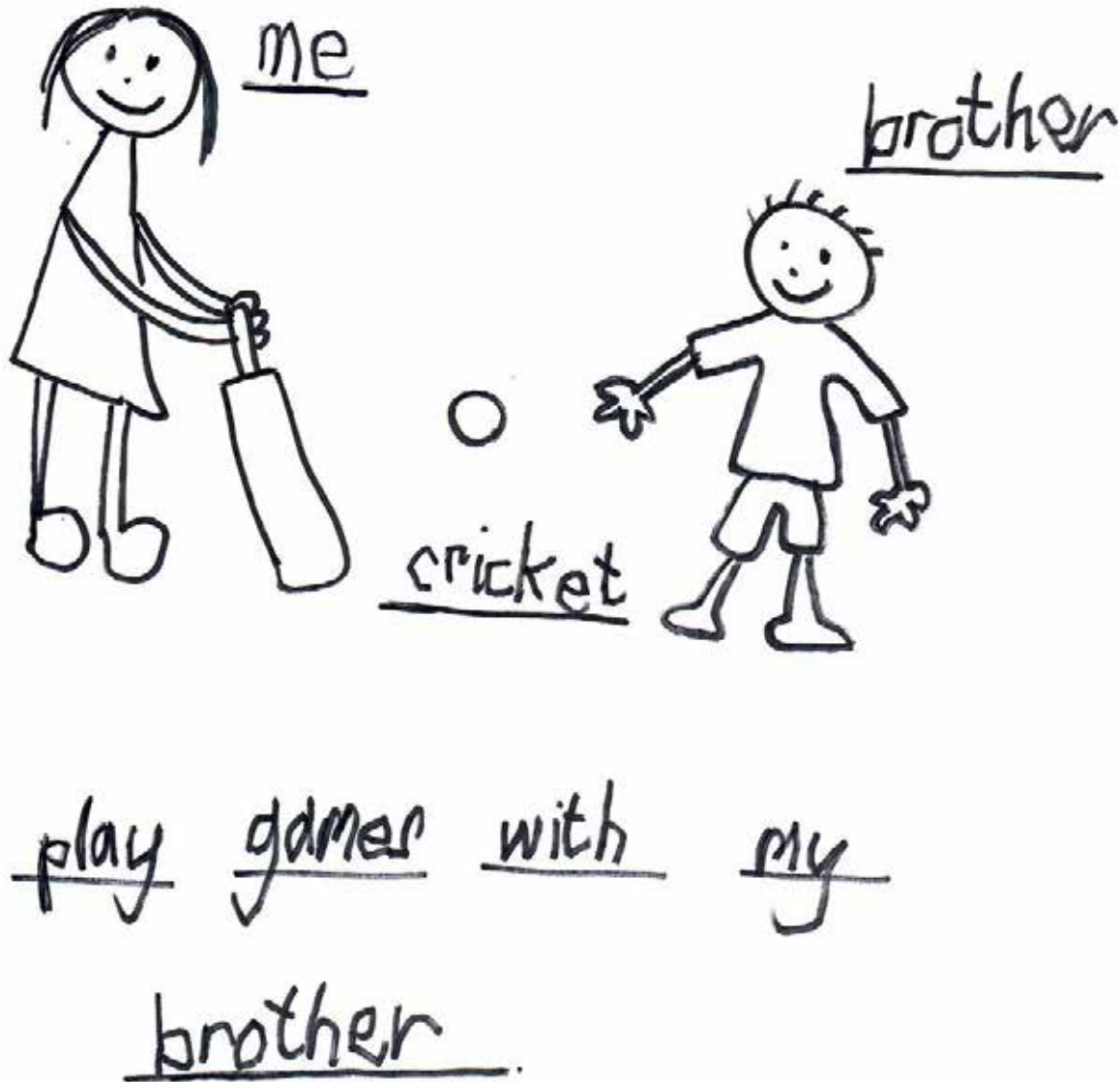
Writing:

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

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!



WEEK 8: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Fasten your laces,	Pretend to tie your shoes
	Toes behind the line!	Line your feet up
	The sun is shining,	Hold arms over your head like a sun
	It's Athletics time!	--
	It's time to race,	Look to the people on your left and right
	Let's have some fun.	--
	On your marks, get set, ready!	Put one knee on the ground, like you're ready to race
	Let's run, run, run.	Run in place
THEME VOCABULARY	Athletics, shoes, laces, tie	
QUESTION OF THE DAY		
Question	Do you know how to tie shoe laces?	
Graph	2 COLUMN GRAPH	
Options	Yes / no	
Follow up questions		
Question	How many learners know how to tie shoe laces?	
Answer	__ learners know how to tie shoe laces.	
Question	How many learners don't know how to tie shoe laces?	
Answer	__ learners don't know how to tie shoe laces.	
Question	Do more learners know how to tie shoe laces or not?	
Answer	More learners __	
Question	Do fewer learners know how to tie shoe laces or not?	
Answer	Fewer learners __	

Question	Do you know how to tie shoe laces?
Answer	Yes, I know how to tie shoe laces.
Question	No, I don't know how to tie shoe laces.
SENTENCE OF THE WEEK	
REVISE	what, game, should, today, we, play
READ	What should we play today?

WEEK 8: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>Let's play Bhathi</u>
ACTIVITY	RECOUNT THE STORY
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.
INSTRUCTIONS	
1. Explain that today, learners will give a recount of one important thing they remember from the story. 2. Use modelling to show learners how to give a short recount of the story, like: The children collected tins to play Bhathi. 3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened. 4. Instruct learners to think about 1-2 things they can say about the story. 5. Instruct learners to turn and talk and share their recount with a partner. 6. Ask 2-3 learners to share their ideas with the class. Help the learners form a short sentence. 7. Explain and correct any common problems to learners. 8. Instruct learners to turn and talk and share their recount with a partner.	

WEEK 8: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	/k/
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: kin 2. Segment the word into the individual sounds: /k/ - /i/ - /n/ 3. Say the beginning sound of the word: /k/ 4. Say the middle sound of the word: /i/ 5. Say the end sound of the word: /n/ 6. Write the word on the board: kin 7. Model pointing and blending the sounds to make a word: /k/ - /i/ - /n/ = kin 8. If you have time, repeat this with the word: kid SEGMENTING AND BLENDING (WE DO) 1. Say the word: kit 2. Ask learners: What is the first sound in the word? /k/ 3. Ask learners: What is the middle sound in the word? /i/ 4. Ask learners: What is the last sound in the word? /t/ 5. Ask learners to segment the word into each individual sound: /k/ - /i/ - /t/ 6. Write the word: kit 7. Instruct learners to blend the sounds in the word with you: /k/ - /i/ - /t/ = kit 8. Instruct learners to practice reading the phonic words for homework.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

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 1 - TERM 2

WEEK 9

THEME:
THE THREE LITTLE PIGS

'Home wasn't built in a day.'
-Jane Sherwood Ace

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: printed story of the 3 little pigs, cardboard cut-outs of pigs, picture of a wolf, some grass, a stick and a brick, or pictures of these.
5. Do some research on the internet to prepare for the theme. For example: the value of children's literature.
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 70
Activity 2	DBE Workbook 1: Let's talk, page 72
Activity 3	DBE Workbook 1: Let's do, page 73
Activity 4	Draw a picture of three little pigs!

TERM 2: WEEK 9

OVERVIEW

THEME	The three little pigs
THEME VOCABULARY	house, grass, sticks, bricks, afraid, wolf, chase, blow, character, first, second, third, down, up, huff, puff, story, door, knock, yell
PHONICS	/e/ - set, net, pet, met, pen, den
WRITING FRAME	I want to build...
SIGHT WORDS	think, three, pigs, funny
SENTENCE	I think the three little pigs are funny!

TERM 2: WEEK 9

INTRODUCE THE THEME

PICTURE	The picture on the front cover of the Big Book story: <u>The three little pigs</u>
SHOW	Show learners the picture. Explain that this week we will read and learn about the story of the three little pigs
SAY	• Ask learners: Have you heard this story before? • Listen to learner responses. This will help you understand what learners already know. • Explain that in this story the little pigs build different houses! We will see which house keeps them safe...

WEEK 9: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Little pigs, little pigs, let me in!	Knock on something (like a desk)
	Not by the hairs of our chinny chin chins!	Shake your finger ‘no’
	Then I’ll huff and I’ll puff and I’ll blow your house in!	Blow
THEME VOCABULARY	house, grass, sticks, bricks	
QUESTION OF THE DAY		
Question	Which kind of houses do you like?	
Graph	3 COLUMN GRAPH	
Options	grass houses / stick houses / brick houses	
Follow up questions		
Question	How many learners like grass houses?	
Answer	__ learners like grass houses.	
Question	How many learners like stick houses?	
Answer	__ learners like stick houses.	
Question	How many learners like brick houses?	
Answer	__ learners like brick houses.	
Question	Which kind of houses for most learners like?	
Answer	Most learners like __ houses.	
Question	Which kind of houses for fewest learners like?	
Answer	Fewest learners like __ houses.	
Question	Which kind of houses do you like?	
Answer	I like grass houses.	
Answer	I like stick houses.	
Answer	I like brick houses.	

SIGHT WORD OF THE DAY	
NEW	think
REVISE	--

WEEK 9: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>The three little pigs</u>
ACTIVITY	PRE-READING
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	
1. Show learners the front cover of the story: <u>The three little pigs</u> 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.	

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

SOUND	/g/ /p/ /a/ /i/																
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /g/ /p/ /a/ /i/ - Hold up a flashcard in random order. - Call on an individual learner to say the sound. - Instruct the class to repeat the correct sound. - Do this until you have gone through all of the past sounds. REVIEW PAST WORDS - Explain that you will sound out a word. - Learners must listen carefully to the sounds and try to make out what the word is. - Say the sounds: /p/ - /i/ - /g/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /p/ - /i/ - /g/ = pig - Show the flashcard for the word: pig. Say the word clearly. - Ask learners: Which word family does pig belong in? - Explain that it belongs in the –ig word family. - If you have time, repeat for the word: gap (It belongs to the –ap family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /a/ /s/ /t/ /p/ /i/ /n/ /m/ /d/ /o/ /g/ /k/ - Ask learners if they can use these sounds to build a word. - As learners build words, write them on the chalkboard, in word families. - Brainstorm other words on the chalkboard. Nonsense words are also acceptable. <table><tr><td>kid</td><td>kin</td><td>mit</td><td>man</td></tr><tr><td>sid</td><td>min</td><td>pit</td><td>pan</td></tr><tr><td>nid</td><td>pin</td><td>kit</td><td>tan</td></tr><tr><td>mid</td><td>tin</td><td>sit</td><td>nan</td></tr></table>	kid	kin	mit	man	sid	min	pit	pan	nid	pin	kit	tan	mid	tin	sit	nan
kid	kin	mit	man														
sid	min	pit	pan														
nid	pin	kit	tan														
mid	tin	sit	nan														

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

WEEK 9: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Little pigs, little pigs, let me in!	Knock on something (like a desk)
	Not by the hairs of our chinny chin chins!	Shake your finger ‘no’
	Then I’ll huff and I’ll puff and I’ll blow your house in!	Blow
THEME VOCABULARY	afraid, wolf, chase, blow	
QUESTION OF THE DAY		
Question	Are you afraid of the big bad wolf?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners are afraid of the big bad wolf?	
Answer	__ learners are afraid of the big bad wolf.	
Question	How many learners are not afraid of the big bad wolf?	
Answer	__ learners are not afraid of the big bad wolf.	
Question	Are more learners afraid of the big bad wolf or not?	
Answer	More learners ____ of the big bad wolf.	
Question	Are fewer learners afraid of the big bad wolf or not?	
Answer	Fewer learners ____ of the big bad wolf.	
Question	Are you afraid of the big bad wolf?	
Answer	Yes, I am afraid of the big bad wolf.	
Answer	No, I am not afraid of the big bad wolf.	
SIGHT WORD OF THE DAY		
NEW	three	
REVISE	think	

WEEK 9: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>The three little pigs</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Search the text
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: First Read
Once upon a time there were three little pigs. The little pigs were all grown up. It was time for them to leave home and to make houses of their own! They waved goodbye to their mother.	Where were the little pigs going? Oh! They were going to build their own houses!
'Build strong houses!' called their mother, 'And be careful of the Big Bad Wolf!'	--
As they walked, they noticed the Big Bad Wolf following them. 'We must build our houses as soon as possible!' agreed the little pigs.	Who was following the little pigs? Oh! It was the big bad wolf!
The first little pig bought some grass. He worked quickly to make his house. The second little pig bought some sticks. She worked quickly to make her house. The third little pig bought some bricks and mortar to stick them together. She worked quickly and carefully to build her strong house.	What did the little pigs build their houses out of? Oh, I learn that the first pig used grass, the second pig used sticks, and the third pig used bricks!
One night the big bad wolf came along and saw the first little pig in his house of grass. 'Little pig, little pig, let me in!' called the Wolf. The little pig replied 'Not by the hair of my chinny chin chin!' The wolf was angry. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!' And he did. The first pig ran to his sister's stick house.	What happened to the first little house? Oh no! I learn that it blew down!

The big bad wolf came and knocked on the stick door. ‘Little pigs, little pigs, let me in!’ called the Wolf. The little pigs replied ‘Not by the hair of our chinny chin chins!’ The wolf was even angrier. He yelled ‘Then I’ll huff and I’ll puff and I’ll blow your house in!’ And he did. The little pigs ran to their sister’s brick house.	What happened to the second little house? Oh no! I learn that it blew down!
The big bad wolf came and knocked on the brick door. ‘Little pigs, little pigs, let me in!’ called the Wolf. The little pigs replied ‘Not by the hair of our chinny chin chins!’ The wolf was very angry and very hungry now. He yelled ‘Then I’ll huff and I’ll puff and I’ll blow your house in!’	--
The wolf huffed and he puffed. He puffed and he huffed. But, he couldn’t blow the brick house down! The little pigs were safe.	What happened to the third little house? Oh! It was very strong!
Follow up questions	Possible responses
What do the little pigs use to build their houses?	They use grass, sticks, and brick.
Who is chasing the three little pigs?	The big bad wolf!
Why question	Possible responses
Why did the little pigs run to the brick house?	• The first two houses were blown down. • The little pigs run to their sister’s house. • Their sister’s house doesn’t blow down. • The pigs don’t want to get eaten.

WEEK 9: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/e/										
FLASHCARDS	set, net, pet, met, get ten, pen, men, den										
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /e/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /e/ is <u>the same</u> in English and home language. 4. Tell learners to try to find this letter written somewhere on the walls. 5. Ask learners: Can you think of words that begin with /e/? 6. Brainstorm words with learners, like: egg, elephant, end 7. Ask learners: Can you think of words that have the /e/ sound in the middle? 8. Brainstorm words with learners, like: met, ten, men INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: set, net, pet, met, get, ten, pen, men, den 2. Show each set of rhyming words to learners, as you say the words. 3. Ask learners to repeat the rhyming words after you. 4. Stick up the flashcards of the rhyming words on the Phonics Display Board. <table border="1"> <tbody> <tr> <td>set</td><td>ten</td></tr> <tr> <td>net</td><td>pen</td></tr> <tr> <td>pet</td><td>men</td></tr> <tr> <td>met</td><td>den</td></tr> <tr> <td>get</td><td></td></tr> </tbody> </table>	set	ten	net	pen	pet	men	met	den	get	
set	ten										
net	pen										
pet	men										
met	den										
get											

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

WEEK 9: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Little pigs, little pigs, let me in!	Knock on something (like a desk)
	Not by the hairs of our chinny chin chins!	Shake your finger 'no'
	Then I'll huff and I'll puff and I'll blow your house in!	Blow
THEME VOCABULARY	character, first, second, third	
QUESTION OF THE DAY		
Question	Who is your favourite character in the story?	
Graph	4 COLUMN GRAPH	
Options	the big bad wolf / the first little pig / the second little pig / the third little pig	
Follow up questions		
Question	How many learners like the wolf?	
Answer	__ learners like the wolf.	
Question	How many learners like the first little pig?	
Answer	__ learners like the first little pig.	
Question	How many learners like the second little pig?	
Answer	__ learners like the second little pig.	
Question	How many learners like the third little pig?	
Answer	__ learners like the third little pig.	
Question	Who is your favourite character?	
Answer	My favourite characters is the wolf.	
Answer	My favourite characters is the first little pig.	
Answer	My favourite characters is the second little pig.	
Answer	My favourite characters is the third little pig.	

SIGHT WORD OF THE DAY

NEW	pigs
REVISE	think, three

WEEK 9: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>The three little pigs</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarize and reflect on the text.

INSTRUCTIONS**Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: The big bad wolf chases the three pigs!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: pigs, wolf.

Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: wolf, house.

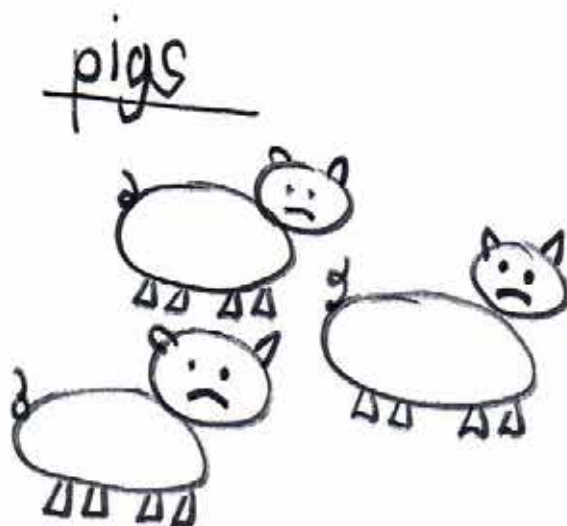
Writing:

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.



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

SOUND	/k/ /e/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /k/ and /e/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /k/ or /e/ 5. If learners think you said /k/, they must hold up 1 finger. 6. If learners think you said /e/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /k/ or /e/). 9. Instruct learners to hold up 1 or 2 fingers. 10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling. 11. Instruct learners to open their eyes. 12. Tell learners which sound you said, and show the flashcard. Repeat this as many times as possible.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 9: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Little pigs, little pigs, let me in!	Knock on something (like a desk)
	Not by the hairs of our chinny chin chins!	Shake your finger 'no'
	Then I'll huff and I'll puff and I'll blow your house in!	Blow
THEME VOCABULARY	down, up, huff, puff	
QUESTION OF THE DAY		
Question	Do you think a wolf could blow down your house?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners think a wolf could blow their house down?	
Answer	__ learners think a wolf could blow their house down.	
Question	How many learners think a wolf could not blow their house down?	
Answer	__ learners think a wolf could not blow their house down.	
Question	Do more learners think a wolf could blow their house down or not?	
Answer	More learners think a wolf__.	
Question	Do fewer learners think a wolf could blow their house down or not?	
Answer	Fewer learners think a wolf__.	
Question	Do you think a wolf could blow your house down?	
Answer	Yes, I think a wolf can blow my house down.	
Answer	No, I do not think a wolf can blow my house down.	
SIGHT WORD OF THE DAY		
NEW	funny	
REVISE	think, three, pigs	

WEEK 9: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>The three little pigs</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Search the text
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
Once upon a time there were three little pigs. The little pigs were all grown up. It was time for them to leave home and to make houses of their own! They waved goodbye to their mother.	Why were the little pigs waving goodbye to their mother? Oh! It's because they are all grown up and leaving home!
'Build strong houses!' called their mother, 'And be careful of the Big Bad Wolf!'	--
As they walked, they noticed the Big Bad Wolf following them. 'We must build our houses as soon as possible!' agreed the little pigs.	--
The first little pig bought some grass. He worked quickly to make his house. The second little pig bought some sticks. She worked quickly to make her house. The third little pig bought some bricks and mortar to stick them together. She worked quickly and carefully to build her strong house.	Who works carefully to build her house? I learn that only the third little pig works carefully!
One night the big bad wolf came along and saw the first little pig in his house of grass. 'Little pig, little pig, let me in!' called the Wolf.	Why did the first little pig run to his sister's house? Oh! He because his own house blew down and the wolf was chasing him!
The little pig replied 'Not by the hair of my chinny chin chin!' The wolf was angry. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!' And he did. The first pig ran to his sister's stick house.	

The big bad wolf came and knocked on the stick door. 'Little pigs, little pigs, let me in!' called the Wolf. The little pigs replied 'Not by the hair of our chinny chin chins!' The wolf was even angrier. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!' And he did. The little pigs ran to their sister's brick house.	Why did the first and second little pigs run to their sister's house? Oh! Because their own houses blew down and the wolf was chasing them!
The big bad wolf came and knocked on the brick door. 'Little pigs, little pigs, let me in!' called the Wolf. The little pigs replied 'Not by the hair of our chinny chin chins!' The wolf was very angry and very hungry now. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!'	--
The wolf huffed and he puffed. He puffed and he huffed. But, he couldn't blow the brick house down! The little pigs were safe.	Did the wolf eat the pigs? No! I learn that the pigs were safe in the brick house!
Follow up questions	Possible responses
Which houses blew down?	The grass and stick houses blew down.
Which house was strong?	The brick house was strong. It did not blow down.
Why question	Possible responses
Why were the little pigs safe in the end?	• Because they ran to the brick house. • Because the wolf couldn't blow down the brick house. • Because the third little pig made a strong house that kept them safe!

Formulating questions

- Teach the learners one or two simple question words, together with their meanings. For example: what, who.
- Next ask learners to think about the story, and to try and formulate their own 'what' or 'who' 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 9: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I want to build...

Modelling:

1. Explain that today, learners will draw about **a house they want to build.**
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write.**
4. Tell learners your idea, like: I want to build a stick house. I think it looks nice!
5. Use **modelling** to draw a picture of yourself building a stick house.
6. **Use resources** to add a label, like: me, sticks
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: **I want to build** a stick house.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What kind of house do you want to build?
2. Instruct learners to **think before they write.**
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: **I want to build...**
5. Explain that learners will now draw and write their own ideas!

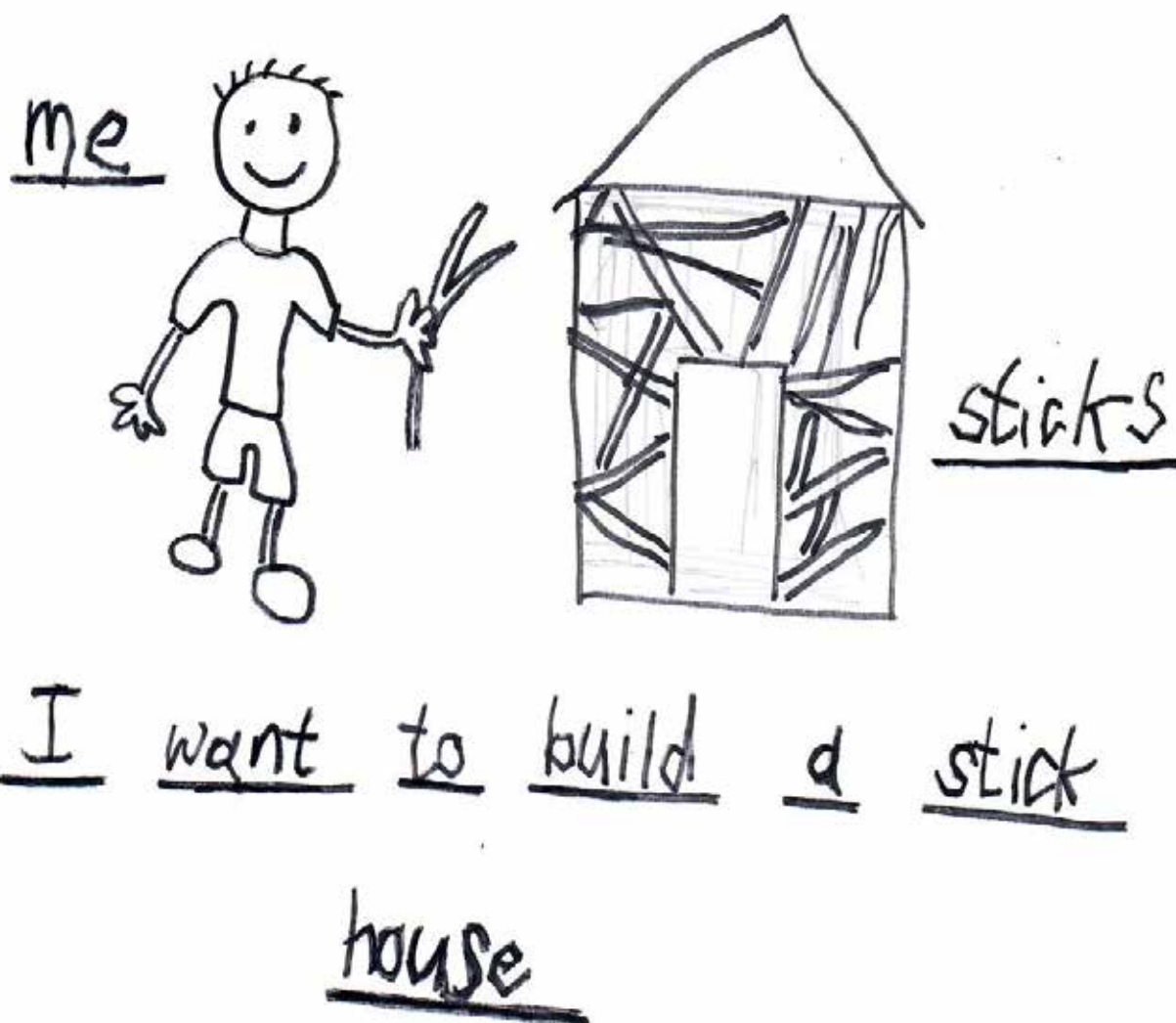
Writing:

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

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!



WEEK 9: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Little pigs, little pigs, let me in!	Knock on something (like a desk)
	Not by the hairs of our chinny chin chins!	Shake your finger 'no'
	Then I'll huff and I'll puff and I'll blow your house in!	Blow
THEME VOCABULARY	story, door, knock, yell	
QUESTION OF THE DAY		
Question	Which story did you like better?	
Graph	2 COLUMN GRAPH	
Options	The little red hen / The three little pigs	
Follow up questions		
Question	How many learners liked 'The little red hen' better?	
Answer	__ learners liked 'The little red hen' better.	
Question	How many learners liked 'The three little pigs' better?	
Answer	__ learners liked 'The three little pigs' better.	
Question	Which story did more learners like better?	
Answer	More learners liked __ better.	
Question	Which story did fewer learners like better?	
Answer	Fewer learners liked __ better.	
Question	Which story did you like better?	
Answer	I liked 'The little red hen' better.	
Answer	I liked 'The three little pigs' better.	
SENTENCE OF THE WEEK		
REVISE	think, three, pigs, funny, I, the, are	
READ	I think the three little pigs are funny.	

WEEK 9: FRIDAY: SHARED READING (15 minutes)		
TITLE	<u>The three little pigs</u>	
ACTIVITY	DRAMATISE	
PURPOSE	To give learners a chance to act out what is happening in the story.	
TEXT	TEACHER SAYS	LEARNERS DO
<i>Explain that today we will act out the story of the three little pigs. Split the class into 4 groups. Assign a character to each group: first little pig, second little pig, third little pig, wolf. You will be mama pig.</i>		
Once upon a time there were three little pigs. The little pigs were all grown up. It was time for them to leave home and to make houses of their own! They waved goodbye to their mother.		--
'Build strong houses!' called their mother, 'And be careful of the Big Bad Wolf!'	Mama pig says: Bye my little pigs! Build strong houses and be careful of the big bad wolf!	ALL pigs say: Bye mama. We are going to live in our own houses!
As they walked, they noticed the Big Bad Wolf following them. 'We must build our houses as soon as possible!' agreed the little pigs.	--	ALL pigs say: We must build our houses as soon as possible!
The first little pig bought some grass. He worked quickly to make his house. The second little pig bought some sticks. She worked quickly to make her house. The third little pig bought some bricks and mortar to stick them together. She worked quickly and carefully to build her strong house.	--	Pig group ONE says: I make my house from grass! Pig group TWO says: I make my house from sticks! Pig group THREE: I make my house from bricks!

One night the big bad wolf came along and saw the first little pig in his house of straw. 'Little pig, little pig, let me in!' called the Wolf. The little pig replied 'Not by the hair of my chinny chin chin!' The wolf was angry. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!' And he did. The first pig ran to his sister's stick house.	--	Wolf group: Little pig, little pig, let me in!' called the Wolf. Pig group ONE says: Not by the hair of my chinny chin chin! Wolf group: Then I'll huff and I'll puff and I'll blow your house in!
The big bad wolf came and knocked on the stick door. 'Little pigs, little pigs, let me in!' called the Wolf. The little pigs replied 'Not by the hair of our chinny chin chins!' The wolf was even angrier. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!' And he did. The little pigs ran to their sister's brick house.	--	Wolf group: Little pig, little pig, let me in!' called the Wolf. Pig group TWO says: Not by the hair of my chinny chin chin! Wolf group: Then I'll huff and I'll puff and I'll blow your house in!
The big bad wolf came and knocked on the brick door. 'Little pigs, little pigs, let me in!' called the Wolf. The little pigs replied 'Not by the hair of our chinny chin chins!' The wolf was very angry and very hungry now. He yelled 'Then I'll huff and I'll puff and I'll blow your house in!'	--	Wolf group: Little pig, little pig, let me in!' called the Wolf. Pig group THREE says: Not by the hair of my chinny chin chin! Wolf group: Then I'll huff and I'll puff and I'll blow your house in!
The wolf huffed and he puffed. He puffed and he huffed. But, he couldn't blow the brick house down! The little pigs were safe.	--	ALL pigs say: Yay!

WEEK 9: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	/e/
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: net 2. Segment the word into the individual sounds: /n/ - /e/ - /t/ 3. Say the beginning sound of the word: /n/ 4. Say the middle sound of the word: /e/ 5. Say the end sound of the word: /t/ 6. Write the word on the board: net 7. Model pointing and blending the sounds to make a word: /n/ - /e/ - /t/ = net 8. If you have time, repeat this with the word: pet SEGMENTING AND BLENDING (WE DO) 1. Say the word: pen 2. Ask learners: What is the first sound in the word? /p/ 3. Ask learners: What is the middle sound in the word? /e/ 4. Ask learners: What is the last sound in the word? /n/ 5. Ask learners to segment the word into each individual sound: /p/ - /e/ - /n/ 6. Write the word: pen 7. Instruct learners to blend the sounds in the word with you: /p/ - /e/ - /n/ = pen 8. If you have time, repeat this with the word: den 9. Instruct learners to practice reading the phonic words for homework.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

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 1 - TERM 2

WEEK 10

THEME:
THE THREE LITTLE PIGS

'Your home should tell the story of who you are, and be a collection of what you love.'

-Nate Berkus

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: printed story of the 3 little pigs, cardboard cut-outs of pigs, picture of a wolf, some grass, a stick and a brick, or pictures of these
5. Do some research on the internet to prepare for the theme. For example: the moral behind the 3 little pig's story or how children's literature can teach children important values.
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 74
Activity 2	DBE Workbook 1: Let's sing, page 75
Activity 3	DBE Workbook 1: Let's talk, page 76
Activity 4	Draw a picture of three little mice!

TERM 2: WEEK 10	
OVERVIEW	
THEME	The three little pigs
THEME VOCABULARY	house, grass, sticks, bricks, afraid, wolf, chase, blow, character, first, second, third, down, up, huff, puff, story, door, knock, yell, nest, strong, reed, rock, snake, tail, scary, slithering, mice, mouse, whiskers, squeak, destroy, destroyed, swallow, gulp, whack, smack, warn, warning
PHONICS	
WRITING FRAME	My story is called: The three little...and the big bad...
SIGHT WORDS	read, all, about, mice
SENTENCE	We read all about the three little mice!

TERM 2: WEEK 10	
INTRODUCE THE THEME	
PICTURE	The picture on the front cover of the Big Book story: <u>The three little pigs</u>
SHOW	Show learners the picture.
SAY	- Ask learners: What was the story of the three little pigs about? - Listen to learner responses. This will help you understand what learners understand from WEEK 9. - Explain that this week we will read a similar story called <u>The three little mice</u>. Explain that we will compare and contrast the stories. This means we will think about how they are the same and how they are different.

WEEK 10: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Little mouse, little mouse, let me in!	Knock on something (like a desk)
	Not by the whiskers on my chinny-chin-chin!	Shake your finger ‘no’
	Then I’ll whack, and I’ll smack, and I’ll crack your house down!	Smack your hand against the desk
THEME VOCABULARY	nest, strongest, reed, rock	
QUESTION OF THE DAY		
Question	Which kind of nest do you think will be strongest?	
Graph	3 COLUMN GRAPH	
Options	the grass nest / the reed nest / the rock nest	
Follow up questions		
Question	How many learners the grass nest will be strongest?	
Answer	__ learners think the grass nest will be strongest.	
Question	How many learners the reed nest will be strongest?	
Answer	__ learners think the reed nest will be strongest.	
Question	How many learners the rock nest will be strongest?	
Answer	__ learners think the rock nest will be strongest.	
Question	Which nest to most learners think will be strongest?	
Answer	Most learners think the __ nest will be strongest.	
Question	Which nest to fewest learners think will be strongest?	
Answer	Fewest learners think the __ nest will be strongest.	
Question	Which kind of nest do you think will be strongest?	
Answer	I think the grass nest will be strongest.	
Answer	I think the reed nest will be strongest.	
Answer	I think the rock nest will be strongest.	

SIGHT WORD OF THE DAY	
NEW	read
REVISE	--

WEEK 10: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>The three little mice</u>
ACTIVITY	PRE-READING
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	
1. Show learners the front cover of the story: <u>The three little mice</u> 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.	

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

SOUND	Revision: a, s, t, p, l, n, m, d, o, g, c, k, e
ACTIVITY	1. Have flashcards of the sounds ready. 2. Revise each sound with learners and then stick it up on the chalkboard. 3. Show learners how to build simple CVC words using the sounds taught. For example: s-a-t; d-o-g. 4. Call different learners to the chalkboard to build words. 5. Next, tell learners to turn and talk and build words with a partner.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 10: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Little mouse, little mouse, let me in!	Knock on something (like a desk)
	Not by the whiskers on my chinny-chin-chin!	Shake your finger 'no'
	Then I'll whack, and I'll smack, and I'll crack your house down!	Smack your hand against the desk
THEME VOCABULARY	snake, tail, scary, slithering	
QUESTION OF THE DAY		
Question	Who are you more afraid of?	
Graph	2 COLUMN GRAPH	
Options	the Big Bad Wolf / the Scary Slithering Snake	
Follow up questions		
Question	How many learners are more afraid of the Big Bad Wolf?	
Answer	__ learners are more afraid of the Big Bad Wolf.	
Question	How many learners are more afraid of the Scary Slithering Snake?	
Answer	__ learners are more afraid of the Scary Slithering Snake.	
Question	Are more learners afraid of the Big Bad Wolf or the Scary Slithering Snake?	
Answer	More learners are afraid of the __	
Question	Are fewer learners afraid of the Big Bad Wolf or the Scary Slithering Snake?	
Answer	Fewer learners are afraid of the __	
Question	Who are you more afraid of?	
Answer	I am more afraid of the Big Bad Wolf.	
Answer	I am more afraid of the Scary Slithering Snake.	

SIGHT WORD OF THE DAY

NEW	all
REVISE	read

WEEK 10: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>The three little mice</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make connections (text-to-text)
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!

Story	Think aloud: First Read
Once upon a time, deep in the Kruger National Park, there lived a little family of Barbour's Rock Mice. Their nest was getting very full, so the three oldest siblings left to build nests of their own. 'Good luck,' squeaked their mother. 'Build your nests carefully to keep you safe from Scary Slithering Snake!'	I can connect this text to <u>The three little pigs!</u> At the beginning of both stories, three little siblings leave home!
Soon the first little mouse became tired. She stopped in the middle of a big field. 'I will build my nest here, with grass,' she squeaked. 'But this is a very open place!' her sister said, 'Scary Slithering Snake will easily get into your nest!' But the first little mouse didn't listen, she just began to build.	Oh I can connect this to <u>The three little pigs!</u> The first little pig and the first little mouse both built out of grass!

The two little mice continued to walk and walk. 'I'm very thirsty!' said the second little mouse. At that moment, he saw a pond. 'I will build my nest there! I am too tired and thirsty to keep going!' he squeaked. 'There are many snakes near the pond!' said the third little mouse. 'It is not safe!' But the second little mouse did not listen to his sister's warning! He gathered grass and reeds, and built his nest next to the water.	--
The third little mouse walked and walked until she found a small pile of rocks on a hill. She gathered leaves and grass and made her nest in a small crack between the rocks. 'This will be safe!' she said. 'No snakes can fit in here!'	I can make a connection to <u>The three little pigs</u>! All of the siblings build their house from different things!
That very night, when the moon rose, Scary Slithering Snake woke up and went to find something to eat. He slithered across a big open field, and found the first little mouse's nest. 'Little mouse little mouse, let me in!' demanded the snake. 'Not by the whiskers on my chinny-chin-chin!' the little mouse squeaked. 'Then I'll whack, and I'll smack, and I'll crack your nest down!' the snake warned. He took one big whack and easily destroyed the nest! Then, Scary Slithering Snake swallowed the first little mouse in one gulp!	I connect this to <u>The three little pigs</u>! In both stories they say 'chinny-chin-chin'!
Next, Scary Slithering Snake went to find some water. When he arrived at the pond, he saw the second mouse's reed nest. 'Little mouse little mouse, let me in!' demanded the snake. 'Not by the whiskers on my chinny-chin-chin!' the second little mouse squeaked. 'Then I'll whack, and I'll smack, and I'll crack your nest down!' the snake warned. He took one big crack and destroyed the nest. Then, Scary Slithering Snake swallowed the second little mouse in one gulp!	I can connect this to <u>The three little pigs</u> – the first two houses in both stories get destroyed!

When the snake reached a small pile of rocks, he could hear another little mouse trying to hide. He put his nose right up to the crack and said, 'Little mouse little mouse let me in!' 'Not by the whiskers on my chinny-chin-chin!' the third little mouse squeaked. 'Then I'll whack, and I'll smack, and I'll crack your nest down!' the snake warned.	--
He took one big whack, and another, but he could not move the rocks! He tried to squeeze into the crack, but he was too big and the crack was too small! From then on all of the mice in her family nested in the safety of the rocks.	I can make a connection ! In both stories, the third house is strong. It doesn't get destroyed!
Follow up questions	Possible responses
Who is the big bad character in this story?	It is the Scary Slithering Snake.
Who are the three little characters in this story?	They are the three little mice.
Deeper thinking question	Possible responses
How is this story similar to The three little pigs?	• There are 'three little' characters in both stories • There is a bad character in both stories • They say 'Chinny-chin-chin' in both stories. • The bad character destroys the first two houses in both stories

WEEK 10: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	Revision: a, s, t, p, l, n, m, d, o, g, c, k, e
ACTIVITY	1. Have flashcards of the sounds ready. 2. Revise each sound with learners and then stick it up on the chalkboard. 3. Show learners how to build simple CVC words using the sounds taught. For example: s-a-t; d-o-g. 4. Call different learners to the chalkboard to build words. 5. Next, tell learners to turn and talk and build words with a partner.

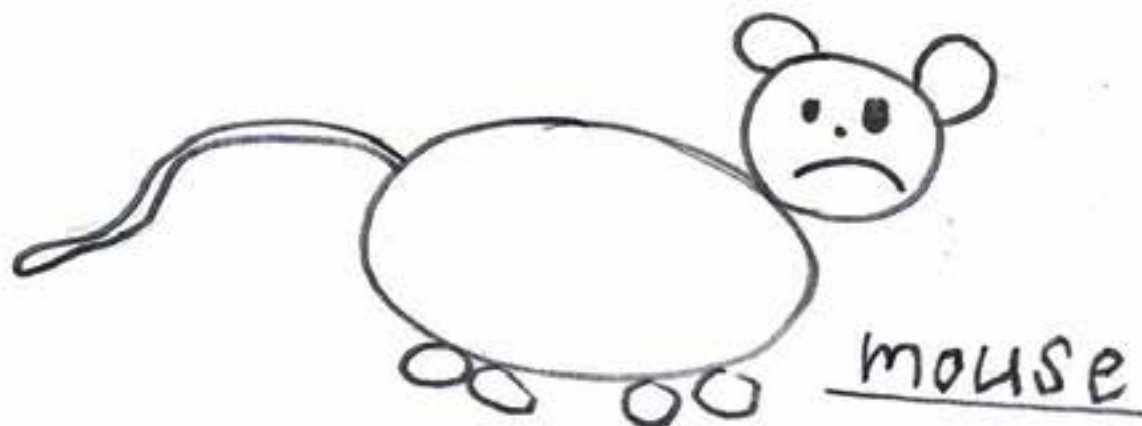
ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 10: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Little mouse, little mouse, let me in!	Knock on something (like a desk)
	Not by the whiskers on my chinny-chin-chin!	Shake your finger ‘no’
	Then I’ll whack, and I’ll smack, and I’ll crack your house down!	Smack your hand against the desk
THEME VOCABULARY	mice, mouse, whiskers, squeak	
QUESTION OF THE DAY		
Question	Who is your favourite character in the story?	
Graph	4 COLUMN GRAPH	
Options	the Scary Slithering Snake / the first little mouse / the second little mouse / the third little mouse	
Follow up questions		
Question	How many learners like the Scary Slithering Snake?	
Answer	__ learners like the Scary Slithering Snake.	
Question	How many learners like the first little mouse?	
Answer	__ learners like the first little mouse.	
Question	How many learners like the second little mouse?	
Answer	__ learners like the second little mouse.	
Question	How many learners like the third little mouse?	
Answer	__ learners like the third little mouse.	
Question	Who is your favourite character?	
Answer	My favourite characters is the Scary Slithering Snake.	
Answer	My favourite characters is the first little mouse.	
Answer	My favourite characters is the second little mouse.	
Answer	My favourite characters is the third little mouse.	

SIGHT WORD OF THE DAY	
NEW	about
REVISE	read, all

WEEK 10: WEDNESDAY: SHARED READING (15 minutes)	
TITLE	<u>The three little mice</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarize and reflect on the text.
INSTRUCTIONS	
Modelling: 1. Explain that today, learners will draw a picture of something important that happens in the story. 2. Use modelling to think before you write. 3. Use modelling to summarise the story, like: the third little mouse is the only one to not get eaten! 4. Use modelling to draw a picture of your summary. 5. Use modelling to add a label to your drawing, like: mouse. Oral Instructions: 1. Tell learners they must think about something important that happens in the story. 2. If needed, support learners by showing the pictures in the Big Book. 3. Remind learners that we think before we write. 4. Instruct learners to turn and talk and share their ideas with a partner. 5. Call on 2-3 learners to tell you their summary of the story (<i>learners can point to a picture that shows something important happening if they cannot yet use oral language.</i>) 6. Explain that learners can try to add a label, like: wolf, mouse. 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. <i>Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.</i>	


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

SOUND	Revision: a, s, t, p, l, n, m, d, o, g, c, k, e
ACTIVITY	1. Have flashcards of the sounds ready. 2. Revise each sound with learners and then stick it up on the chalkboard. 3. Show learners how to build simple CVC words using the sounds taught. For example: s-a-t; d-o-g. 4. Call different learners to the chalkboard to build words. 5. Next, tell learners to turn and talk and build words with a partner.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 10: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Little mouse, little mouse, let me in!	Knock on something (like a desk)
	Not by the whiskers on my chinny-chin-chin!	Shake your finger 'no'
	Then I'll whack, and I'll smack, and I'll crack your house down!	Smack your hand against the desk
THEME VOCABULARY	destroy, destroyed, swallow, gulp	
QUESTION OF THE DAY		
Question	Do you think snakes really swallow mice?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners think snakes really swallow mice?	
Answer	__ learners think snakes really swallow mice.	
Question	How many learners think snakes don't really swallow mice?	
Answer	__ learners think snakes don't really swallow mice.	
Question	What do more learners think?	
Answer	More learners think that snakes __	
Question	What do fewer learners think?	
Answer	Fewer learners think that snakes __	
Question	Do you think snakes really swallow mice?	
Answer	Yes, I think snakes really swallow mice.	
Answer	No, I don't think snakes really swallow mice.	
EXPLAIN	Explain that snakes really do swallow mice in one big gulp!	

SIGHT WORD OF THE DAY	
NEW	mice
REVISE	read, all, about

WEEK 10: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>The three little mice</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make connections (text-to-text)
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!
Story	Think aloud: Second Read
Once upon a time, deep in the Kruger National Park, there lived a little family of Barbour's Rock Mice. Their nest was getting very full, so the three oldest siblings left to build nests of their own. 'Good luck,' squeaked their mother. 'Build your nests carefully to keep you safe from Scary Slithering Snake!'	I can make a connection ! In <u>The three little pigs</u> there was a Big Bad Wolf and in this story there is a Scary Slithering snake! Both stories have a bad character – but the characters are different!
Soon the first little mouse became tired. She stopped in the middle of a big field. 'I will build my nest here, with grass,' she squeaked. 'But this is a very open place!' her sister said, 'Scary Slithering Snake will easily get into your nest!' But the first little mouse didn't listen, she just began to build.	Oh! I can make a connection ! In <u>The three little pigs</u> the characters built houses, but in this story the mice build nests.
The two little mice continued to walk and walk. 'I'm very thirsty!' said the second little mouse. At that moment, he saw a pond. 'I will build my nest there! I am too tired and thirsty to keep going!' he squeaked. 'There are many snakes near the pond!' said the third little mouse. 'It is not safe!'	Oh I can connect this to <u>The three little pigs</u> ! The second pig and mouse both build with different materials from their siblings. But, the first little pig builds from reeds and the second little mouse builds from reeds!

But the second little mouse did not listen to his sister's warning! He gathered grass and reeds, and built his nest next to the water.	
The third little mouse walked and walked until she found a small pile of rocks on a hill. She gathered leaves and grass and made her nest in a small crack between the rocks. 'This will be safe!' she said. 'No snakes can fit in here!'	I can make a connection . Both the third little pig and the third little mouse were careful to choose a strong material for their new houses.
That very night, when the moon rose, Scary Slithering Snake woke up and went to find something to eat. He slithered across a big open field, and found the first little mouse's nest. 'Little mouse little mouse, let me in!' demanded the snake. 'Not by the whiskers on my chinny-chin-chin!' the little mouse squeaked. 'Then I'll whack, and I'll smack, and I'll crack your nest down!' the snake warned. He took one big whack and easily destroyed the nest! Then, Scary Slithering Snake swallowed the first little mouse in one gulp!	Oh! I can make a connection . In both stories, the bad character wants to eat the other characters. But, the three little pigs run to their siblings houses, and the little mice get eaten up!
Next, Scary Slithering Snake went to find some water. When he arrived at the pond, he saw the second mouse's reed nest. 'Little mouse little mouse, let me in!' demanded the snake. 'Not by the whiskers on my chinny-chin-chin!' the second little mouse squeaked. 'Then I'll whack, and I'll smack, and I'll crack your nest down!' the snake warned. He took one big crack and destroyed the nest. Then, Scary Slithering Snake swallowed the second little mouse in one gulp!	I can make a connection ! In both stories, the first two houses are destroyed. But in <u>The three little pigs</u> the wolf blows and in this story the snake wicks and smacks!
When the snake reached a small pile of rocks, he could hear another little mouse trying to hide. He put his nose right up to the crack and said, 'Little mouse little mouse let me in!' 'Not by the whiskers on my chinny-chin-chin!' the third little mouse squeaked. 'Then I'll whack, and I'll smack, and I'll crack your nest down!' the snake warned.	--

He took one big whack, and another, but he could not move the rocks! He tried to squeeze into the crack, but he was too big and the crack was too small! From then on all of the mice in her family nested in the safety of the rocks.	I can make so many connections between these stories – they follow the same storyline!
Follow up questions	Possible responses
What materials do the three little mice build with?	Grass, reeds, and rocks
What is on the chinny-chin-chins of the mice?	Whiskers
Why question	Possible responses
How is this story different from the three little pigs?	• The setting is different • The characters are different • The materials of the houses are different • The way the bad characters destroy the houses is different
Formulating questions	
• Teach the learners one or two simple question words, together with their meanings. For example: what, who. • Next ask learners to think about the story, and to try and formulate their own ‘what’ or ‘who’ 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 10: THURSDAY: WRITING (15 minutes)

WRITING FRAME

My story is called the three little ... and the ...

Modelling:

1. Explain that today, learners will draw about **the story they would like to make up if they were making a three little...story.**
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write.**
4. Tell learners your idea, like: I want to have silly characters – like fruits or vegetables. I think I will choose apples and bananas.
5. Use **modelling** to draw a picture of a picture of your characters
6. **Use resources** to add a label, like: apple, banana.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: My story is called the three little apples and the big bad banana.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**
11. Explain that today, learners will draw about the story they would like to make up if they were making a three little...story.

Oral Instructions:

1. Ask learners: What characters would you like to have in a 'three little' story?
2. Instruct learners to **think before they write.**
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: My story is called: The three little... and the big bad...
5. Explain that learners will now draw and write their own ideas!

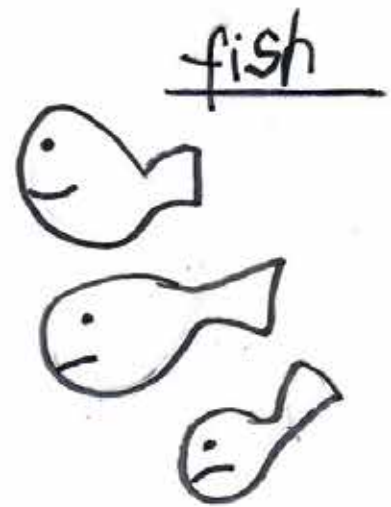
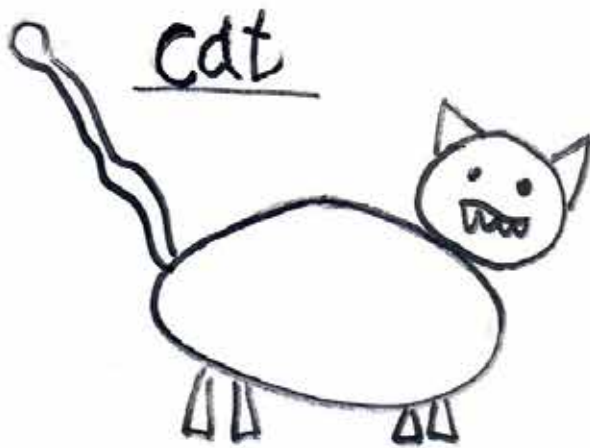
Writing:

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

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!



My story is called the three
little fish and the big bad

cat

WEEK 10: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Little mouse, little mouse, let me in!	Knock on something (like a desk)
	Not by the whiskers on my chinny-chin-chin!	Shake your finger 'no'
	Then I'll whack, and I'll smack, and I'll crack your house down!	Smack your hand against the desk
THEME VOCABULARY	whack, smack, warn, warning	
QUESTION OF THE DAY		
Question	Which story do you like better?	
Graph	2 COLUMN GRAPH	
Options	The three little pigs / The three little mice	
Follow up questions		
Question	How many learners like <i>The three little pigs</i> ?	
Answer	__learners like <i>The three little pigs</i> .	
Question	How many learners like <i>The three little mice</i> ?	
Answer	__learners like <i>The three little mice</i> .	
Question	Which story do more learners like?	
Answer	More learners like __	
Question	Which story do fewer learners like?	
Answer	Fewer learners like __	
Question	Which story do you like better?	
Answer	I like <i>The three little pigs</i> better.	
Answer	I like <i>The three little mice</i> better.	
SENTENCE OF THE WEEK		
REVISE	read, all, about, mice, three, little, we	
READ	We read all about the three little mice!	

WEEK 10: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>The three little mice</u>	
ACTIVITY	DRAMATISE	
PURPOSE	To give learners a chance to act out what is happening in the story.	
TEXT	TEACHER SAYS	LEARNERS DO
<i>Explain that today we will act out the story of the three little mice. Split the class into 5 groups. Assign a character to each group: Mother mouse, First little mouse, second little mouse, third little mouse, Scary Slithering Snake.</i>		
Once upon a time, deep in the Kruger National Park, there lived a little family of Barbour's Rock Mice. Their nest was getting very full, so the three oldest siblings left to build nests of their own. 'Good luck,' squeaked their mother. 'Build your nests carefully to keep you safe from Scary Slithering Snake!'	<i>Ask: Can you remember what is happening here?</i>	Mother mouse group: Good luck. Build your nests carefully to keep you safe from Scary Slithering Snake!
Soon the first little mouse became tired. She stopped in the middle of a big field. 'I will build my nest here, with grass,' she squeaked. 'But this is a very open place!' her sister said, 'Scary Slithering Snake will easily get into your nest!' But the first little mouse didn't listen, she just began to build.	<i>Ask: Can you remember what is happening here?</i>	Mouse group ONE: I will build my nest here, with grass. Mouse group THREE: But this is a very open place! Scary Slithering Snake will easily get into your nest!

The two little mice continued to walk and walk. 'I'm very thirsty!' said the second little mouse. At that moment, he saw a pond. 'I will build my nest there! I am too tired and thirsty to keep going!' he squeaked. 'There are many snakes near the pond!' said the third little mouse. 'It is not safe!' But the second little mouse did not listen to his sister's warning! He gathered grass and reeds, and built his nest next to the water.	<i>Ask: Can you remember what is happening here?</i>	Mouse group TWO: I'm very thirsty! I will build my nest there! I am too tired and thirsty to keep going! Mouse group THREE: There are many snakes near the pond!' It is not safe!
The third little mouse walked and walked until she found a small pile of rocks on a hill. She gathered leaves and grass and made her nest in a small crack between the rocks. 'This will be safe!' she said. 'No snakes can fit in here!'	<i>Ask: Can you remember what is happening here?</i>	Mouse group THREE walks and walks then says: This will be safe! No snakes can fit in here!

That very night, when the moon rose, Scary Slithering Snake woke up and went to find something to eat. He slithered across a big open field, and found the first little mouse's nest. 'Little mouse little mouse, let me in!' demanded the snake. 'Not by the whiskers on my chinny-chin-chin!' the little mouse squeaked. 'Then I'll whack, and I'll smack, and I'll crack your nest down!' the snake warned.	<i>Ask: Can you remember what is happening here?</i>	Snake group: Little mouse, little mouse, let me in! Mouse group ONE: Not by the whiskers of my chinny chin chin! Snake group: Then I'll whack, and I'll smack, and I'll crack your nest down!
He took one big whack and easily destroyed the nest! Then, Scary Slithering Snake swallowed the first little mouse in one gulp! Next, Scary Slithering Snake went to find some water. When he arrived at the pond, he saw the second mouse's reed nest. 'Little mouse little mouse, let me in!' demanded the snake. 'Not by the whiskers on my chinny-chin-chin!' the second little mouse squeaked. 'Then I'll whack, and I'll smack, and I'll crack your nest down!' the snake warned. He took one big crack and destroyed the nest. Then, Scary Slithering Snake swallowed the second little mouse in one gulp!	<i>Ask: Can you remember what is happening here?</i>	Snake group: Little mouse, little mouse, let me in! Mouse group TWO: Not by the whiskers of my chinny chin chin! Snake group: Then I'll whack, and I'll smack, and I'll crack your nest down!

When the snake reached a small pile of rocks, he could hear another little mouse trying to hide. He put his nose right up to the crack and said, 'Little mouse little mouse let me in!' 'Not by the whiskers on my chinny-chin-chin!' the third little mouse squeaked. 'Then I'll whack, and I'll smack, and I'll crack your nest down!' the snake warned.	<i>Ask: Can you remember what is happening here?</i>	Snake group: Little mouse, little mouse, let me in! Mouse group THREE: Not by the whiskers of my chinny chin chin! Snake group: Then I'll whack, and I'll smack, and I'll crack your nest down!
He took one big whack, and another, but he could not move the rocks! He tried to squeeze into the crack, but he was too big and the crack was too small! From then on all of the mice in her family nested in the safety of the rocks.	<i>Ask: Can you remember what is happening here?</i>	

WEEK 10: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	Revision: a, s, t, p, l, n, m, d, o, g, c, k, e
ACTIVITY	1. Have flashcards of the sounds ready. 2. Revise each sound with learners and then stick it up on the chalkboard. 3. Show learners how to build simple CVC words using the sounds taught. For example: s-a-t; d-o-g. 4. Call different learners to the chalkboard to build words. 5. Next, tell learners to turn and talk and build words with a partner.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

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.

