

Grade 1

ENGLISH

First Additional Language



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Term 4

Lesson Plan

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Resources Provided

Please note that all resources provided belong to the school.

In Term 4, the PSRIP provides you with the following resources:

ITEM	QUANTITY	NOTES
Term 4 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 4 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. A sample Programme of Assessment can be found at the back of the this document.
Term 4 Big Book	1	Use the big book stories during Shared Reading lessons. There are 8 stories for the term – one story per week.
Term 4 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 & 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	Problem solving	The paintbrush	She looks and looks but she can't find it!
2		Whose mango tree?	'The tree is mine!' he said. 'No that tree is mine!' he said.
3	We grow and change	Peter grows up	I grow every day. I grow very big.
4		The jacket is mine!	This does not fit. It is too small!
5	Our living history	My grandfather's story	My family is special and fun. What is special about your family?
6		Ramadan koekies	Fatima bakes with her mother. They bake together every Friday.
7	Science is fun!	The first vaccine	The milk maids did not get sick.
8		Uthingo, the rainbow girl	Uthingo loves to learn. Do you love to learn just like her?

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 1 teacher, you could divide your class into 5 groups:
 - a. On Mondays, Group 1 will answer
 - b. On Tuesdays, Group 2 will answer
 - c. On Wednesdays, Group 3 will answer
 - d. On Thursdays, Group 4 will answer
 - e. On Fridays, Group 5 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 and Orthographic Mapping

1. In the last few minutes of each oral lesson, teach or revise the sight words for the week.
2. To help learners read more fluently, there are some words that they must practice reading, until they can read them with automaticity by sight.
3. Some of these words require learners to have more complex phonic knowledge to figure out or decode.
4. Teach learners the sight words as follows:
 - a. Hold up the first flashcard.
 - b. Read the word for learners.
 - c. Then, say each sound in the word, pointing to the sound as you say it.
 - d. If possible, blend the sounds together to form the word.
 - e. If the sounds are irregular, and you cannot blend them together to form the word, explain this to learners.
 - f. In this case, help learners to remember the order of the sounds in the word.
5. Once learners know the sight words, revise sight words as follows:
 - a. Hold up a flashcard, and ask a learner to read it.
 - b. If the learner cannot read the word, go through the sounds in the words again, and remind the learner what the word says.
 - c. Repeat this process with all the sight words for the week.
 - d. Remember to ask different learners to read the sight words.
 - e. Display the sight words in your classroom.

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.

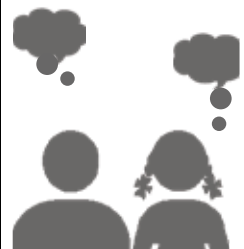
STRATEGY 1: TEACHER MODELS WRITING FIRST

- 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 4

WEEK 1

THEME: SOLVING PROBLEMS

'Every problem has a solution.'

— Unknown

WEEK 1: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different artworks, things you could paint with like a paintbrush, feathers or sticks.
5. Do some research on the internet to prepare for the theme. For example: find out about how people have made paintings through the years.
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 2: Let's do, page 28
Activity 2	DBE Workbook 2: Word work, page 29
Activity 3	DBE Workbook 2: Let's write, page 29
Activity 4	Draw a picture of a problem you want to solve

TERM 4: WEEK 1	
OVERVIEW	
THEME	Solving problems
THEME VOCABULARY	problem, solve, creative, idea, paint, paintbrush, lose, find, stare, art, artist, children, fingers, leaf, leaves, bottle cap, different, buy, think, try
PHONICS	/-ss/ - mass, sass, lass miss, kiss, hiss
WRITING FRAME	I could not find... So I...
SIGHT WORDS	can't, find, but, it
SENTENCE	She looks and looks but she can't find it!

TERM 4: WEEK 1	
INTRODUCE THE THEME	
PICTURE	Page 13 of the big book <i>The Paintbrush</i>
SHOW	Show learners the picture of Bohlale searching everywhere for a paintbrush
SAY	• Explain that we all solve problems every day. We solve big problems and small problems. • Explain that in this picture, Bohlale is looking for her paintbrush because she wants to paint. Her problem is that she can't find it! She will have to solve her problem. • Ask learners: Do you have any ideas about what Bohlale could do? • Listen to learners' ideas. Explain that we will find out in our Big Book story how she decides to solve her problem. • Explain that for the next two weeks, we will learn all about problem solving.

WEEK 1: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Every problem has a solution	Put your index finger in the air
	Big or small there’s a resolution!	Stretch your hands out wide, bring your hands together again
	We solve problems every day,	--
	What problem have you solved today?	Turn and ask your partner
THEME VOCABULARY	problem, solve, creative, idea	
QUESTION OF THE DAY		
Question	Have you solved a problem today?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners have solved a problem today?	
Answer	__ learners have solved a problem today.	
Question	How many learners have not solved a problem today?	
Answer	__ learners have not solved a problem today.	
Question	Have more learners solved a problem today or not?	
Answer	More learners have / have not solved a problem.	
Question	Have fewer learners solved a problem today or not?	
Answer	Fewer learners have / have not solved a problem.	
Question	Have you solved a problem today?	
Answer	Yes, I have solved a problem today.	
Answer	No, I have not solved a problem today.	
SIGHT WORD OF THE DAY		
NEW	can’t	
REVISE	--	

WEEK 1: MONDAY: SHARED READING (10 minutes)	
TITLE	<u>The paintbrush</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: The paintbrush 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)

SOUNDS	/a/ /h/ /t/																
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /a/ /h/ /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: /h/ - /a/ - /t/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /h/ - /a/ - /t/ = hat - Show the flashcard for the word: hat. Say the word clearly. - Ask learners: Which word family does hat belong in? - Explain that it belongs in the -at word family. - If you have time, repeat for the word: not (it belongs to the -ot family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /a/ /h/ /t/ /a/ /o/ /i/ /g/ /d/ /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, like: <table><tr><td>mat</td><td>it</td><td>hot</td><td>in</td></tr><tr><td>hat</td><td>mit</td><td>got</td><td>tin</td></tr><tr><td>nat</td><td>hit</td><td>not</td><td>din</td></tr><tr><td></td><td>nit</td><td>dot</td><td>gin</td></tr></table>	mat	it	hot	in	hat	mit	got	tin	nat	hit	not	din		nit	dot	gin
mat	it	hot	in														
hat	mit	got	tin														
nat	hit	not	din														
	nit	dot	gin														

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

WEEK 1: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Every problem has a solution	Put your index finger in the air
	Big or small there’s a resolution!	Stretch your hands out wide, bring your hands together again
	We solve problems every day,	--
	What problem have you solved today?	Turn and ask your partner
THEME VOCABULARY	paint, paintbrush, lose, find	
QUESTION OF THE DAY		
Question	How do you feel when you lose something?	
Graph	3 COLUMN GRAPH	
Options	sad / angry / frustrated	
Follow-up questions		
Question	How many learners feel sad when they lose something?	
Answer	__ learners feel sad when they lose something.	
Question	How many learners feel angry when they lose something?	
Answer	__ learners feel angry when they lose something.	
Question	How many learners feel frustrated when they lose something?	
Answer	__ learners feel frustrated when they lose something.	
Question	How do most learners feel when they lose something?	
Answer	Most learners feel __ when they lose something.	
Question	How do fewest learners feel when they lose something?	
Answer	Fewest learners feel __ when they lose something.	
Question	How do you feel when you lose something?	
Answer	I feel sad when I lose something.	
Answer	I feel angry when I lose something.	
Answer	I feel frustrated when I lose something.	

SIGHT WORD OF THE DAY	
NEW	find
REVISE	can't

WEEK 1: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>The paintbrush</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
Bohlale walked into her classroom. There was a new poster on the wall. It showed a bright painting. Bohlale stared at the painting. She was amazed. Usually, Bohlale loved to listen during shared reading. But today, she looked at the painting instead. Usually, Bohlale loved to count. But during maths, she did not count with the others. The only thing Bohlale could think about was the new painting on the wall.	I can infer that Bohlale really likes the painting because she can't stop thinking about it! I wonder if this is the first time Bohlale has seen a painting like this?
When the bell rang, Ms Mahao let the class out for break. 'Bohlale, come and see me please!' she called. 'I see that you like the painting,' she said. 'Maybe you will like this!' Ms Mahao gave Bohlale a book.	I wonder what this book will be about?

Siya was waiting for Bohlale outside. 'Look!' said Bohlale. Bohlale opened the book. Every page showed a new, more beautiful painting. Bohlale was amazed. Koki called Bohlale to come and skip. 'Not today!' she called back.	I can infer that Ms Mahao saw Bohlale staring at the painting, because Ms Mahao gave her a special book of paintings to look at!
When Bohlale got home, she found her old paint box. But, when she opened it, there was no paintbrush! She looked in her desk. She looked in her toy basket. She couldn't find the paintbrush anywhere.	Bohlale loved the new poster on the wall. She loved the paintings in the book from Ms Mahao. Now, Bohlale wants to paint. I can infer that she wants to paint pictures just like she saw on the poster and in the book.
Bohlale went to play outside. She found a red leaf. She found a shiny bottle cap. Bohlale's dad came outside. 'Look what I found!' she said. 'Wow!' said Dad. 'Come inside for supper.'	Bohlale couldn't find a paintbrush, so she had to find something else to do. I wonder if Bohlale has forgotten all about painting?
After supper, Bohlale stared at the paint. She stared at the paper. Then Bohlale had an idea. She dipped her finger into the paint. She began to paint with her finger. Then she painted with the red leaf. Everything became a paintbrush!	I can infer that this is the first time Bohlale has used anything besides a paintbrush to paint.
Bohlale painted and painted, until her father came into her room. 'It's time for bed,' he said. 'Look!' she said. 'Wow! You're a real artist,' he said, looking at her paintings.	--
The next morning, Bohlale chose her favourite painting and put it in her schoolbag. 'I'm leaving early,' she told her mother. Bohlale opened the classroom door. Ms Mahao was getting ready for the day. Bohlale took the painting out of her bag. 'This is for you,' she said. 'Wow!' said Ms Mahao. 'Maybe one day your paintings will be in a book.'	I wonder why Bohlale wanted to give a painting to Ms Mahao? I can infer that it is because Ms Mahao helped Bohlale learn about paintings by hanging up the poster and giving her the book about paintings! I infer that Bohlale wants to show Ms Mahao that she is an artist too!

When the bell rang, Bohlale walked into the classroom. The other children were staring at something on the wall. Bohlale looked closer – it was her painting! ‘I want to paint like that!’ she heard one of the children say. Bohlale couldn’t wait to go outside and find new things to paint with.	I can infer that Ms Mahao loved Bohlale’s painting, because she hung it up for everyone to see!
Follow-up questions	Responses
What did Bohlale see on the wall?	Bohlale saw a poster / painting on the wall.
What did Bohlale want to find in her house?	She wanted to find a paintbrush.
What did Bohlale use to paint instead?	Her fingers, a leaf, and a bottle cap.
Why question	Possible response
Why did Bohlale give Ms Mahao a painting?	- Because she wanted to say thank you to Ms Mahao for giving her the book. - Ms Mahao was so kind to Bohlale that she wanted to give her a gift. - Bohlale wanted to show Ms Mahao that she could also paint a picture.

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

SOUND	/-ss/
FLASHCARDS	mass, sass, lass miss, kiss, hiss
ACTIVITY	INTRODUCE NEW SOUND - Say the sound and hold up the flashcard: /-ss/ - Say the sound and instruct learners to repeat the sound x 3. - Explain that when we see the letters s and s together in a word, we must not say the sounds separately. We must say the sounds together: /ss/ - Explain that we usually find this sound at the end of a word. - Discuss how the sound for /ss/ is <u>the same</u> sound as the /s/. The only difference is where we find this sound in a word. - Tell learners to try to find this sound written somewhere on the walls. - Ask learners: Can you think of words that end in /-ss/? - Brainstorm words with learners, like: mass, lass, kiss, miss

ACTIVITY	INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: mass, sass, lass, miss, kiss, hiss 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 in the word families on the Phonics Display Board. <table border="1" data-bbox="555 450 858 658"> <tr> <td>mass</td><td>miss</td></tr> <tr> <td>sass</td><td>kiss</td></tr> <tr> <td>lass</td><td>hiss</td></tr> </table>	mass	miss	sass	kiss	lass	hiss
mass	miss						
sass	kiss						
lass	hiss						

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

WEEK 1: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Every problem has a solution	Put your index finger in the air
	Big or small there’s a resolution!	Stretch your hands out wide, bring your hands together again
	We solve problems every day,	--
	What problem have you solved today?	Turn and ask your partner
THEME VOCABULARY	stare, art, artist, children	
QUESTION OF THE DAY		
Question	How do you think Bohlale feels when the other children are staring at her painting?	
Graph	2 COLUMN GRAPH	
Options	like a real artist / like a creative problem solver	
Follow-up questions		
Question	How many learners think Bohlale feels like a real artist?	
Answer	__ learners think Bohlale feels like a real artist.	
Question	How many learners think Bohlale feels like a creative problem solver?	
Answer	__ learners think Bohlale feels like a creative problem solver.	
Question	How do more learners think Bohlale feels?	
Answer	More learners think Bohlale feels __.	
Question	How do fewer learners think Bohlale feels?	
Answer	Fewer learners think Bohlale feels __.	
Question	How do you think Bohlale feels when the other children are staring at her painting?	
Answer	I think Bohlale feels like a real artist.	
Answer	I think Bohlale feels like a creative problem solver.	

SIGHT WORD OF THE DAY

NEW	but
REVISE	can't, find

WEEK 1: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>Bohlale's paintbrush</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 an important detail they remember from the story. When we read, we must try to remember details from the text!
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **recall an important detail** from the story, like: Bohlale looked for her paintbrush in her desk and in the toy basket, but she couldn't find it!
4. Use **modelling** to draw a picture of the detail you have remembered.
5. Use **modelling** to add a label to your drawing, like: look.

Oral Instructions:

1. Tell learners they must think about a detail they remember from 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 the detail they remember from the story (*learners can point to a picture that shows the detail they remember if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: Bohlale, look, paint.

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)

SOUND	/ck/ /-ss/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /ck/ and /-ss/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /ck/ or /-ss/ 5. If learners think you said /ck/, they must hold up 1 finger. 6. If learners think you said /-ss/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /ck/ or /-ss/). 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	
WORDS	
ACTIVITY	

WEEK 1: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Every problem has a solution	Put your index finger in the air
	Big or small there’s a resolution!	Stretch your hands out wide, bring your hands together again
	We solve problems every day,	--
	What problem have you solved today?	Turn and ask your partner
THEME VOCABULARY	fingers, leaf, leaves, bottle cap	
QUESTION OF THE DAY		
Question	<i>Bohlale has a problem: she wants to paint but she can’t find a paintbrush! So she paints with the things she found outside. She solves her problem, because she realises she can paint even without a paintbrush!</i> Ask learners: What do you think would be the best thing to paint with?	
Graph	3 COLUMN GRAPH	
Options	her fingers / a leaf / a bottle cap	
Follow-up questions		
Question	How many learners think her fingers would be best?	
Answer	__ learners think her fingers would be the best.	
Question	How many learners think a leaf would be the best?	
Answer	__ learners think a leaf would be the best.	
Question	How many learners think a bottle cap would be the best?	
Answer	__ learners think a bottle cap would be the best.	
Question	What do most learners think would be the best thing to paint with?	
Answer	Most learners think __ would be the best thing to paint with.	
Question	What do fewest learners think would be the best thing to paint with?	
Answer	Fewest learners think __ would be the best thing to paint with.	

Question	What do you think would be the best thing to paint with?
Answer	I think her fingers would be the best thing to paint with.
Answer	I think a leaf would be the best thing to paint with.
Answer	I think a bottle cap would be the best thing to paint with.
SIGHT WORD OF THE DAY	
NEW	it
REVISE	can't, find, but

WEEK 1: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>The paintbrush</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
Bohlale walked into her classroom. There was a new poster on the wall. It showed a bright painting. Bohlale stared at the painting. She was amazed. Usually, Bohlale loved to listen during shared reading. But today, she looked at the painting instead. Usually, Bohlale loved to count. But during maths, she did not count with the others. The only thing Bohlale could think about was the new painting on the wall.		I remember that Bohlale has her own paint set. I can infer that Bohlale might be thinking about what she will paint after school!

When the bell rang, Ms Mahao let the class out for break. ‘Bohlale, come and see me please!’ she called. ‘I see that you like the painting,’ she said. ‘Maybe you will like this!’ Ms Mahao gave Bohlale a book.	I can infer that Ms Mahao is a very kind teacher, because when she sees that Bohlale likes the painting on the wall, she gives her a whole book of paintings!
Siya was waiting for Bohlale outside. ‘Look!’ said Bohlale. Bohlale opened the book. Every page showed a new, more beautiful painting. Bohlale was amazed. Koki called Bohlale to come and skip. ‘Not today!’ she called back.	I can infer that Bohlale is so interested in all the different kinds of paintings she sees in the book!
When Bohlale got home, she found her old paint box. But, when she opened it, there was no paintbrush! She looked in her desk. She looked in her toy basket. She couldn’t find the paintbrush anywhere.	I can infer that Bohlale hasn’t used her paint box for a long time, because she doesn’t even know where the paintbrush is! I can infer that she wants to paint because of the paintings she saw in her classroom and in the book.
Bohlale went to play outside. She found a red leaf. She found a shiny bottle cap. Bohlale’s dad came outside. ‘Look what I found!’ she said. ‘Wow!’ said Dad. ‘Come inside for supper.’	I can infer that Bohlale thought she couldn’t paint when she couldn’t find her paintbrush.
After supper, Bohlale stared at the paint. She stared at the paper. Then Bohlale had an idea. She dipped her finger into the paint. She began to paint with her finger. Then she painted with the red leaf. Everything became a paintbrush!	I can infer that Bohlale is creative, because she realized she could use many other things to paint – she didn’t need a paintbrush after all!
Bohlale painted and painted, until her father came into her room. ‘It’s time for bed,’ he said. ‘Look!’ she said. ‘Wow! You’re a real artist,’ he said, looking at her paintings.	I can infer that Bohlale must be feeling proud of all her creative paintings, especially after her dad says she is a real artist!
The next morning, Bohlale chose her favourite painting and put it in her schoolbag. ‘I’m leaving early,’ she told her mother.	I infer that Bohlale is excited to show Ms Mahao her paintings because she goes to school early!

Bohlale opened the classroom door. Ms Mahao was getting ready for the day. Bohlale took the painting out of her bag. 'This is for you,' she said. 'Wow!' said Ms Mahao. 'Maybe one day your paintings will be in a book.'	When I am excited to go somewhere, I always get there early, just like Bohlale!
When the bell rang, Bohlale walked into the classroom. The other children were staring at something on the wall. Bohlale looked closer – it was her painting! 'I want to paint like that!' she heard one of the children say. Bohlale couldn't wait to go outside and find new things to paint with.	I infer that Bohlale is feeling proud of her painting. I infer that Bohlale will keep painting with new, interesting objects!
Follow-up questions	Responses
Bohlale can't find the paintbrush she is looking for. How do you feel when you can't find something you are looking for?	Open-ended. Learners will feel upset, annoyed, angry, disappointed, frustrated.
How does Bohlale feel when Ms Mahao hangs up her painting?	She feels proud.
Why does Bohlale want to paint?	Because she sees the poster on the wall and the paintings in the book from Ms Mahao. She wants to make paintings like the ones she sees.
Why question	Possible responses
Why is Bohlale excited to go outside and find new things to paint with?	• Because she wants to find new things to paint with. • Because she feels proud of her paintings. She is excited to make new paintings. • Because it is so much fun to paint with different objects. • She wants to try painting with new and different objects. • She had so much fun painting. She wants to paint more. • She likes being creative and paintings with new and different things. • Maybe she wants to make Ms Mahao a new painting to hang on the wall.

WEEK 1: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I could not find...
So I...

Modelling:

1. Explain that today, learners will draw about **a time when they couldn't find something they wanted or needed.**
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 couldn't find my phone. So I asked my friend to call it, so I could hear the ring!
5. Use **modelling** to draw a picture of yourself looking for your phone.
6. **Use resources** to add a label, like: me, look, find
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: I could not find my phone. So I asked my friend to call it!
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 something that you couldn't find? What did you do to solve the problem?
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 could not find... So I...
5. Explain that learners will now draw and write their own ideas!

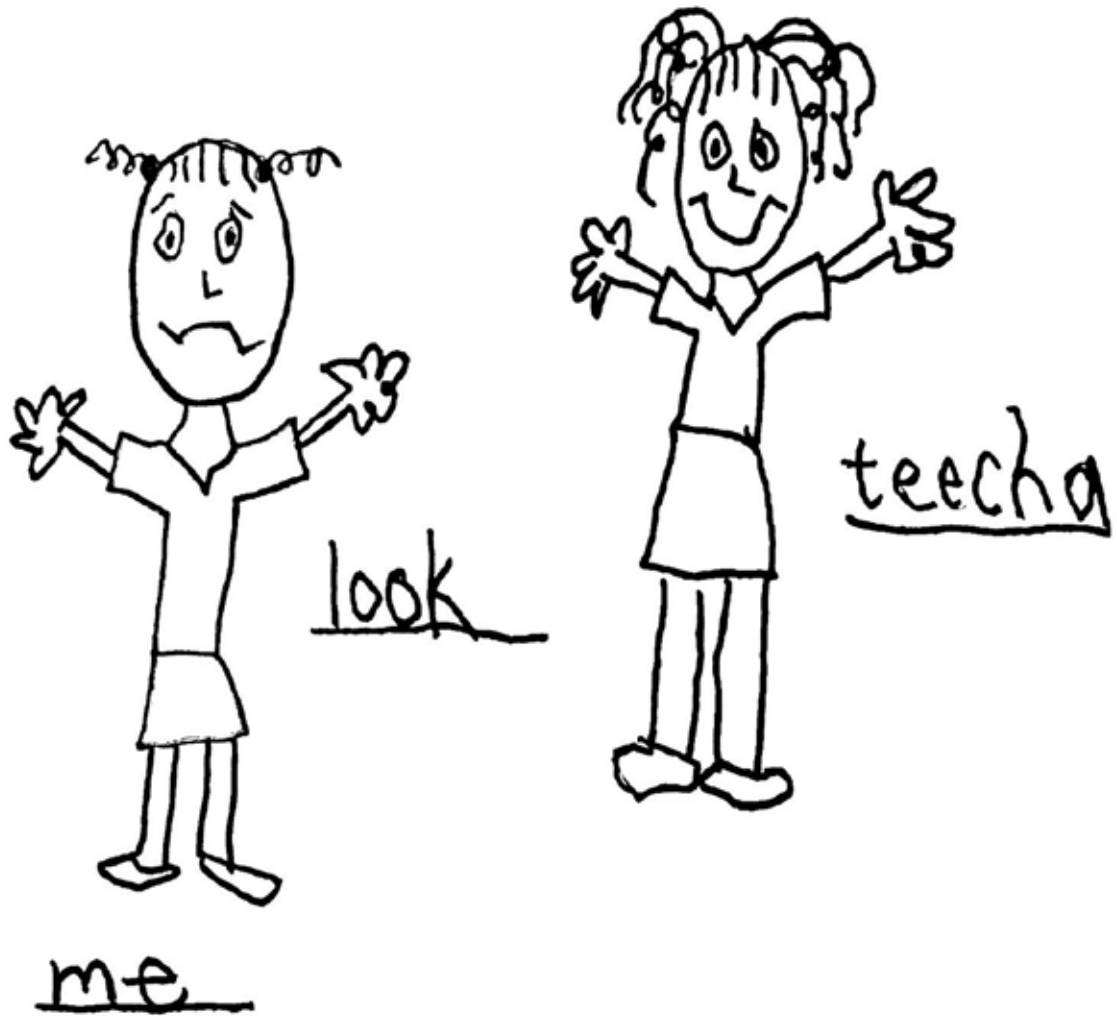
Writing:

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 could not find my
book . So I asked my
teecha to help me .

WEEK 1: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Every problem has a solution	Put your index finger in the air
	Big or small there’s a resolution!	Stretch your hands out wide, bring your hands together again
	We solve problems every day,	--
	What problem have you solved today?	Turn and ask your partner
THEME VOCABULARY	different, buy, think, try	
QUESTION OF THE DAY		
Question	Explain to learners that there are different ways to solve problems! There is not always one right way! We must try out different ideas until we find something that works for us! Ask learners: What would you do if you were Bohlale?	
Graph	3 COLUMN GRAPH	
Options	keep looking for a paintbrush / buy a new paintbrush / paint with my fingers	
Follow-up questions		
Question	How many learners would keep looking for a paintbrush?	
Answer	__ learners would keep looking for a paintbrush.	
Question	How many learners would buy a new paintbrush?	
Answer	__ learners would buy a new paintbrush.	
Question	How many learners would paint with their fingers?	
Answer	__ learners would paint with their fingers.	
Question	What would most learners do?	
Answer	Most learners would __.	
Question	What would fewest learners do?	
Answer	Fewest learners would __.	

Question	What would you do if you were Bohlale?
Answer	I would keep looking for a paintbrush.
Answer	I would buy a new paintbrush.
Answer	I would paint with my fingers.
SENTENCE OF THE WEEK	
REVISE	can't, find, but, it, she, looks,
READ	She looks but can't find it.

WEEK 1: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>The paintbrush</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 Bohlale used her fingers to paint, because she couldn't find a paintbrush!
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.

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

SOUND	/-ss/				
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: mass 2. Segment the word into the individual sounds: /m/ - /a/ - /ss/ 3. Say the beginning sound of the word: /m/ 4. Say the middle sound of the word: /a/ 5. Say the end sound of the word: /ss/ (remember this is just one sound!) 6. Write the word on the board: mass 7. Model pointing and blending the sounds to make a word: /m/ - /a/ - /ss/ = mass 8. If you have time, repeat this with the word: lass SEGMENTING AND BLENDING (WE DO) 1. Say the word: kiss 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? /ss/ 5. Ask learners to segment the word into each individual sound: /k/ - /i/ - /ss/ 6. Write the word: kiss 7. Instruct learners to blend the sounds in the word with you: /k/ - /i/ - /ss/ = kiss 8. If you have time, repeat this with the word: miss SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: ss words 3. Instruct learners to write the numbers 1-4. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table><tr><td>sass</td><td>lass</td><td>kiss</td><td>hiss</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words. 7. Instruct learners to practice reading the phonic words for homework.	sass	lass	kiss	hiss
sass	lass	kiss	hiss		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
WORDS	
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 4



THEME: SOLVING PROBLEMS

'Well, if it can be thought, it can be done, a problem can be overcome.'

- E.A. Bucchianeri

WEEK 2: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different materials that can be recycled to make new items.
5. Do some research on the internet to prepare for the theme. For example: find out about people who have used recycling to solve problems.
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 2: Let's write, page 30
Activity 2	DBE Workbook 2: Let's read, page 31
Activity 3	DBE Workbook 2: Let's talk, page 32
Activity 4	Ask your friend a question about a problem they have solved.

TERM 4: WEEK 2

OVERVIEW

THEME	Solving problems
THEME VOCABULARY	wise, argue, shout, mine, tree, mango, mangoes, shade, cut, wood, root, branch, half, fair, unfair, save, own, owner, belong, tricky
PHONICS	/j/ - jog, job, jig, jam, jug, jet
WRITING FRAME	I needed help when... ...helped me solve the problem.
SIGHT WORDS	tree, mine, no, that
SENTENCE	'The tree is mine!' he said. 'No that tree is mine!' he said.

TERM 4: WEEK 2

INTRODUCE THE THEME

PICTURE	Page 1 of the big book <i>Whose mango tree?</i>
SHOW	Show learners the picture of Ghosha sitting under the mango tree, thinking.
SAY	- Remind learners that we all solve problems every day. We solve big problems and small problems. - Explain that sometimes, we solve problems alone. But sometimes we need help from other people. Last week, we saw Bohlale solve her own problem. But this week, we will read about a very clever old woman who helps others solve a problem! - Ask learners: Who helps you solve problems? - Listen to learners' ideas. Explain that all different kinds of people can help – depending on what the problem is! - Explain that for the next week, we will continue to learn all about problem solving.

WEEK 2: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If there is a problem you need to go away	Wave your index finger
	Ask someone for help, and let them have a say.	Put your hands around your mouth
	Your teacher, grandmother and grandfather too,	Point to your teacher
	They're all wise, and will surely help you!	Put your hands on the sides of your head
THEME VOCABULARY	wise, argue, shout, mine	
QUESTION OF THE DAY		
Question	Who do you think is wise?	
Graph	3 COLUMN GRAPH	
Options	my teacher / my grandmother / my grandfather	
Follow-up questions		
Question	How many learners think their teacher is wise?	
Answer	__ learners think their teacher is wise.	
Question	How many learners think their grandmother is wise?	
Answer	__ learners think their grandmother is wise.	
Question	How many learners think their grandfather is wise?	
Answer	__ learners think their grandfather is wise.	
Question	Who do most learners think is wise?	
Answer	Most learners think __.	
Question	Who do fewest learners think is wise?	
Answer	Fewest learners think __.	
Question	Who do you think is wise?	
Answer	I think my teacher is wise.	
Answer	I think my grandmother is wise.	

Answer	I think my grandfather is wise.
SIGHT WORD OF THE DAY	
NEW	tree
REVISE	--

WEEK 2: MONDAY: SHARED READING (10 MINUTES)	
TITLE	<u>Whose mango tree?</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: Whose mango tree? 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)

SOUNDS	/ss/ /a/ /i/ /ck/																
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /ss/ /a/ /i/ /ck/ - 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/ - /ck/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /s/ - /i/ - /ck/ = sick - Show the flashcard for the word: sick. Say the word clearly. - Ask learners: Which word family does sick belong in? - Explain that it belongs in the –ick word family. - If you have time, repeat for the word: sock (it belongs to the –ock family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /ss/ /i/ /k/ /ck/ /i/ /o/ /a/ /g/ /d/ /m/ /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>kiss</td><td>mock</td><td>dog</td><td>gick</td></tr><tr><td>miss</td><td>dock</td><td>mog</td><td>mick</td></tr><tr><td>diss</td><td>gock</td><td>gog</td><td>kick</td></tr><tr><td></td><td></td><td>kog</td><td>nick</td></tr></table>	kiss	mock	dog	gick	miss	dock	mog	mick	diss	gock	gog	kick			kog	nick
kiss	mock	dog	gick														
miss	dock	mog	mick														
diss	gock	gog	kick														
		kog	nick														

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

WEEK 2: TUESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If there is a problem you need to go away	Wave your index finger
	Ask someone for help, and let them have a say.	Put your hands around your mouth
	Your teacher, grandmother and grandfather too,	Point to your teacher
	They’re all wise, and will surely help you!	Put your hands on the sides of your head
THEME VOCABULARY	tree, mango, mangoes, shade	
QUESTION OF THE DAY		
Question	<i>Explain that a mango tree is special because every year it produces delicious mango fruits. But it is also special because it provides shade from the hot sun.</i> Ask learners: What do you think the best thing is about a mango tree - the fruit or the shade?	
Graph	2 COLUMN GRAPH	
Options	the fruit / the shade	
Follow-up questions		
Question	How many learners think the best thing is the fruit?	
Answer	__ learners think the best thing is the fruit.	
Question	How many learners think the best thing is the shade?	
Answer	__ learners think the best thing is the shade.	
Question	What do more learners think is the best thing about a mango tree?	
Answer	More learners think the best thing about a mango tree is __.	
Question	What do fewer learners think is the best thing about a mango tree?	
Answer	Fewer learners think the best thing about a mango tree is __.	
Question	What do you think is the best thing about a mango tree?	
Answer	I think the best thing about a mango tree isthe fruit.	

Answer	I think the best thing about a mango tree is the shade.
SIGHT WORD OF THE DAY	
NEW	mine
REVISE	tree

WEEK 2: TUESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Whose mango tree?</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	Think aloud: First Read
Once upon a time in the faraway land of India, there was a wise old woman named Ghosha. Whenever the people in Ghosha's village needed help to solve a problem, they went to her. They respected her deeply because she always had an idea of how to solve a problem.	--
One day, as Ghosha walked through her village admiring the peaceful and happy community, she heard two men arguing with each other. 'It belongs to me!' Ravi shouted angrily. 'No, it is mine – it has always been mine!' protested Suman, throwing his hands in the air.	I wonder what the men are arguing about?

Ghosha walked up to the two men, who bent to touch her feet out of respect. 'What is the problem? Why are you arguing?' she asked, in her calm, wise voice.	--
'This mango tree belongs to me! Look! More than half of the tree is on my property!' Ravi said, pointing at the mango tree's roots and branches. 'This tree has always been mine! It has grown onto his property – but it was my tree first!' Suman protested.	This seems like a tricky problem! I wonder what she will do?
Ghosha looked at the thick trunk of the tree. She looked at all the strong branches. She looked at the golden, ripe mangoes hanging down. 'Go and sit in your houses and wait,' she said. Ghosha sat in the cool shade of the mango tree and thought deeply about what to do.	I wonder how she will figure out who the tree belongs to without talking to the men?
Finally, Ghosha knew what to do. She smiled a small, knowing smile. Then, she called Ravi and Suman back to her. 'There is only one way to solve this problem. First, you must take all the mangoes off the tree. Each of you should take half the mangoes. Then you must cut down the tree. Each of you should take half the wood. Then everything will be fair, and your problem will be solved!'	I wonder if cutting down the tree will solve the problem? This doesn't seem wise, because then no one will have the tree!
'Fine. That is a good idea. I will go and get my saw!' Ravi said. But Suman looked very sad. He looked up at the beautiful mango tree and at all the golden, ripe mangoes. 'I have taken care of this mango tree my whole life, from the time I was just a boy,' he said tearfully. 'I would rather give the tree to Ravi than cut it down. Please, do not make us cut down the tree Ghoshaji!'	Oh! I make the evaluation that it must be Suman's tree because he is so sad to cut it down!
Ghosha smiled her small, knowing smile as she looked at the two men. 'You have now told me all I need to know,' she said.	Oh! I make the evaluation that Ghosha never actually wanted the men to cut down the beautiful tree. She just said that because she knew that the real owner would never want to cut down the tree!

‘What a waste it would be to cut down something that gives us fruit year after year! The true owner of something so beautiful and fruitful would never wish for it to be cut down. I am sure the tree belongs to Suman.’ Ravi was too shocked to say a word. Suman looked up at the beautiful mango tree. He was so relieved!	
Ghosha continued her walk through the village feeling pleased, smiling her small, knowing smile.	I wonder what problem she will have to solve next?
Follow-up questions	Possible responses
Who did Ghosha hear arguing?	She heard Ravi and Suman arguing.
What were Ravi and Suman arguing about?	They were arguing about the mango tree.
Deeper thinking question	Possible responses
How did Ghosha know that the tree really belonged to Suman?	- Because Suman didn’t want to cut the tree down. - Because he felt sad about the tree being cut down, because he had cared for the tree for such a long time. - Because he said he had cared for the tree from the time he was small.

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

SOUND	/j/
FLASHCARDS	jog, job, jig, jam, jug, jet
ACTIVITY	INTRODUCE NEW SOUND - Say the sound and hold up the flashcard: /j/ - Say the sound and instruct learners to repeat the sound x 3. - Discuss how the sound for /j/ 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 /j/? - Brainstorm words with learners, like: joy, jam, jog

INTRODUCE NEW WORDS

1. Say each word loudly and clearly as you show the flashcard: **jog, job, jig, jam, jug, jet**
2. Show the words that start with **/j/** to learners, as you say the words.
3. Ask learners to repeat the words after you.
4. Stick up the words on the Phonics Display Board.

jog	jam
job	jug
jig	jet

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

WEEK 2: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If there is a problem you need to go away	Wave your index finger
	Ask someone for help, and let them have a say.	Put your hands around your mouth
	Your teacher, grandmother and grandfather too,	Point to your teacher
	They're all wise, and will surely help you!	Put your hands on the sides of your head
THEME VOCABULARY	cut, wood, root, branch	
QUESTION OF THE DAY		
Question	Do you think Suman and Ravi should have cut down the tree to solve their problem?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners think they should have cut down the tree?	
Answer	__ learners think they should have cut down the tree.	
Question	How many learners don't think they should have cut down the tree?	
Answer	__ learners don't think they should have cut down the tree.	
Question	Do more learners think they should have cut down the tree or not to solve their problem?	
Answer	More learners think / don't think they should have cut down the tree.	
Question	Do fewer learners think they should have cut down the tree or not?	
Answer	Fewer learners think / don't think they should have cut down the tree.	
Question	Do you think Suman and Ravi should have cut down the tree to solve their problem?	
Answer	Yes, I think they should have cut down the tree.	
Answer	No, I don't think they should have cut down the tree.	

SIGHT WORD OF THE DAY

NEW	no
REVISE	tree, mine

WEEK 2: WEDNESDAY: SHARED READING (15 MINUTES)

TITLE	<u>Whose mango tree?</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 an important detail they remember from the story. When we read, we must try to remember details from the text!
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **recall an important detail** from the story, like: Ravi and Suman touched Ghosha's feet to show her respect.
4. Use **modelling** to draw a picture of the detail you have remembered.
5. Use **modelling** to add a label to your drawing, like: feet.

Oral Instructions:

1. Tell learners they must think about a detail they remember from 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 the detail they remember from the story (*learners can point to a picture that shows the detail they remember if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: tree, Ravi, cut.

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.

sad



Suman



cut



Ravi

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

SOUND	/ss/ /j/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /ss/ and /j/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /ss/ or /j/ 5. If learners think you said /ss/, they must hold up 1 finger. 6. If learners think you said /j/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /ss/ or /j/). 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	
WORDS	
ACTIVITY	

WEEK 2: THURSDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If there is a problem you need to go away	Wave your index finger
	Ask someone for help, and let them have a say.	Put your hands around your mouth
	Your teacher, grandmother and grandfather too,	Point to your teacher
	They're all wise, and will surely help you!	Put your hands on the sides of your head
THEME VOCABULARY	half, fair, unfair, save	
QUESTION OF THE DAY		
Question	Remind learners that Ghosha decides the tree must belong to Suman, because he wants to save the tree rather than cut it down. If they cut it down, the tree will be all gone! It will never give mangoes again! It won't be there to give shade. She only says they must cut it down to figure out who the tree really belongs to. Ask learners: Do you think Ghosha's idea was fair?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners think Ghosha's idea was fair?	
Answer	__ learners think Ghosha's idea was fair.	
Question	How many learners think Ghosha's idea wasn't fair?	
Answer	__ learners think Ghosha's idea wasn't fair.	
Question	Do more learners think Ghosha's idea was fair or not?	
Answer	More learners think __.	
Question	Do fewer learners think Ghosha's idea was fair or not?	
Answer	Fewer learners think __.	

Question	Do you think Ghosha's idea was fair?
Answer	I think Ghosha's idea was fair.
Answer	I think Ghosha's idea wasn't fair.
SIGHT WORD OF THE DAY	
NEW	that
REVISE	tree, mine, no

WEEK 2: THURSDAY: SHARED READING (15 MINUTES)

TITLE	<u>Whose mango tree?</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.						
<table border="1"> <thead> <tr> <th>Story</th><th>Think aloud: Second Read</th></tr> </thead> <tbody> <tr> <td>Once upon a time in the faraway land of India, there was a wise old woman named Ghosha. Whenever the people in Ghosha's village needed help to solve a problem, they went to her. They respected her deeply because she always had an idea of how to solve a problem.</td><td>I make the evaluation that Ghosha must be wise, because she can solve any problem!</td></tr> <tr> <td>One day, as Ghosha walked through her village admiring the peaceful and happy community, she heard two men arguing with each other.</td><td>I remember from last time that the two men are fighting over the mango tree.</td></tr> </tbody> </table>		Story	Think aloud: Second Read	Once upon a time in the faraway land of India, there was a wise old woman named Ghosha. Whenever the people in Ghosha's village needed help to solve a problem, they went to her. They respected her deeply because she always had an idea of how to solve a problem.	I make the evaluation that Ghosha must be wise, because she can solve any problem!	One day, as Ghosha walked through her village admiring the peaceful and happy community, she heard two men arguing with each other.	I remember from last time that the two men are fighting over the mango tree.
Story	Think aloud: Second Read						
Once upon a time in the faraway land of India, there was a wise old woman named Ghosha. Whenever the people in Ghosha's village needed help to solve a problem, they went to her. They respected her deeply because she always had an idea of how to solve a problem.	I make the evaluation that Ghosha must be wise, because she can solve any problem!						
One day, as Ghosha walked through her village admiring the peaceful and happy community, she heard two men arguing with each other.	I remember from last time that the two men are fighting over the mango tree.						

'It belongs to me!' Ravi shouted angrily. 'No, it is mine – it has always been mine!' protested Suman, throwing his hands in the air.	
Ghosha walked up to the two men, who bent to touch her feet out of respect. 'What is the problem? Why are you arguing?' she asked, in her calm, wise voice.	I make the evaluation that people in her village respect Ghosha because she is very wise.
'This mango tree belongs to me! Look! More than half of the tree is on my property!' Ravi said, pointing at the mango tree's roots and branches. 'This tree has always been mine! It has grown onto his property – but it was my tree first!' Suman protested.	--
Ghosha looked at the thick trunk of the tree. She looked at all the strong branches. She looked at the golden, ripe mangoes hanging down. 'Go and sit in your houses and wait,' she said. Ghosha sat in the cool shade of the mango tree and thought deeply about what to do.	I make the evaluation that Ghosha is wise because she thinks deeply about things!
Finally, Ghosha knew what to do. She smiled a small, knowing smile. Then, she called Ravi and Suman back to her. 'There is only one way to solve this problem. First, you must take all the mangoes off the tree. Each of you should take half the mangoes. Then you must cut down the tree. Each of you should take half the wood. Then everything will be fair, and your problem will be solved!'	I remember that at the end of the story, Ghosha knows that it is Suman's tree because he doesn't want to cut it down. I make the evaluation that she gives this solution because she knows the real owner would never want to cut down the tree!

‘Fine. That is a good idea. I will go and get my saw!’ Ravi said. But Suman looked very sad. He looked up at the beautiful mango tree and at all the golden, ripe mangoes. ‘I have taken care of this mango tree my whole life, from the time I was just a boy,’ he said tearfully. ‘I would rather give the tree to Ravi than cut it down. Please, do not make us cut down the tree Ghoshaji!’	Ghosha sees that Suman loves the tree. He would rather give it away than cut it down. She makes the evaluation that he is the one who really cares for the tree.
Ghosha smiled her small, knowing smile as she looked at the two men. ‘You have now told me all I need to know,’ she said. ‘What a waste it would be to cut down something that gives us fruit year after year! The true owner of something so beautiful and fruitful would never wish for it to be cut down. I am sure the tree belongs to Suman.’ Ravi was too shocked to say a word. Suman looked up at the beautiful mango tree. He was so relieved!	I make the evaluation that Ghosha is very wise – her idea showed her the real owner of the tree easily!
Ghosha continued her walk through the village feeling pleased, smiling her small, knowing smile.	--
Follow up questions	Possible responses
Who wanted to cut down the mango tree?	Ravi wanted to cut down the tree.
Do you make the evaluation that Ghosha is wise? Why or why not?	I make the evaluation that Ghosha is wise because...
Why question	Possible responses
Why did Ghosha tell Ravi and Suman to cut down the tree?	• Because she knew that the real owner would not want to cut down the tree. • Because she knew that the real owner of the tree would be sad to cut down the tree. • Because she is very wise and can solve any problem!

WEEK 2: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I needed help when...
...helped me solve the problem.

Modelling:

1. Explain that today, learners will draw about **a problem they needed help solving. They will write about who helps them solve the problem!**
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 needed help when I fought with my sister. My mom helped us solve the problem.
5. Use **modelling** to draw a picture of yourself fighting with your sister.
6. **Use resources** to add a label, like: me, fight
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: I needed help when I fought with my sister. My mom helped me solve the problem.
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 a problem you needed help solving? Who helped you solve the problem?
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 needed help when...
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 needed help when my friend
was ugly to me. My teacher
helped me solve the problem.

WEEK 2: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If there is a problem you need to go away	Wave your index finger
	Ask someone for help, and let them have a say.	Put your hands around your mouth
	Your teacher, grandmother and grandfather too,	Point to your teacher
	They're all wise, and will surely help you!	Put your hands on the sides of your head
THEME VOCABULARY	own, owner, belong, tricky	
QUESTION OF THE DAY		
Question	Explain that Ravi and Suman argued because they both thought they were the owner of the tree. They could not solve the problem alone – they needed someone wise and fair to help them solve the problem! Ask learners: Who helps you solve problems?	
Graph	3 COLUMN GRAPH	
Options	my mother / my father / my teacher	
Follow-up questions		
Question	How many learners say their mother helps them solve problems?	
Answer	__ learners say their mother them solve problems.	
Question	How many learners say their father helps them solve problems?	
Answer	__ learners say their father helps them solve problems.	
Question	How many learners say their teacher helps them solve problems?	
Answer	__ learners say their teacher helps them solve problems.	
Question	Who helps most learners solve problems?	
Answer	__ helps most learners solve problems.	
Question	Who helps fewest learners solve problems?	
Answer	__ helps fewest learners solve problems.	

Question	Who helps you solve problems?
Answer	My mother helps me solve problems.
Answer	My father helps me solve problems.
Answer	My teacher helps me solve problems.
SENTENCE OF THE WEEK	
REVISE	is, he, said, tree, mine, no, that
READ	'No that tree is mine!' he said.

WEEK 2: FRIDAY: SHARED READING (15 MINUTES)

TITLE	<u>Whose mango tree?</u>	
ACTIVITY	Dramatise / Act out the story	
COMPREHENSION STRATEGY	Summarise	
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.	
TEXT	TEACHER SAYS	LEARNERS DO
Getting ready: 1. Use chalk to draw a big mango tree on the chalkboard. 2. Choose one learner to be Ghosha, and one learner to be Suman, and one learner to be Ravi.		
Once upon a time in the faraway land of India, there was a wise old woman named Ghosha. Whenever the people in Ghosha's village needed help to solve a problem, they went to her. They respected her deeply because she always had an idea of how to solve a problem.	--	--

One day, as Ghosha walked through her village admiring the peaceful and happy community, she heard two men arguing with each other. ‘It belongs to me!’ Ravi shouted angrily. ‘No, it is mine – it has always been mine!’ protested Suman, throwing his hands in the air.	<i>Instruct Ghosha to walk through the village</i> <i>Instruct Suman and Ravi to each stand on one side of the tree you have drawn.</i> Ask learners: How do Suman and Ravi feel?	Learners answer: They feel angry! Ravi says: It belongs to me! Suman says: No, it is mine – it has always been mine!
Ghosha walked up to the two men, who bent to touch her feet out of respect. ‘What is the problem? Why are you arguing?’ she asked, in her calm, wise voice.	<i>Instruct Ghosha to stand in between Suman and Ravi.</i> Ask learners: How does Ghosha feel?	Learners answer: She feels calm. <i>Suman and Ravi must touch her feet!</i> Ghosha says: What is the problem? Why are you arguing?
‘This mango tree belongs to me! Look! More than half of the tree is on my property!’ Ravi said, pointing at the mango tree’s roots and branches. ‘This tree has always been mine! It has grown onto his property – but it was my tree first!’ Suman protested.	Ask learners: What are Ravi and Suman fighting about?	Learners answer: They are fighting about who owns the mango tree! Ravi says: This mango tree belongs to me! Look! More than half of the tree is on my property! Suman says: This tree has always been mine! It has grown onto his property – but it was my tree first!
Ghosha looked at the thick trunk of the tree. She looked at all the strong branches. She looked at the golden, ripe mangoes hanging down. ‘Go and sit in your houses and wait,’ she said. Ghosha sat in the cool shade of the mango tree and thought deeply about what to do.	Ask learners: What must Ravi and Suman do now?	Learners answer: They must wait while Ghosha thinks. Ghosha says: Go and sit in your houses and wait! <i>Ravi and Suman must go back to their seats.</i> <i>Ghosha must sit under the mango tree drawn on the chalkboard and think!</i>

Finally, Ghosha knew what to do. She smiled a small, knowing smile. Then, she called Ravi and Suman back to her. 'There is only one way to solve this problem. First, you must take all the mangoes off the tree. Each of you should take half the mangoes. Then you must cut down the tree. Each of you should take half the wood. Then everything will be fair, and your problem will be solved!'	Ask learners: What solution does Ghosha give to the men?	Learners answer: She tells them to cut down the tree! <i>Ghosha must call Ravi and Suman to come back to the front of the room.</i> Ghosha says: First, you must take all the mangoes off the tree. Each of you should take half the mangoes. Then you must cut down the tree. Each of you should take half the wood. Then everything will be fair, and your problem will be solved!
'Fine. That is a good idea. I will go and get my saw!' Ravi said. But Suman looked very sad. He looked up at the beautiful mango tree and at all the golden, ripe mangoes. 'I have taken care of this mango tree my whole life, from the time I was just a boy,' he said tearfully. 'I would rather give the tree to Ravi than cut it down. Please, do not make us cut down the tree Ghoshaji!'	Ask learners: How do Ravi and Suman feel now?	Learners answer: Ravi feels happy but Suman feels sad! <i>Ravi smiles</i> Ravi says: Fine. That is a good idea. I will go and get my saw! <i>Suman looks sad.</i> Suman says: I would rather give the tree to Ravi than cut it down. Please, do not make us cut down the tree Ghoshaji!
Ghosha smiled her small, knowing smile as she looked at the two men. 'You have now told me all I need to know,' she said. 'What a waste it would be to cut down something that gives us fruit year after year! The true owner of something so beautiful and fruitful would never wish for it to be cut down.'	Ask learners: What does Ghosha know now?	Learners answer: She knows that the tree belongs to Suman! Ghosha says: The true owner of something so beautiful and fruitful would never wish for it to be cut down.

I am sure the tree belongs to Suman.' Ravi was too shocked to say a word. Suman looked up at the beautiful mango tree. He was so relieved!		I am sure the tree belongs to Suman <i>Ravi looks shocked and angry. Suman looks happy!</i>
Ghosha continued her walk through the village feeling pleased, smiling her small, knowing smile.	--	--

WEEK 2: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND	/j/
ACTIVITY	SEGMENTING AND BLENDING (I DO) - Say the word: jog - Segment the word into the individual sounds: /j/ - /o/ - /g/ - Say the beginning sound of the word: /j/ - Say the middle sound of the word: /o/ - Say the end sound of the word: /g/ - Write the word on the board: jog - Model pointing and blending the sounds to make a word: /j/ - /o/ - /g/ = jog - If you have time, repeat this with the word: job SEGMENTING AND BLENDING (WE DO) - Say the word: jam - Ask learners: What is the first sound in the word? /j/ - Ask learners: What is the middle sound in the word? /a/ - Ask learners: What is the last sound in the word? /m/ - Ask learners to segment the word into each individual sound: /j/ - /a/ - /m/ - Write the word: jam - Instruct learners to blend the sounds in the word with you: /j/ - /a/ - /m/ = jam - If you have time, repeat this with the word: jug SEGMENTING AND BLENDING (YOU DO) - Instruct learners to take out their exercise books. - Instruct learners to write the heading: j words - Instruct learners to write the numbers 1-4.

	4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table><tr><td>jig</td><td>jet</td><td>jam</td><td>jog</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words. 7. Instruct learners to practice reading the phonic words for homework.	jig	jet	jam	jog
jig	jet	jam	jog		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
WORDS	
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 4



THEME:
WE GROW AND CHANGE

'Growing up is part of life.'

- 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: pictures of faces showing different emotions, pictures of girls and boys doing activities that are usually done by the other gender.
5. Do some research on the internet to prepare for the theme. For example: find out about how gender stereotypes are changing, and how this impacts on 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 2: Let's write, page 35
Activity 2	DBE Workbook 2: Let's talk, page 36
Activity 3	DBE Workbook 2: Let's do, page 37
Activity 4	Draw a picture of how you have changed since you were younger.

TERM 4: WEEK 3

OVERVIEW

THEME	We grow and change
THEME VOCABULARY	change, taller, smarter, kinder, boys, men, girls, women, supposed to, ignore, cry, feelings, important, cry, free, sofa, comfortable, uncomfortable, happy, unhappy
PHONICS	/qu/ - quit, quill, quack, quick, quip
WRITING FRAME	I feel happy and free when I... My...helps me feel happy and free!
SIGHT WORDS	grow, every, day, very
SENTENCE	I grow every day. I grow very big.

TERM 4: WEEK 3

INTRODUCE THE THEME

PICTURE	Page 41 of the Big Book story <i>Peter grows up</i>
SHOW	Show learners the picture of Peter talking to his father. Explain that as we grow, we learn many important things. Sometimes, the things we learn can be confusing and difficult. We can find help and advice from people who we love and trust!
SAY	1. Ask learners: Can you think about a time you learned something about yourself? 2. Listen to learner responses. This will help you understand what learners already know. 3. Explain that we all grow. As we grow up, we learn new things about ourselves. 4. Explain that in this theme, we will continue to think about the different ways we grow and change.

WEEK 3: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Tune: If you're happy and you know it)	Lyrics	Actions
	We all grow and change every day	Clap twice
	We all grow and change every day	Clap twice
	Whether you are short and small	Bend down low
	Or the tallest of them all	Stand on your tip toes
	We will all grow and change every day!	Clap twice
THEME VOCABULARY	change, taller, smarter, kinder	
QUESTION OF THE DAY		
Question	Explain that we change and grow all the time. Our bodies grow bigger and taller. They change. Our feelings and ideas also change! Everyone grows and changes all the time. Ask learners: What kind of growing do you feel excited about?	
Graph	3 COLUMN GRAPH	
Options	becoming taller / becoming smarter / becoming kinder	
Follow-up questions		
Question	How many learners feel excited about becoming taller?	
Answer	__ learners feel excited about becoming taller.	
Question	How many learners feel excited about becoming smarter?	
Answer	__ learners feel excited about becoming smarter.	
Question	How many learners feel excited about becoming kinder?	
Answer	__ learners feel excited about becoming kinder.	
Question	What kind of growing do most learners feel excited about?	
Answer	Most learners feel excited about __.	
Question	What kind of growing do fewest learners feel excited about?	
Answer	Fewest learners feel excited about __.	
Question	What kind of growing do you feel excited about?	
Answer	I feel excited about becoming taller.	

Answer	I feel excited about becoming smarter.
Answer	I feel excited about becoming kinder.
SIGHT WORD OF THE DAY	
NEW	grow
REVISE	-

WEEK 3: MONDAY: SHARED READING (10 MINUTES)	
TITLE	<u>Peter grows up</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: Peter grows up 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)

SOUNDS	/e/ /ss/ /ck/ /j/																
ACTIVITY	REVIEW PAST SOUNDS 1. Put these past flashcards in a pile: /e/ /ss/ /ck/ /j/ 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: /j/ - /e/ - /t/ 4. Ask learners: What word do those sounds make? 5. Model blending the sounds to make a word: /j/ - /e/ - /t/ = jet 6. Show the flashcard for the word: jet. Say the word clearly. 7. Ask learners: Which word family does jet belong in? 8. Explain that it belongs in the –et word family. 9. If you have time, repeat for the word: jam (it belongs to the –am family) BUILD A WORD WITH PAST SOUNDS 1. Write these past sounds on the chalkboard: /e/ /ss/ /ck/ /j/ /i/ /o/ /a/ /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. <table><tr><td>mock</td><td>deck</td><td>in</td><td>mad</td></tr><tr><td>dock</td><td>neck</td><td>din</td><td>dad</td></tr><tr><td>jock</td><td>meck</td><td>jin</td><td>jad</td></tr><tr><td>nock</td><td>jeck</td><td>min</td><td></td></tr></table>	mock	deck	in	mad	dock	neck	din	dad	jock	meck	jin	jad	nock	jeck	min	
mock	deck	in	mad														
dock	neck	din	dad														
jock	meck	jin	jad														
nock	jeck	min															

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

WEEK 3: TUESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Tune: If you're happy and you know it)	Lyrics	Actions
	We all grow and change every day	Clap twice
	We all grow and change every day	Clap twice
	Whether you are short and small	Bend down low
	Or the tallest of them all	Stand on your tip toes
	We will all grow and change every day!	Clap twice
THEME VOCABULARY	boys, men, girls, women	
QUESTION OF THE DAY		
Question	Do you feel like soccer is only for boys, like Peter's teacher?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners feel that soccer is only for boys?	
Answer	__ learners feel that soccer is only for boys.	
Question	How many learners feel that soccer is not only for boys?	
Answer	__ learners feel that soccer is not only for boys.	
Question	Do more learners feel that soccer is only for boys or not?	
Answer	More learners feel / don't feel that soccer is only for boys.	
Question	Do fewer learners feel that soccer is only for boys or not?	
Answer	Fewer learners feel / don't feel that soccer is only for boys.	
Question	Do you feel like soccer is only for boys, like Peter's teacher?	
Answer	I feel that soccer is only for boys.	
Answer	I don't feel that soccer is only for boys.	
EXPLAIN	Explain that women's soccer is an important sport around the world. In 2019, the South African women's soccer team made it into the World Cup for the first time! Soccer is for anyone who loves to play!	

SIGHT WORD OF THE DAY	
NEW	every
REVISE	grow

WEEK 3: TUESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Peter grows up</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
	Explain that when we read this story, we will make connections to our old story <i>Bohlale's new T-shirt</i> . If possible. Show learners the front cover of <i>Bohlale's new T-shirt</i> to remind them of the story!
Peter loved pre-school. At pre-school he played all kinds of games with boys and girls. His pre-school teacher was always kind. She always made him feel like he could do anything he wanted!	--
But, Grade 1 was hard. Peter loved to write beautiful creative stories. Peter loved to read through books as quickly as he could. And, he loved to do his sums. The school <i>work</i> wasn't the problem – his teacher was. His teacher made him feel like he wasn't supposed to do lots of the things he liked.	--

One time, Peter’s friend Michael fell and cut his knee. It was bleeding. Michael began to cry. ‘Why are you acting like a girl?’ his teacher asked. ‘Boys aren’t supposed to cry!’ Peter didn’t understand. ‘But I am a boy,’ he thought, ‘and I cry sometimes too.’ On that day, Peter decided he must try his best to never cry, even if he felt upset.	I can make a connection the story about Bohlale’s new T-shirt that we read last term. I remember that Bohlale’s grandmother told her she mustn’t wear shirt with cars and dinosaurs, even though those were the shirts she loved most!
At break, Peter’s teacher sent the boys to play soccer, and the girls to skip. One time, Peter’s friend Simon tried to go and skip with the girls. ‘Why are you acting like a girl?’ his teacher asked. ‘Boys aren’t supposed to love skipping!’ Peter didn’t understand. ‘But I am a boy,’ he thought, ‘and I like skipping too!’ On that day, Peter decided he mustn’t skip with the girls. He always went to play soccer, even though he liked skipping better. Peter felt uncomfortable for most of Grade 1.	I can make another connection! I remember when Bohlale’s granny told her that all girls like pink, Bohlale thought ‘But I’m a girl and I don’t!’ That sounds like when Peter says ‘But I am a boy,’ he thought, ‘and I like skipping too!’
One day just before the end of the school year, Peter came home and saw his sister Aya and her friend Limani skipping rope. They called to him to come play too. They looked like they were having fun, but Peter said no. He had decided he shouldn’t ever skip.	--
He went inside, feeling sad. Then, Peter began to worry. ‘What if school is always like this?’ he thought. Then he thought about Grade 2, and Grade 3, and all the grades that he still had to complete. Peter realised that he still had eleven years of school left! He didn’t want to be unhappy for all that time – he had to do something.	This reminds me of how Bohlale came home and sat on her bed after her shopping trip with her granny.
When Peter’s dad came home, Peter called to him. ‘Dad, please can I ask you about something?’ Peter’s dad sat down on the sofa. He put his arm around Peter and listened as Peter told him his problem.	This reminds me of how Bohlale talked to her mother when she felt sad about what happened at the shops with her granny.

'I remember when I was in Grade 3, I told my teacher I wanted to be a nurse. The teacher laughed at me. She said that boys are doctors and girls are nurses. But look at me and your mom! She is a doctor and I am the nurse,' he said. 'Those ideas are silly. There is no right way to be a boy.'	Peter's father makes a connection to Peter. He explains that people said the same kind of things to him when he was in school! I think this kind of thing must happen a lot, because Peter, his dad, and Bohlale all have felt the same way!
'Some people have funny ideas about boys and girls,' he said seriously. 'But I want you to be free to do the things you love, and to show your feelings,' he said. 'If other people tease you, you must just ignore them! You must be true to yourself.' Peter stood up. 'Thanks dad,' he said, giving him a hug.	I can make a connection between Peter and Bohlale because they both have parents who encourage them to be themselves – they don't say they must do certain things just because they are a boy or a girl.
Peter decided from that day that he would worry about being himself, and not worry about being a boy. He ran outside to skip with Aya and Limani before it was too dark.	That reminds me of how Bohlale drew her own picture on her T-shirt. In the end, they are both happy and free to do the things they love!
Follow up questions	Possible responses
Who are Peter's friends?	His friends are Michael and Simon.
What does Peter's father do for work?	He is a nurse.
Why question	Possible responses
Why did Peter decide to skip with Aya and Limani at the end of the story?	• Because he felt better after talking to his dad. • Because he realized there is no right way to be a boy. • Because his dad helped him to feel happy and free to be himself. • Because he really loved skipping.

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

SOUND	/qu/						
FLASHCARDS	quit, quill, quack, quick, quip						
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /qu/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /qu/ 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 /qu/? 6. Brainstorm words with learners, like: quick, quiet, quill 7. Tell learners that we do not have any words that end in /qu/ INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: quit, quill, quack, quick, quip 1. Show each word to learners, as you say it. 2. Ask learners to repeat the words after you. 3. Stick up the flashcards of the words on the Phonics Display Board. <table border="1"> <tbody> <tr> <td>quit</td><td>quick</td></tr> <tr> <td>quill</td><td>quip</td></tr> <tr> <td>quack</td><td></td></tr> </tbody> </table>	quit	quick	quill	quip	quack	
quit	quick						
quill	quip						
quack							

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

WEEK 3: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME (Tune: If you're happy and you know it)	Lyrics	Actions
	We all grow and change every day	Clap twice
	We all grow and change every day	Clap twice
	Whether you are short and small	Bend down low
	Or the tallest of them all	Stand on your tip toes
	We will all grow and change every day!	Clap twice
THEME VOCABULARY	supposed to, ignore, cry, feelings	
QUESTION OF THE DAY		
Question	Remind learners that in our story, Peter's teacher tells him that boys mustn't cry. But, in real life boys feel sad just like girls. We all have feelings. It isn't right for someone to say that boys mustn't cry because it is helpful for everyone to get to express their feelings. Ask learners: Have you ever been told not to cry, like Peter?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners have been told not to cry?	
Answer	__ learners have been told not to try.	
Question	How many learners have never been told not to cry?	
Answer	__ learners have never been told not to cry.	
Question	Have more learners ever been told not to cry or not?	
Answer	More learners have / have never been told not to cry.	
Question	Have fewer learners ever been told not to cry or not?	
Answer	Fewer learners have / have never been told not to cry.	
Question	Have you ever been told not to cry, like Peter?	
Answer	Yes, I have been told not to cry.	
Answer	No, I have never been told not to cry.	

SIGHT WORD OF THE DAY	
NEW	day
REVISE	grow, every

WEEK 3: WEDNESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Peter grows up</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 an important detail they remember from the story. When we read, we must try to remember details from the text! 2. Use modelling to think before you write. 3. Use modelling to recall an important detail from the story, like: Peter loved pre-school because his teacher let him do all thing things he liked. 4. Use modelling to draw a picture of the detail you have remembered. 5. Use modelling to add a label to your drawing, like: teacher, like. Oral Instructions: 1. Tell learners they must think about a detail they remember from 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 the detail they remember from the story (<i>learners can point to a picture that shows the detail they remember if they cannot yet use oral language.</i>) 6. Explain that learners can try to add a label, like: Peter, play, sad 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 3: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND	/j/ /qu/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /j/ and /qu/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /j/ or /qu/ 5. If learners think you said /j/, they must hold up 1 finger. 6. If learners think you said /qu/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /j/ or /qu/). 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	
WORDS	
ACTIVITY	

WEEK 3: THURSDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME (Tune: If you're happy and you know it)	Lyrics	Actions
	We all grow and change every day	Clap twice
	We all grow and change every day	Clap twice
	Whether you are short and small	
	Or the tallest of them all	Stand on your tip toes
	We will all grow and change every day!	Clap twice
THEME VOCABULARY	important, cry, free, sofa	
QUESTION OF THE DAY		
Question	How does Peter feel when his teacher says that boys mustn't cry?	
Graph	3 COLUMN GRAPH	
Options	confused / angry / frustrated	
Follow-up questions		
Question	How many learners think Peter feels confused?	
Answer	__ learners think Peter feels confused.	
Question	How many learners think Peter feels angry?	
Answer	__ learners think Peter feels angry.	
Question	How many learners think Peter feels frustrated?	
Answer	__ learners think Peter feels frustrated.	
Question	How do most learners think Peter feels?	
Answer	Most learners think Peter feels__.	
Question	How do fewest learners think Peter feels?	
Answer	Fewest learners think Peter feels __.	
Question	How does Peter feel when his teacher says that boys mustn't cry?	
Answer	I think Peter feels confused.	
Answer	I think Peter feels angry.	
Answer	I think Peter feels frustrated.	

EXPLAIN	<i>Remind learners that he feels all three of these feelings! Peter is a boy who sometimes needs to cry – just like all boys! He doesn't feel happy and free when his teacher tells him that his feelings aren't important!</i>
SIGHT WORD OF THE DAY	
NEW	very
REVISE	grow, every, day

WEEK 3: THURSDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Peter grows up</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
Peter loved pre-school. At pre-school he played all kinds of games with boys and girls. His pre-school teacher was always kind. She always made him feel like he could do anything he wanted!	I can make a connection with this story and the story we read last term about Bohlale because I know that it feels so nice when someone encourages you to be yourself!
But, Grade 1 was hard. Peter loved to write beautiful creative stories. Peter loved to read through books as quickly as he could. And, he loved to do his sums. The school <i>work</i> wasn't the problem – his teacher was. His teacher made him feel like he wasn't supposed to do lots of the things he liked.	Peter's teacher reminds me of Bohlale's grandmother, because they both have funny ideas about what girls and boys must do.
One time, Peter's friend Michael fell and cut his knee. It was bleeding. Michael began to cry. 'Why are you acting like a girl?' his teacher asked. 'Boys aren't supposed to cry!' Peter didn't understand. 'But I am a boy,' he thought, 'and I cry sometimes too.' On that day, Peter decided he must try his best to never cry, even if he felt upset.	I remember that Bohlale felt so frustrated when her grandmother told her that all girls should like pink. I think that Peter must feel frustrated when the teacher says boys mustn't cry!

At break, Peter's teacher sent the boys to play soccer, and the girls to skip. One time, Peter's friend Simon tried to go and skip with the girls. 'Why are you acting like a girl?' his teacher asked. 'Boys aren't supposed to love skipping!' Peter didn't understand. 'But I am a boy,' he thought, 'and I like skipping too!' On that day, Peter decided he mustn't skip with the girls. He always went to play soccer, even though he liked skipping better. Peter felt uncomfortable for most of Grade 1.	Peter feels so uncomfortable when he can't just be himself. I can make a connection – she felt so uncomfortable when she couldn't be herself too!
One day just before the end of the school year, Peter came home and saw his sister Aya and her friend Limani skipping rope. They called to him to come play too. They looked like they were having fun, but Peter said no. He had decided he shouldn't ever skip.	--
He went inside, feeling sad. Then, Peter began to worry. 'What if school is always like this?' he thought. Then he thought about Grade 2, and Grade 3, and all the grades that he still had to complete. Peter realised that he still had eleven years of school left! He didn't want to be unhappy for all that time – he had to do something.	Peter feels so uncomfortable because he feels he isn't the right kind of boy. I think Bohlale felt so uncomfortable because she felt like she wasn't the right kind of girl. They both feel uncomfortable when someone tells them what they must like and how they must behave, just because they are a boy or a girl.
When Peter's dad came home, Peter called to him. 'Dad, please can I ask you about something?' Peter's dad sat down on the sofa. He put his arm around Peter and listened as Peter told him his problem.	--
'I remember when I was in Grade 3, I told my teacher I wanted to be a nurse. The teacher laughed at me. She said that boys are doctors and girls are nurses. But look at me and your mom! She is a doctor and I am the nurse,' he said. 'Those ideas are silly. There is no right way to be a boy.'	--

‘Some people have funny ideas about boys and girls,’ he said seriously. ‘But I want you to be free to do the things you love, and to show your feelings,’ he said. ‘If other people tease you, you must just ignore them! You must be true to yourself.’ Peter stood up. ‘Thanks dad,’ he said, giving him a hug.	Peter’s father takes his feelings seriously, just like Bohlale’s mother takes her feelings seriously! I see that this helps them both feel better. I can make a connection – when my husband listens to my feelings, it helps me feel better. This must make them both feel better.
Peter decided from that day that he would worry about being himself, and not worry about being a boy. He ran outside to skip with Aya and Limani before it was too dark.	I think in the end, both Bohlale and Peter feel comfortable because they have people who encourage them to be themselves!
Follow up questions	Possible responses
What is one thing that makes Peter and Bohlale similar?	• They are similar because they both feel frustrated when someone tells them what to like. • They both get told they must like something just because they are a boy or a girl. • They both have a parent who is understanding and helpful. • They both feel uncomfortable! • Etc.
Can you make a connection to feeling frustrated because someone told you that you should or shouldn’t like certain things, just because you are a boy or a girl?	<i>I feel frustrated when...</i>
Why question	Possible responses
Why did Peter feel frustrated?	• Because he doesn’t feel like he can like the things he really likes. • Because his teacher says boys mustn’t cry but sometimes he needs to cry. • Because his teacher says boys must like soccer but he prefers skipping. • Because he doesn’t feel free to do the things he really likes. • Because he feels like something is wrong with him – like he isn’t the right kind of boy.

WEEK 3: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I feel happy and free when I...
My...helps me feel happy and free!

Modelling:

1. Explain that today, learners will draw about **something and someone who makes them feel happy and free!**
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 to read. I feel free and happy when I read. My sister always reminds me I should do the things I love. She helps me feel happy and free.
5. Use **modelling** to draw a picture of yourself feeling happy, reading a book.
6. **Use resources** to add a label, like: small, grow
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: I feel happy and free when I read books I like. My sister helps me feel happy and free!
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 makes you feel happy and free? Who makes you feel happy and free?
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 feel happy and free when...
5. Explain that learners will now draw and write their own ideas!

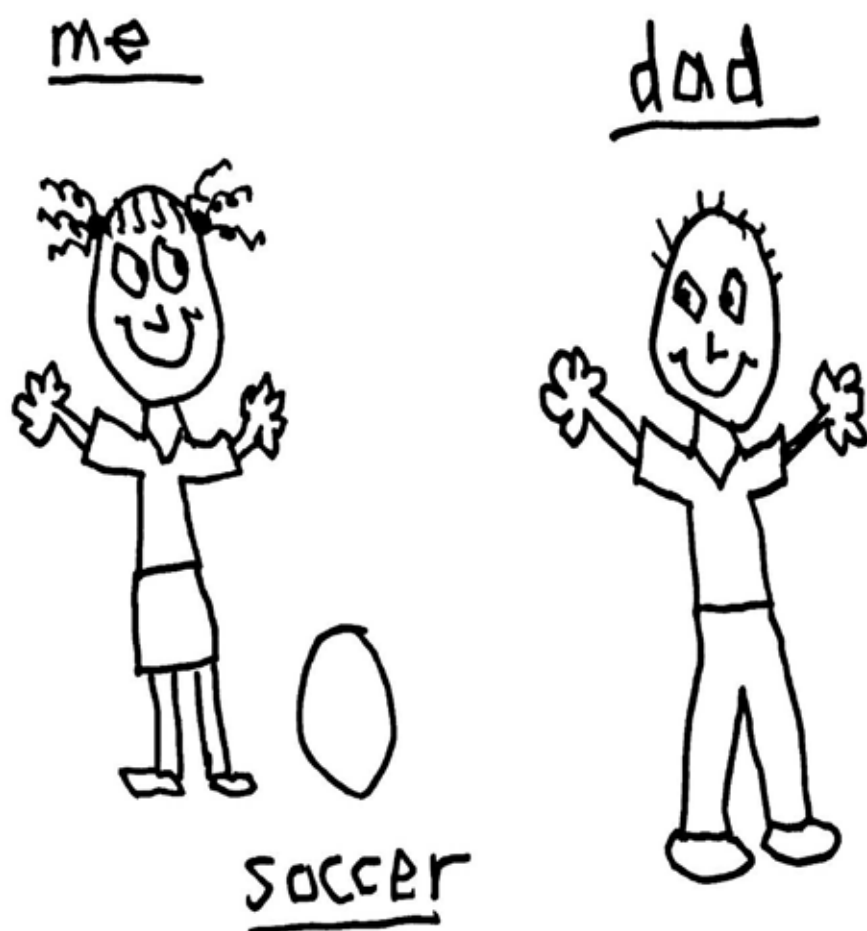
Writing:

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 feel happy and free when
I play soccer. My dad
helps me feel happy and free.

WEEK 3: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Tune: If you're happy and you know it)	Lyrics	Actions
	We all grow and change every day	Clap twice
	We all grow and change every day	Clap twice
	Whether you are short and small	Bend down low
	Or the tallest of them all	Stand on your tip toes
	We will all grow and change every day!	Clap twice
THEME VOCABULARY	comfortable, uncomfortable, happy, unhappy	
QUESTION OF THE DAY		
Question	What is one thing that has changed about you this year?	
Graph	3 COLUMN GRAPH	
Options	I am a better reader / I am a better friend / I feel more comfortable at school	
Follow-up questions		
Question	How many learners are better readers?	
Answer	___ learners are better readers.	
Question	How many learners are better friends?	
Answer	___ learners are better friends.	
Question	How many learners feel more comfortable at school?	
Answer	___ learners feel more comfortable at school.	
Question	What is one thing that has changed about most learners this year?	
Answer	Most learners are ___.	
Question	What is one thing that has changed about fewest learners this year?	
Answer	Fewest learners are ___.	
Question	What is one thing that has changed about you this year?	
Answer	I am a better reader.	
Answer	I am a better friend.	

Answer	I feel more comfortable at school.
SENTENCE OF THE WEEK	
REVISE	grow, every, day, very
READ	I grow every day. I grow very big.

WEEK 3: FRIDAY: SHARED READING (15 MINUTES)

TITLE	<u>Peter grows up</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 a connection they can make with the story. This means they will say one thing that reminds them about Bohlale or about their own lives.
2. Use **modelling** to show learners how to make a connection to the story, like: I make a connection to how Peter learned that he must do what makes him feel happy and free. That reminds me of how Bohlale decided to wear a T-shirt with her own drawing, because it makes her feel happy and free!
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.

WEEK 3: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND	/qu/				
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: quit 2. Segment the word into the individual sounds: /qu/ - /i/ - /t/ 3. Say the beginning sound of the word: /qu/ 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: quit 7. Model pointing and blending the sounds to make a word: /qu/ - /i/ - /t/ = quit 8. If you have time, repeat this with the word: quill SEGMENTING AND BLENDING (WE DO) 1. Say the word: quack 2. Ask learners: What is the first sound in the word? /qu/ 3. Ask learners: What is the middle sound in the word? /a/ 4. Ask learners: What is the last sound in the word? /ck/ 5. Ask learners to segment the word into each individual sound: /qu/ - /a/ - /ck/ 6. Write the word: quack 7. Instruct learners to blend the sounds in the word with you: /qu/ - /a/ - /ck/ = quack 8. If you have time, repeat this with the word: quick SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: qu words 3. Instruct learners to write the numbers 1-4. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table><tr><td>quit</td><td>quack</td><td>quick</td><td>quill</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words. 7. Instruct learners to practice reading the phonic words for homework.	quit	quack	quick	quill
quit	quack	quick	quill		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
WORDS	
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 4



THEME:
WE GROW AND CHANGE

'The nature of life is to grow.'

- Maharishi Mahesh Yogi

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: pictures showing human development from birth to old age.
5. Do some research on the internet to prepare for the theme. For example: find some interesting statistics to share with learners, like if you double a human's height at 2 years old, that is how tall they will be when fully grown.
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 2: Let's do, page 37
Activity 2	DBE Workbook 2: Let's write, page 38
Activity 3	DBE Workbook 2: Word work, page 39
Activity 4	DBE Workbook 2: Let's write, page 40

TERM 4: WEEK 4

OVERVIEW

THEME	We grow and change
THEME VOCABULARY	season, winter, summer, spring, autumn, jacket, cold, fluffy, freezing, fit, tight, short, grow, confused, fight, stolen, thief, drawer, put on, take off, year
PHONICS	/v/ - vet, van, vat
WRITING FRAME	I used to wear my... But then...
SIGHT WORDS	does, not, too, small
SENTENCE	This does not fit. It is too small!

TERM 4: WEEK 4

INTRODUCE THE THEME

PICTURE	Page 25 of the Big Book story <i>The jacket is mine!</i>
SHOW	Show learners the picture of Matshepo in all of her clothes that are too small for her! Explain that our bodies grow and get bigger. Then, our clothes don't fit!
SAY	1. Ask learners: Can you think about a time something didn't fit you anymore? 2. Listen to learner responses. This will help you understand what learners already know. 3. Explain that we all grow. We also grow up and learn about ourselves. 4. Explain that in this theme, we will think about the different ways we grow and change.

WEEK 4: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We all grow	Stand on your tiptoes and stretch your arms out in the air
	That’s life you know!	--
	Clothes I wore when I was small	Pretend to put clothes on
	Just don’t fit me anymore	Wave your index finger
	We grow and change every day	--
	So we can be better in every way!	Thumbs up, flex your arms
THEME VOCABULARY	season, winter, summer, spring, autumn	
QUESTION OF THE DAY		
Question	Which season do you like best?	
Graph	2 COLUMN GRAPH	
Options	winter / summer / spring / autumn	
Follow-up questions		
Question	How many learners like winter best?	
Answer	__ learners like winter best.	
Question	How many learners like summer best?	
Answer	__ learners like summer best.	
Question	How many learners like spring best?	
Answer	__ learners like spring best.	
Question	How many learners like autumn best?	
Answer	__ learners like autumn best.	
Question	Which season do most learners like best?	
Answer	Most learners like __ best.	
Question	Which season do fewest learners like best?	
Answer	Fewest learners like __ best.	

Question	Which season do you like best?
Answer	I like winter best.
Answer	I like summer best.
Answer	I like spring best.
Answer	I like autumn best.
SIGHT WORD OF THE DAY	
NEW	does
REVISE	-

WEEK 4: MONDAY: SHARED READING (10 MINUTES)

TITLE	<u>The jacket is mine!</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: **The jacket is mine!**
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)

SOUNDS	/i/ /ck/ /qu/ /j/																
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /i/ /ck/ /qu/ /j/ - 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: /qu/ - /a/ - /ck/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /qu/ - /a/ - /ck/ = quack - Show the flashcard for the word: quack. Say the word clearly. - Ask learners: Which word family does quack belong in? - Explain that it belongs in the –ack word family. - If you have time, repeat for the word: quit (it belongs in the –it family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /i/ /ck/ /qu/ /j/ /a/ /ss/ /o/ /g/ /d/ /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. <table><tr><td>jass</td><td>jog</td><td>quack</td><td>quid</td></tr><tr><td>mass</td><td>gog</td><td>dack</td><td>did</td></tr><tr><td>dass</td><td>dog</td><td>mack</td><td>mid</td></tr><tr><td></td><td>mog</td><td>jack</td><td>jid</td></tr></table>	jass	jog	quack	quid	mass	gog	dack	did	dass	dog	mack	mid		mog	jack	jid
jass	jog	quack	quid														
mass	gog	dack	did														
dass	dog	mack	mid														
	mog	jack	jid														

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

WEEK 4: TUESDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We all grow	Stand on your tiptoes and stretch your arms out in the air
	That's life you know!	--
	Clothes I wore when I was small	Pretend to put clothes on
	Just don't fit me anymore	Wave your index finger
	We grow and change every day	--
	So we can be better in every way!	Thumbs up, flex your arms
THEME VOCABULARY	jacket, cold, fluffy, freezing	
QUESTION OF THE DAY		
Question	What do you like to wear when you feel freezing?	
Graph	3 COLUMN GRAPH	
Options	a jacket / a jersey / a hat	
Follow-up questions		
Question	How many learners like to wear a jacket?	
Answer	__ learners like to wear a jacket.	
Question	How many learners like to wear a jersey?	
Answer	__ learners like to wear a jersey.	
Question	How many learners like to wear a hat?	
Answer	__ learners like to wear a hat.	
Question	What do most learners like to wear when they feel freezing?	
Answer	Most learners like to wear __.	
Question	What do fewest learners like to wear when they feel freezing?	
Answer	Fewest learners like to wear __.	
Question	What do you like to wear when you feel freezing?	
Answer	I like to wear a jacket when I feel freezing.	

Answer	I like to wear a jersey when I feel freezing.
Answer	I like to wear a hat when I feel freezing.
SIGHT WORD OF THE DAY	
NEW	not
REVISE	does

WEEK 4: TUESDAY: SHARED READING (15 MINUTES)

TITLE	<u>The jacket is mine!</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
Matshepo woke up on Saturday morning shivering. ‘Eish! It is winter now!’ she thought ‘At least I get to wear my favourite jacket!’ Matshepo smiled as she thought about her beautiful jacket. It was yellow with pink and red flowers all over. It had big purple buttons. It was warm and fluffy on the inside.		I visualise Matshepo lying in bed, smiling as she thinks about her beautiful jacket!
Matshepo got out of bed. She put on her jeans. She put on a shirt and a jersey. She put on socks and shoes. She put on a fluffy hat.		--
Then, she went to the cupboard where her mother kept the winter jackets. Her favourite jacket was not there! ‘Mama!’ Matshepo called. ‘Where is my jacket?’ But there was no answer.		I can visualise Matshepo looking through all the things in the cupboard, searching for her jacket!
Matshepo went outside. The frosty grass crunched under her feet. ‘Mama!’ Matshepo called. ‘Where is my jacket?’ But there was no answer.		I can visualise Matshepo walking around outside, shivering more and more, because she doesn’t have a jacket!

Matshepo opened the door to the kitchen. 'Mama!' Matshepo whispered 'where is my jacket?' But there was no answer.	--
'Maybe Mama is with Mme Tsiki,' Matshepo thought. But before she could get to Mme Tsiki's house, she saw her little sister Felleng running outside. Felleng was wearing a beautiful yellow jacket with pink and red flowers, and big purple buttons. 'Hey! That is my jacket!' Matshepo thought.	I visualise Matshepo's look of surprise, and then anger when she sees Felleng in her beautiful jacket!
Matshepo was freezing. She did not want to fight with her sister outside in the cold. She ran home. 'Felleng is a thief! I wonder what else she has stolen from me,' Matshepo thought, angrily.	--
She went to the bedroom and opened Felleng's top drawer. Matshepo found her old green and red striped dress. 'Hey!' thought Matshepo, 'that is my dress!' She took it from the drawer and put it on. It felt very tight!	I can visualise Matshepo snatching each of her items of clothing out of the drawer!
Matshepo opened the second drawer. She found her pink jersey. 'Hey!' thought Matshepo, 'that is my jersey!' She took it from the drawer and put it on. It was very short!	
She opened the third drawer. She found her bright blue pants. 'Hey!' thought Matshepo, 'those are my pants!' She took them from the drawer and put them on. They felt very tight! She couldn't button them.	I visualise Matshepo getting more and more angry as she finds each piece of clothing!
Matshepo tried to open the bottom drawer but she couldn't bend over in all of her tight clothes. And at that moment, her mother walked into the bedroom. Her mother began to laugh. 'Matshepo, what are you doing in all of those old clothes?' her mother asked. 'Those don't fit you anymore!'	I can visualise the small, tight clothes looking so silly on Matshepo!

'Felleng has stolen all of my clothes!' Matshepo said, 'and even my favourite jacket!' 'Oh Matshepo,' her mother replied, 'I gave them to her! You are growing!' Matshepo's mother opened the closet and pulled out a plastic bag. She handed it to Matshepo.	I can visualise Matshepo looking down at all the clothes and realizing that Felleng isn't a thief – she only has Matshepo's old clothing because it doesn't fit her anymore!
Matshepo opened the bag and took out a brand new jacket. It was green with yellow and purple stars. It had big red buttons. It was warm and fluffy inside. It was the most beautiful jacket Matshepo had ever seen! She put it on. It fit her perfectly.	I can visualise Matshepo admiring her new jacket. It fits perfectly over all of those silly clothes that are way too small for her!
The next morning, Matshepo got dressed for church. She put on her brand new jacket and walked outside. Felleng looked at her. 'I want that jacket!' Felleng said, 'that is the most beautiful jacket I have ever seen!' Matshepo put her arm around her sister. 'Don't worry, Felleng. Someday it will be your jacket!'	--
Follow-up questions	Responses
What did Matshepo's old jacket look like?	It was yellow with pink and red flowers all over. It had big purple buttons.
What did Matshepo's new jacket look like?	It was green with yellow and purple stars. It had big red buttons.
Follow-up questions	Responses
Why did Matshepo call her sister a 'thief'?	• Because her sister was wearing her old jacket. • Because she didn't realise that her mother had given the jacket to Felleng. • Because she thought Felleng stole her favourite jacket. • Because she didn't realise the jacket was too small for her now! • Because she didn't know her mother had bought her a new jacket.

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

SOUND	/v/				
FLASHCARDS	vet, van, vat				
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /v/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /v/ 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 /v/? 6. Brainstorm words with learners, like: van, vet, verb 7. Tell learners that we do not have any words that end in /v/ INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: vet, van, vat 2. Stick up the flashcards of the rhyming words on the Phonics Display Board. <table border="1"> <tr> <td>vet</td><td>van</td></tr> <tr> <td>vat</td><td></td></tr> </table>	vet	van	vat	
vet	van				
vat					

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

WEEK 4: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We all grow	Stand on your tiptoes and stretch your arms out in the air
	That’s life you know!	--
	Clothes I wore when I was small	Pretend to put clothes on
	Just don’t fit me anymore	Wave your index finger
	We grow and change every day	--
	So we can be better in every way!	Thumbs up, flex your arms
THEME VOCABULARY	fit, tight, short, grow	
QUESTION OF THE DAY		
Question	Remind learners that in our story, Matshepo is very angry because she thinks her sister has stolen her favourite jacket. But, in the end we find out that isn’t true! Felleng has the jacket because Matshepo has grown, and the jacket doesn’t fit her anymore – it is too small! Matshepo needs a new, bigger jacket. Ask learners: Have you ever grown too big for a jacket, like Matshepo?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners have grown too big for a jacket?	
Answer	__ learners have grown too big for a jacket.	
Question	How many learners have never grown too big for a jacket?	
Answer	__ learners have never grown too big for a jacket.	
Question	Have more learners grown too big for a jacket or not?	
Answer	More learners have / have never grown too big for a jacket.	
Question	Have fewer learners grown too big for a jacket or not?	
Answer	Fewer learners have / have never grown too big for a jacket.	

Question	Have you ever grown too big for a jacket, like Matshepo?
Answer	Yes, I have grown too big for a jacket.
Answer	No, I have never grown too big for a jacket.
SIGHT WORD OF THE DAY	
NEW	too
REVISE	does, not

WEEK 4: WEDNESDAY: SHARED READING (15 MINUTES)

TITLE	<u>The jacket is mine!</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 an important detail they remember from the story. When we read, we must try to remember details from the text!
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **recall an important detail** from the story, like: Matshepo's new jacket was green with yellow and purple stars. It had big red buttons.
4. Use **modelling** to draw a picture of the detail you have remembered .
5. Use **modelling** to add a label to your drawing, like: jacket, red.

Oral Instructions:

1. Tell learners they must think about a detail they remember from 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 the detail they remember from the story (*learners can point to a picture that shows the detail they remember if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: Matshepo, green, button

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	/qu/ /v/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /qu/ and /v/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /qu/ or /v/ 5. If learners think you said /qu/, they must hold up 1 finger. 6. If learners think you said /v/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /qu/ or /v/). 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	
WORDS	
ACTIVITY	

WEEK 4: THURSDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We all grow	Stand on your tiptoes and stretch your arms out in the air
	That’s life you know!	--
	Clothes I wore when I was small	Pretend to put clothes on
	Just don’t fit me anymore	Wave your index finger
	We grow and change every day	--
	So we can be better in every way!	Thumbs up, flex your arms
THEME VOCABULARY	confused, fight, stolen, thief	
QUESTION OF THE DAY		
Question	How do you think Matshepo feel when she sees her sister wearing her favourite jacket?	
Graph	2 COLUMN GRAPH	
Options	confused / angry	
Follow-up questions		
Question	How many learners think she feels confused?	
Answer	__ learners think she feels confused.	
Question	How many learners think she feels angry?	
Answer	__ learners think she feels angry.	
Question	How do more learners think Matshepo feels?	
Answer	More learners think Matshepo feels __.	
Question	How do fewer learners think Matshepo feels?	
Answer	Fewer learners think Matshepo feels __.	
Question	How does Matshepo feel when she sees her sister wearing her favourite jacket?	
Answer	I think she feels confused.	
Answer	I think she feels angry.	

SIGHT WORD OF THE DAY	
NEW	small
REVISE	does, not, too

WEEK 3: THURSDAY: SHARED READING (15 MINUTES)	
TITLE	<u>The jacket is mine!</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
Matshepo woke up on Saturday morning shivering. 'Eish! It is winter now!' she thought 'At least I get to wear my favourite jacket!' Matshepo smiled as she thought about her beautiful jacket. It was yellow with pink and red flowers all over. It had big purple buttons. It was warm and fluffy on the inside.	--
Matshepo got out of bed. She put on her jeans. She put on a shirt and a jersey. She put on socks and shoes. She put on a fluffy hat.	I visualise Matshepo trying to get dressed quickly because she feels so cold!
Then, she went to the cupboard where her mother kept the winter jackets. Her favourite jacket was not there! 'Mama!' Matshepo called. 'Where is my jacket?' But there was no answer.	I visualise Matshepo feeling worried as she looks through the cupboard and can't find her favourite jacket!
Matshepo went outside. The frosty grass crunched under her feet. 'Mama!' Matshepo called. 'Where is my jacket?' But there was no answer.	I visualise Matshepo getting more and more worried as she thinks about her missing jacket!

Matshepo opened the door to the kitchen. 'Mama!' Matshepo whispered 'where is my jacket?' But there was no answer.	--
'Maybe Mama is with Mme Tsiki,' Matshepo thought. But before she could get to Mme Tsiki's house, she saw her little sister Felleng running outside. Felleng was wearing a beautiful yellow jacket with pink and red flowers, and big purple buttons. 'Hey! That is my jacket!' Matshepo thought.	--
Matshepo was freezing. She did not want to fight with her sister outside in the cold. She ran home. 'Felleng is a thief! I wonder what else she has stolen from me,' Matshepo thought, angrily.	Matshepo must be really angry to call her sister a thief! I think Matshepo must be visualising ripping the jacket off of her sister, but then deciding not to.
She went to the bedroom and opened Felleng's top drawer. Matshepo found her old green and red striped dress. 'Hey!' thought Matshepo, 'that is my dress!' She took it from the drawer and put it on. It felt very tight! Matshepo opened the second drawer. She found her pink jersey. 'Hey!' thought Matshepo, 'that is my jersey!' She took it from the drawer and put it on. It was very short!	I can visualise Matshepo's look of anger as she opens the drawers!
She opened the third drawer. She found her bright blue pants. 'Hey!' thought Matshepo, 'those are my pants!' She took them from the drawer and put them on. They felt very tight! She couldn't button them.	I can visualise Matshepo putting on each item of clothing. It must be difficult for her to put them on, because they are so tight and small!
Matshepo tried to open the bottom drawer but she couldn't bend over in all of her tight clothes. And at that moment, her mother walked into the bedroom. Her mother began to laugh. 'Matshepo, what are you doing in all of those old clothes?' her mother asked. 'Those don't fit you anymore!'	I can visualise Matshepo's mother laughing loudly when she sees Matshepo in all those small clothes! She is laughing because Matshepo can barely move!

‘Felleng has stolen all of my clothes!’ Matshepo said, ‘and even my favourite jacket!’ ‘Oh Matshepo,’ her mother replied, ‘I gave them to her! You are growing!’ Matshepo’s mother opened the closet and pulled out a plastic bag. She handed it to Matshepo.	I visualise Matshepo looking embarrassed when she realizes the mistake she has made.
Matshepo opened the bag and took out a brand new jacket. It was green with yellow and purple stars. It had big red buttons. It was warm and fluffy inside. It was the most beautiful jacket Matshepo had ever seen! She put it on. It fit her perfectly.	I visualise Matshepo laughing at herself as she tries to pull all of the clothing that is too small off!
The next morning, Matshepo got dressed for church. She put on her brand new jacket and walked outside. Felleng looked at her. ‘I want that jacket!’ Felleng said, ‘that is the most beautiful jacket I have ever seen!’ Matshepo put her arm around her sister. ‘Don’t worry, Felleng. Someday it will be your jacket!’	Matshepo realises that all of her clothes will become too small and someday belong to Felleng. I think she can visualise herself getting big, and the new jacket becoming too small! That must be why she tells Felleng that someday the jacket will belong to her!
Follow-up questions	Responses
What did Matshepo find in Felleng’s drawers?	She found her green and red striped dress, her pink jersey, and her bright blue pants.
What happened when Matshepo’s mother saw her wearing all her old clothing?	She began to laugh.
Why question	Possible response
Why did Matshepo tell her sister that someday the new jacket would belong to her?	• Because she realizes that Felleng has all her clothes that are too small. • Because she realizes that her mother gives Felleng her old clothes. • Because she realizes that she is growing, and all of her clothes will someday be too small! • Because she knows someday even her new jacket will be too small.

WEEK 4: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I used to wear my...
But then...

Modelling:

1. Explain that today, learners will draw about **a piece of clothing that used to fit, but is too small now!**
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 used to have a pair of brown boots that I loved. But then my feet grew too big for them!
5. Use **modelling** to draw a picture of yourself trying to put on boots that are too small.
6. **Use resources** to add a label, like: small, grow
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: I used to wear my brown boots. But then my feet grew!
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 an item of clothing you used to wear?
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 used to wear my...
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!



me
I used to wear my jacket .
But then it was small .

WEEK 3: FRIDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	We all grow	Stand on your tiptoes and stretch your arms out in the air
	That’s life you know!	--
	Clothes I wore when I was small	Pretend to put clothes on
	Just don’t fit me anymore	Wave your index finger
	We grow and change every day	--
	So we can be better in every way!	Thumbs up, flex your arms
THEME VOCABULARY	drawer, put on, take off, year	
QUESTION OF THE DAY		
Question	When do you think the new jacket will belong to Felleng?	
Graph	3 COLUMN GRAPH	
Options	in one year / in two years / in three years	
Follow-up questions		
Question	How many learners think the new jacket will belong to Felleng in one year?	
Answer	__ learners think the new jacket will belong to Felleng in one year.	
Question	How many learners think the new jacket will belong to Felleng in two years?	
Answer	__ learners think the new jacket will belong to Felleng in two years.	
Question	How many learners think the new jacket will belong to Felleng in three years?	
Answer	__ learners think the new jacket will belong to Felleng in three years.	
Question	When do most learners think the new jacket will belong to Felleng?	
Answer	Most learners think the new jacket will belong to Felleng __.	
Question	When do fewest learners think the new jacket will belong to Felleng?	
Answer	Fewest learners think the new jacket will belong to Felleng __.	

Question	When do you think the new jacket will belong to Felleng?
Answer	I think the new jacket will belong to Felleng in one year.
Answer	I think the new jacket will belong to Felleng in two years.
Answer	I think the new jacket will belong to Felleng in three years.
SENTENCE OF THE WEEK	
REVISE	does, not, too, small, this, it, is <i>The teacher must model <u>sounding out</u> the word: fit</i>
READ	This does not fit. It is too small!

WEEK 4: FRIDAY: SHARED READING (15 MINUTES)

TITLE	<u>The jacket is mine!</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 how Matshepo told her sister that the new jacket would belong to her someday! 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.	

WEEK 4: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND	/v/			
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: van 2. Segment the word into the individual sounds: /v/ - /a/ - /n/ 3. Say the beginning sound of the word: /v/ 4. Say the middle sound of the word: /a/ 5. Say the end sound of the word: /n/ 6. Write the word on the board: van 7. Model pointing and blending the sounds to make a word: /v/ - /a/ - /n/ = van 8. If you have time, repeat this with the word: vat SEGMENTING AND BLENDING (WE DO) 1. Say the word: vet 2. Ask learners: What is the first sound in the word? /v/ 3. Ask learners: What is the middle sound in the word? /e/ 4. Ask learners: What is the last sound in the word? /t/ 5. Ask learners to segment the word into each individual sound: /v/ - /e/ - /t/ 6. Write the word: vet 7. Instruct learners to blend the sounds in the word with you: /v/ - /e/ - /t/ = vet SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: v words 3. Instruct learners to write the numbers 1-3. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table><tr><td>vet</td><td>van</td><td>vat</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words. 7. Instruct learners to practice reading the phonic words for homework.	vet	van	vat
vet	van	vat		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
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 4

WEEK 5

THEME: OUR LIVING HISTORY

‘ People are trapped in history and history is trapped in them! ’

— James Baldwin

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 District 6 and other areas that were part of forced removals, any old things from your grandparent's times, like a cassette recorder or camera.
5. Do some research on the internet to prepare for the theme. For example: find out about any museums in your district that may be interesting for children to visit.
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 2: Let's do, page 41
Activity 2	DBE Workbook 2: Let's talk, page 42
Activity 3	DBE Workbook 2: Let's write, page 43-44
Activity 4	Draw a picture of your family

TERM 4: WEEK 5

OVERVIEW

THEME	Our living history
THEME VOCABULARY	history, past, present, future, neighbour, neighbourhood, busy, quiet, tailor, barbershop, tram, mosque, synagogue, leave, destroy, bulldozer, force, memory, remember, forget, home
PHONICS	/w/ - wag, wig, wet, wit, wall, will
WRITING FRAME	Two things I know about my family history: 1. I know that... 2. I know that...
SIGHT WORDS	family, special, your, about
SENTENCE	My family is special and fun. What is special about your family?

TERM 4: WEEK 5

INTRODUCE THE THEME

PICTURE	Page 53 of the Big Book story <i>My grandfather's story</i>
SHOW	Show learners the picture of District 6. Explain that this is a neighbourhood that once existed in Cape Town. But, then it was destroyed. This place only exists in our history.
SAY	1. Ask learners: What is something you think you know about our history? 2. Listen to learner responses. This will help you understand what learners already know. 3. Explain that there are so many interesting things to learn about our history! It is important to understand our history, because what happened in the past helps us understand what is happening in the world around us now! 4. Explain that this week, we will be learning about how our history still impacts us as South Africans!

WEEK 5: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	What do you know about history?	<i>Shrug your shoulders</i>
	Things that happened long ago!	<i>Use your thumbs to point backwards</i>
	What do you know about history?	<i>Shrug your shoulders</i>
	The world has changed, don't you know!	<i>Nod your head up and down</i>
THEME VOCABULARY	history, past, present, future	
QUESTION OF THE DAY		
Question	Which do you like to think about?	
Graph	3 COLUMN GRAPH	
Options	the past / the present / the future	
Follow-up questions		
Question	How many learners like to think about the past?	
Answer	___ learners like to think about the past.	
Question	How many learners like to think about the present?	
Answer	___ learners like to think about the present.	
Question	How many learners like to think about the future?	
Answer	___ learners like to think about the future.	
Question	Which do most learners like to think about?	
Answer	Most learners like to think about ___.	
Question	Which do fewest learners like to think about?	
Answer	Fewest learners like to think about ___.	
Question	Which do you like to think about?	
Answer	I like to think about the past.	
Answer	I like to think about the present.	

Answer	I like to think about the future.
SIGHT WORD OF THE DAY	
NEW	family
REVISE	--

WEEK 5: MONDAY: SHARED READING (10 MINUTES)	
TITLE	<i>My grandfather's story</i>
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: My grandfather's story 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 5: MONDAY - PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUNDS	/ck/ /v/ /t/ /u/																
ACTIVITY	REVIEW PAST SOUNDS 1. Put these past flashcards in a pile: /ck/ /v/ /t/ /u/ 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: /v/ - /e/ - /t/ 4. Ask learners: What word do those sounds make? 5. Model blending the sounds to make a word: /v/ - /e/ - /t/ = vet 6. Show the flashcard for the word: vet. Say the word clearly. 7. Ask learners: Which word family does vet belong in? 8. Explain that it belongs in the -et word family. 9. If you have time, repeat for the word: vat (it belongs to the -at family) BUILD A WORD WITH PAST SOUNDS 1. Write these past sounds on the chalkboard: /ck/ /v/ /t/ /u/ /k/ /c/ /e/ /g/ /d/ /n/ 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. <table><tr><td>vet</td><td>veck</td><td>vug</td><td>duck</td></tr><tr><td>get</td><td>deck</td><td>tug</td><td>nuck</td></tr><tr><td>net</td><td>teck</td><td>nug</td><td>vuck</td></tr><tr><td>det</td><td>neck</td><td>dug</td><td>tuck</td></tr></table>	vet	veck	vug	duck	get	deck	tug	nuck	net	teck	nug	vuck	det	neck	dug	tuck
vet	veck	vug	duck														
get	deck	tug	nuck														
net	teck	nug	vuck														
det	neck	dug	tuck														

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

WEEK 5: TUESDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	What do you know about history?	<i>Shrug your shoulders</i>
	Things that happened long ago!	<i>Use your thumbs to point backwards</i>
	What do you know about history?	<i>Shrug your shoulders</i>
	The world has changed, don't you know!	<i>Nod your head up and down</i>
THEME VOCABULARY	neighbour, neighbourhood, busy, quiet	
QUESTION OF THE DAY		
Question	How would you describe your own neighbourhood?	
Graph	2 COLUMN GRAPH	
Options	busy / quiet	
Follow-up questions		
Question	How many learners would describe their neighbourhood as busy?	
Answer	___ learners would describe their neighbourhood as busy.	
Question	How many learners would describe their neighbourhood as quiet?	
Answer	___ learners would describe their neighbourhood as quiet.	
Question	How would more learners describe their neighbourhood?	
Answer	More learners would describe their neighbourhood as ___.	
Question	How would fewer learners describe their neighbourhood?	
Answer	Fewer learners would describe their neighbourhood as ___.	
Question	How would you describe your own neighbourhood?	
Answer	I would describe my neighbourhood as busy.	
Answer	I would describe my neighbourhood as quiet.	
SIGHT WORD OF THE DAY		
NEW	special	
REVISE	family	

WEEK 5: TUESDAY: SHARED READING (15 MINUTES)	
TITLE	<u>My grandfather's story</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
My name is Aziz. I live in the Cape Flats, a community on the outskirts of Cape Town. But my family didn't always live here. My grandfather once told me the story of how our family ended up here.	Where does Aziz live? Oh! I learn here that his family lives in the Cape Flats.
When my grandfather was small, he lived in a place called District Six, right in the middle of Cape Town. District Six was once a place where people of different races, religions and cultures lived together. But, the Apartheid government didn't like different kinds of people living together. They wanted to separate people by race. Also, because District Six was right in the middle of the city, they thought it should be for white people only. In 1966, the government made District Six a 'Whites-only' area, and everyone else was forced to leave. District Six was almost totally destroyed.	Where did Aziz's grandfather live before the Cape Flats? I learn that his grandfather once lived in a place called District Six.
My grandfather once took me for a walk in what is left of District Six. 'I want you to remember what happened here, so that you can teach your children someday. We must never forget our history.' he told me. First, my grandfather showed me De Villiers Street, where his family lived. 'My grandfather was the best tailor in town! His tailor shop was attached to our house, so he could work anytime – day or night!' he told me.	What did Aziz's grandfather show him first on their walk? I learn that first, he showed him where his family once lived.

We walked a few blocks. ‘Look! This is where the school I went to when I was a small child was – just two minutes from home! We used to learn reading, maths, and all about our Islamic traditions here. I loved this school! When we were forced to move to the Cape Flats, there was no Islamic school – only a Christian school. I missed the Islamic rituals every day,’ he said, looking sad.	What was different about Aziz’s grandfather’s school in District Six and in the Cape Flats? Oh, I learn that at his new school, he didn’t learn Islamic rituals like he did at his school in District Six.
Then, he showed me the corner where there was once a barbershop called ‘Star Hair Dressing’. ‘This is where my mother took me for haircuts! The barber always gave me a sweet for sitting still,’ he said smiling.	--
We walked up the street. ‘This street used to be called Hanover Street,’ he said. ‘It was a long narrow street with all sorts of shops! And there was a tram that ran down the middle, to take people where they needed to go!’	Where are Aziz and his grandfather now? I learn that they are walking on a street that used to be called Hanover Street, before District Six was destroyed!
We kept walking. ‘This is where my family used to come to pray,’ he said, pointing to a beautiful old mosque. It was the first mosque in District Six!	Where did Aziz’s grandfather pray? I learn that he prayed at the first mosque built in District Six!
Then, he showed me where there was once a small synagogue. ‘This used to be called Constitution Street. I had a Jewish friend who used to pray there with his family,’ he explained.	Where did Aziz’s grandfather’s friend pray? Oh! I learn that his friend prayed in a synagogue. I learn that he had friends who were different religions from him.
Finally, my grandfather showed me the Old Methodist Church, which is now the District Six museum. ‘There once were churches, mosques, and synagogues here! But most of them were destroyed when we were forced to leave,’ he said, looking sad.	What was destroyed? Oh! I learn that mosques, synagogues and churches were destroyed!

At the end of our walk, we sat together at the edge of a big, empty field. 'This used to be home to so many people. I remember all the children playing in the street together. I remember the musicians practicing on street corners. I remember the big painted murals. And I remember the day the bulldozers came to destroy it all,' he said, with tears in his eyes.	Why did Aziz and his grandfather sit at a big, empty field? Oh! I think it is because so many things in District Six were destroyed.
The government has not offered my family a piece of land in District Six. They have offered us money instead. But nothing will bring back the community that my grandfather lost in 1966. My grandfather says that we must work to keep these sad memories alive. I hope these memories mean that no one in South Africa is ever forced from their homes again.	--
Follow up questions	Possible responses
Where did Aziz's family once live?	They lived in District Six in Cape Town.
What did Aziz's grandfather miss about his community in District Six?	• He missed his old house on De Villiers street. • He missed his grandfather's tailor shop. • He missed his old school, that taught him Islamic rituals. • He missed Hanover Street. • He missed the tram on Hanover Street. • He missed all the mosques, synagogues and churches. • He missed his old community.
Why question	Possible responses
Why does Aziz's family live in the Cape Flats now?	• Because they are not white and their family was forced to leave District Six. • Because District Six was almost totally destroyed. • Because the government did not give their land back.

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

SOUND	/w/						
FLASHCARDS	wag, wig, wet, wit, wall, will						
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /w/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /w/ 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 /w/? 6. Brainstorm words with learners, like: wall, will, wet, with INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: wag, wig, wet, wit, wall, will 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. <table border="1"> <tbody> <tr> <td>wag</td><td>wit</td></tr> <tr> <td>wig</td><td>wall</td></tr> <tr> <td>wet</td><td>will</td></tr> </tbody> </table>	wag	wit	wig	wall	wet	will
wag	wit						
wig	wall						
wet	will						

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

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	What do you know about history?	Shrug your shoulders
	Things that happened long ago!	Use your thumbs to point backwards
	What do you know about history?	Shrug your shoulders
	The world has changed, don't you know!	Nod your head up and down
THEME VOCABULARY	tailor, barbershop, tram, mosque, synagogue	
QUESTION OF THE DAY		
Question	Remind learners that in our story, Aziz's grandfather takes him to the neighbourhood he grew up in, which is called District 6. Ask learners: Why did Aziz's grandfather take him to District 6?	
Graph	2 COLUMN GRAPH	
Options	to show Aziz where he grew up / to teach Aziz their family history	
Follow-up questions		
Question	How many learners think his grandfather took him to District 6 to show him where he grew up?	
Answer	__ learners think his grandfather took him to District 6 to show him where he grew up.	
Question	How many learners think his grandfather took him to District 6 to teach him their family history?	
Answer	__ learners think his grandfather took him to District 6 to teach him their family history.	
Question	Why do more learners think Aziz's grandfather took him to District 6?	
Answer	More learners think his grandfather took him to District 6 to __.	
Question	Why do fewer learners think Aziz's grandfather took him to District 6?	
Answer	Fewer learners think his grandfather took him to District 6 to __.	

Question	Why did Aziz's grandfather take him to District 6?
Answer	His grandfather took him to District 6 to show him where he grew up.
Answer	His grandfather took him to District 6 to teach him their family history.
EXPLAIN	<i>Explain that all of these answers are correct! Aziz's grandfather wants Aziz to learn about the place where he grew up. He also wants Aziz to know why his family left: because they were forced to. He wants Aziz to know this so that he can help make sure no one is ever forced to leave their homes again.</i>
SIGHT WORD OF THE DAY	
NEW	your
REVISE	family, special

WEEK 5: WEDNESDAY: SHARED READING (15 MINUTES)

TITLE	<u>My grandfather's story</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 an important detail they remember from the story. When we read, we must try to remember details from the text!
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **recall an important detail** from the story, like: The barbershop that Aziz's grandfather used to go to is called Star Barbershop!
4. Use **modelling** to draw a picture of the detail you have remembered.
5. Use **modelling** to add a label to your drawing, like: history, barbershop.

Oral Instructions:

1. Tell learners they must think about a detail they remember from 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 the detail they remember from the story (*learners can point to a picture that shows the detail they remember if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: Aziz, live, street

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	/v/ /w/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /v/ and /w/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /v/ or /w/ 5. If learners think you said /v/, they must hold up 1 finger. 6. If learners think you said /w/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /v/ or /w/). 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	
WORDS	
ACTIVITY	

WEEK 5: THURSDAY: DAILY ACTIVITIES (15 MINUTES)

REETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	What do you know about history?	Shrug your shoulders
	Things that happened long ago!	Use your thumbs to point backwards
	What do you know about history?	Shrug your shoulders
	The world has changed, don't you know!	Nod your head up and down
THEME VOCABULARY	leave, destroy, bulldozer, force	
QUESTION OF THE DAY		
Question	Explain that in South Africa's history, people have been forced to leave their homes. This is a very terrible thing that happened in our history. Ask learners: How do you think you would feel if someone forced you to leave your home and move somewhere totally new?	
Graph	3 COLUMN GRAPH	
Options	confused / angry / scared	
Follow-up questions		
Question	How many learners would feel confused?	
Answer	__ learners would feel confused.	
Question	How many learners would feel angry?	
Answer	__ learners would feel angry.	
Question	How many learners would feel scared?	
Answer	__ learners would feel scared.	
Question	How would most learners feel?	
Answer	Most learners would feel __.	
Question	How would fewest learners feel?	
Answer	Fewest learners would feel __.	

Question	How do you think you would feel if someone forced you to leave your home and move somewhere totally new?
Answer	I would feel confused.
Answer	I would feel angry.
Answer	I would feel scared.
SIGHT WORD OF THE DAY	
NEW	about
REVISE	family, special, your

WEEK 5: THURSDAY: SHARED READING (15 MINUTES)		
TITLE	<u>My grandfather's story</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
My name is Aziz. I live in the Cape Flats, a community on the outskirts of Cape Town. But my family didn't always live here. My grandfather once told me the story of how our family ended up here.		--
When my grandfather was small, he lived in a place called District Six, right in the middle of Cape Town. District Six was once a place where people of different races, religions and cultures lived together. But, the Apartheid government didn't like different kinds of people living together. They wanted to separate people by race. Also, because District Six was right in the middle of the city, they thought it should be for white people only. In 1966, the government made District Six a 'Whites-only' area, and everyone else was forced to leave. District Six was almost totally destroyed.		Why did Aziz's grandfather move to the Cape Flats? Oh! I learn that they didn't have a choice – they were forced to leave District Six.

My grandfather once took me for a walk in what is left of District Six. 'I want you to remember what happened here, so that you can teach your children someday. We must never forget our history,' he told me. First, my grandfather showed me De Villiers Street, where his family lived. 'My grandfather was the best tailor in town! His tailor shop was attached to our house, so he could work anytime – day or night!' he told me.	Why did Aziz's grandfather take him for a walk in District Six? I learn that it is because he wants Aziz to learn about their family history!
We walked a few blocks. 'Look! This is where the school I went to when I was a small child was – just two minutes from home! We used to learn reading, maths, and all about our Islamic traditions here. I loved this school! When we were forced to move to the Cape Flats, there was no Islamic school – only a Christian school. I missed the Islamic rituals every day,' he said, looking sad.	Why did Aziz's grandfather look sad? Oh, he is sad when he thinks about how his new school didn't teach him the Islamic rituals that he loved!
Then, he showed me the corner where there was once a barbershop called 'Star Hair Dressing'. 'This is where my mother took me for haircuts! The barber always gave me a sweet for sitting still,' he said smiling.	--
We walked up the street. 'This street used to be called Hanover Street,' he said. 'It was a long narrow street with all sorts of shops! And there was a tram that ran down the middle, to take people where they needed to go!'	Why did Aziz's grandfather want to show him so many things that no longer exist? I infer that he wants Aziz to know all the things he loved about his community in District Six.
We kept walking. 'This is where my family used to come to pray,' he said, pointing to a beautiful old mosque. It was the first mosque in District Six!	How do I know that Aziz's family is Muslim? Oh! I remember that he loved learning his Islamic rituals, and now I learn that his family prayed at a mosque.
Then, he showed me where there was once a small synagogue. 'This used to be called Constitution Street. I had a Jewish friend who used to pray there with his family,' he explained.	--

Finally, my grandfather showed me the Old Methodist Church, which is now the District Six museum. 'There once were churches, mosques, and synagogues here! But most of them were destroyed when we were forced to leave,' he said, looking sad.	Why did Aziz's grandfather feel sad? I learn that many buildings were destroyed. I think he feels sad about his community being destroyed.
At the end of our walk, we sat together at the edge of a big, empty field. 'This used to be home to so many people. I remember all the children playing in the street together. I remember the musicians practicing on street corners. I remember the big painted murals. And I remember the day the bulldozers came to destroy it all,' he said, with tears in his eyes.	How did Aziz's grandfather feel at the end of their walk? He has tears in his eyes, so I infer he feels very sad when he thinks about all the things that were destroyed.
The government has not offered my family a piece of land in District Six. They have offered us money instead. But nothing will bring back the community that my grandfather lost in 1966. My grandfather says that we must work to keep these sad memories alive. I hope these memories mean that no one in South Africa is ever forced from their homes again.	Why did Aziz's grandfather want to share so many sad memories with him? Oh, I learn that he wants Aziz to remember, so that the same thing cannot happen again!
Follow-up questions	Possible responses
What happened to District Six?	• It became an area where only white people were allowed to live. • Everyone who wasn't white was forced to leave District Six. • District Six was almost totally destroyed.
Why did Aziz's grandfather feel sad in the story?	• Because his community was destroyed. • Because he misses his community.

Why question	Possible responses
Why did Aziz's grandfather take him for a walk in District Six?	• Because he wanted to tell Aziz about all the things he remembered. • Because he wanted to tell Aziz about his family history. • Because he wanted Aziz to keep their history alive. • Because he missed his old community. • Because he doesn't ever want the same thing to happen again!

WEEK 5: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME	Two things I know about my family history: 1. I know that... 2. I know that...
Modelling: 1. Explain that today, learners will draw about two things they know about their family history. 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 know that my grandfather was a butcher. I know that my family comes from the Eastern Cape – we have been here for hundreds of years! 5. Use modelling to draw a picture of your grandfather as a butcher. 6. Use resources to add a label, like: family, history 7. Explain which words you will write. Draw a line for each word. 8. Explain that today, we will write a list. This means we write our ideas next to numbers. 9. Use modelling to write your sentence, like: Two things I know about my family history: a. <u>I know that</u> my grandfather was a butcher. b. <u>I know that</u> we come from Eastern Cape. 10. Use resources, like theme vocabulary words. 11. Erase your example from the board. Explain this was just an example, but learners must write their own ideas. Oral Instructions: 1. Ask learners: What do you know about your family history? 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: <u>I know that...</u> 5. Explain that learners will now draw and write their own ideas!	

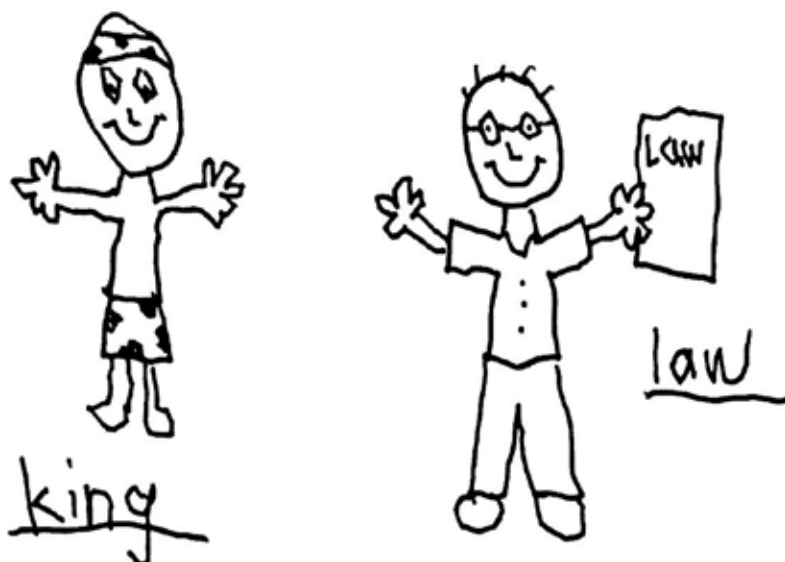
Writing:

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!



Two things I know about

my family history :

1. I know that we come from
royalty.
2. I know that my family worked
in law.

WEEK 5: FRIDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	What do you know about history?	<i>Shrug your shoulders</i>
	Things that happened long ago!	<i>Use your thumbs to point backwards</i>
	What do you know about history?	<i>Shrug your shoulders</i>
	The world has changed, don't you know!	<i>Nod your head up and down</i>
THEME VOCABULARY	memory, remember, forget, home	
QUESTION OF THE DAY		
Question	<i>Instruct learners to close their eyes and think about a memory they have of home. They can think of any memory they have from home.</i> Ask learners: What kind of memory did you think of?	
Graph	3 COLUMN GRAPH	
Options	a happy memory / a sad memory / a funny memory	
Follow-up questions		
Question	How many learners thought of a happy memory?	
Answer	__ learners thought of a happy memory.	
Question	How many learners thought of a sad memory?	
Answer	__ learners thought of a sad memory.	
Question	How many learners thought of a funny memory?	
Answer	__ learners thought of a funny memory.	
Question	What kind of memory did most learners think of?	
Answer	Most learners thought of a __ memory.	
Question	What kind of memory did fewest learners think of?	
Answer	Fewest learners thought of a __ memory.	
Question	What kind of memory did you think of?	
Answer	I thought of a happy memory.	

Answer	I thought of a sad memory.
Answer	I thought of a funny memory.
SENTENCE OF THE WEEK	
REVISE	family, special, your, about
READ	My family is special and fun. What is special about your family?

WEEK 5: FRIDAY: SHARED READING (15 MINUTES)

TITLE	<u>My grandfather's story</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 learned from the story. This means they will say one thing they learned about District 6 or about history.
2. Use **modelling** to show learners how to give a short recount of the story, like: I learnt that there were mosques, synagogues and churches in District 6 because people with different religions lived all together in the same neighbourhood.
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.

WEEK 5: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND	/w/				
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: wet 2. Segment the word into the individual sounds: /w/ - /e/ - /t/ 3. Say the beginning sound of the word: /w/ 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: wet 7. Model pointing and blending the sounds to make a word: /w/ - /e/ - /t/ = wet 8. If you have time, repeat this with the word: wig SEGMENTING AND BLENDING (WE DO) 1. Say the word: wag 2. Ask learners: What is the first sound in the word? /w/ 3. Ask learners: What is the middle sound in the word? /a/ 4. Ask learners: What is the last sound in the word? /g/ 5. Ask learners to segment the word into each individual sound: /w/ - /a/ - /g/ 6. Write the word: wag 7. Instruct learners to blend the sounds in the word with you: /w/ - /a/ - /g/ = wag 8. If you have time, repeat this with the word: wit SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: w words 3. Instruct learners to write the numbers 1-4. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table><tr><td>wit</td><td>wag</td><td>will</td><td>wall</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words. 7. Instruct learners to practice reading the phonic words for homework.	wit	wag	will	wall
wit	wag	will	wall		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
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 4

WEEK 6

THEME: OUR LIVING HISTORY

'History is the ship carrying living memories to the future.'
— Stephen Spender

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: bake some koekies for the learners to taste, or ask learners to bring different cultural foods for a class feast.
5. Do some research on the internet to prepare for the theme. For example: find a recipe for koekies and other cultural foods.
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 2: Let's talk, page 46
Activity 2	DBE Workbook 2: Let's do, page 47
Activity 3	DBE Workbook 2: Let's write, page 48
Activity 4	Draw a picture of your family doing something special

TERM 4: WEEK 6

OVERVIEW

THEME	Our living history
THEME VOCABULARY	Ramadan, koekies, biscuit, tradition, fast (like when you don't eat for a whole day), hungry, share, struggle, measure, ingredients, knead, dough, ring, sparkle, sparkly, terrible, gasp, pass down, grandmother, great-grandmother
PHONICS	/x/ - fox, box, fix, six, wax, fax
WRITING FRAME	A tradition in my family is... This tradition makes me feel...
SIGHT WORDS	mother, her, bakes, Friday
SENTENCE	Fatima bakes with her mother. They bake together every Friday.

TERM 4: WEEK 5

INTRODUCE THE THEME

PICTURE	Page 67 of the Big Book story <i>Ramadan koekies</i>
SHOW	Show learners the picture of Fatima and her mother making cookies together. Explain that this week, we will read about a tradition that Fatima and her mother have. This is part of Fatima's family history, because the tradition has been passed down. Fatima's mother made cookies with her own mother, and Fatima's grandmother did it with her mother when she was small!
SAY	1. Ask learners: What is something you learned about our history last week? 2. Listen to learner responses. Help learners revise theme vocabulary words from WEEK 5. 3. Remind learners that it is important to understand our history, because what happened in the past helps us understand what is happening in the world around us now. 4. Explain that this week, we will continue learning about how history is important to our lives!

WEEK 6: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME (Tune: If you're happy and you know it. Repeat with 'stomp your feet')	Lyrics	Actions
	If you know your family history clap your hands	Clap twice
	If you know your family history clap your hands	Clap twice
	If you know your family history	-
	Then things won't be such a mystery	-
	If you know your family history clap your hands	Clap twice
THEME VOCABULARY	Ramadan, koekies, biscuit, tradition	
QUESTION OF THE DAY		
Question	Do you celebrate Ramadan?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners celebrate Ramadan?	
Answer	___ learners celebrate Ramadan.	
Question	How many learners don't celebrate Ramadan?	
Answer	___ learners don't celebrate Ramadan.	
Question	Do more learners celebrate Ramadan or not?	
Answer	More learners celebrate / don't celebrate Ramadan.	
Question	Do fewer learners celebrate Ramadan or not?	
Answer	Fewer learners celebrate / don't celebrate Ramadan.	
Question	Do you celebrate Ramadan?	
Answer	Yes, I do celebrate Ramadan.	
Answer	No, I don't celebrate Ramadan.	

SIGHT WORD OF THE DAY	
NEW	mother
REVISE	--

WEEK 6: MONDAY: SHARED READING (10 MINUTES)	
TITLE	<i>Ramadan koekies</i>
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: Ramadan koekies 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)

SOUNDS	/b/ /h/ /u/ /w/												
ACTIVITY	REVIEW PAST SOUNDS - Put these past flashcards in a pile: /b/ /h/ /u/ /w/ - 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: /w/ - /i/ - /g/ - Ask learners: What word do those sounds make? - Model blending the sounds to make a word: /w/ - /i/ - /g/ = wig - Show the flashcard for the word: wig. Say the word clearly. - Ask learners: Which word family does wig belong in? - Explain that it belongs in the -ig word family. - If you have time, repeat for the word: wag (it is in the -ag family) BUILD A WORD WITH PAST SOUNDS - Write these past sounds on the chalkboard: /b/ /h/ /u/ /w/ /e/ /o/ /ck/ /t/ /d/ - 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>bed</td><td>wet</td><td>dock</td><td>heck</td></tr><tr><td>wed</td><td>bet</td><td>tock</td><td>deck</td></tr><tr><td>ted</td><td>det</td><td>wock</td><td>weck</td></tr></table>	bed	wet	dock	heck	wed	bet	tock	deck	ted	det	wock	weck
bed	wet	dock	heck										
wed	bet	tock	deck										
ted	det	wock	weck										

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

WEEK 6: TUESDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME (Tune: <i>If you're happy and you know it. Repeat with 'stomp your feet'</i>)	Lyrics	Actions
	If you know your family history clap your hands	<i>Clap twice</i>
	If you know your family history clap your hands	<i>Clap twice</i>
	If you know your family history	-
	Then things won't be such a mystery	-
	If you know your family history clap your hands	<i>Clap twice</i>
THEME VOCABULARY	fast (like when you don't eat for a whole day), hungry, share, struggle	
QUESTION OF THE DAY		
Question	What would you like to break a fast with? (<i>What would you like to eat after a whole day of not eating?</i>)	
Graph	3 COLUMN GRAPH	
Options	biscuits / bread / rice	
Follow-up questions		
Question	How many learners would like to break a fast with biscuits?	
Answer	__ learners would like to break a fast with biscuits.	
Question	How many learners would like to break a fast with bread?	
Answer	__ learners would like to break a fast with bread.	
Question	How many learners would like to break a fast with rice?	
Answer	__ learners would like to break a fast with rice.	
Question	What would most learners like to break a fast with?	
Answer	Most learners would like to break a fast with __.	
Question	What would fewest learners like to break a fast with?	
Answer	Fewest learners would like to break a fast with __.	

Question	What would you like to break a fast with?
Answer	I would like to break a fast with biscuits.
Answer	I would like to break a fast with bread.
Answer	I would like to break a fast with rice.
SIGHT WORD OF THE DAY	
NEW	her
REVISE	mother

WEEK 6: TUESDAY: SHARED READING (15 MINUTES)

TITLE	<u>Ramadan koekies</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
	Every Friday during Ramadan, Fatima and her mother did something special. They baked <i>koekies</i> together. Then, Fatima took plates of <i>koekies</i> to their neighbours so they would have something special to break their fast with.	That reminds me of when I was a little girl. Every year at Christmas, my grandmother and I made cookies together. It was our special tradition!
	It was a family tradition. 'I baked <i>koekies</i> with my mother, and she baked <i>koekies</i> with her mother!' Fatima's mom told her. 'This is a tradition which has kept our Muslim community strong, even in times of struggle,' she explained.	Having a tradition with my grandmother made me feel so special!
	One Friday, Fatima was allowed to measure the ingredients and put them into the big bowl. Then, her mother began to mix the ingredients. When the dough became thick, her mother washed her hands, took off her ring, and began to knead the dough with her hands.	I remember watching my grandmother knead the dough and thinking about how strong she was. I loved wearing her apron because I wanted to be just like her.

Then, the doorbell rang. ‘Keep kneading the dough, Fatima,’ her mother said, walking quickly to the front door. Fatima worked hard to knead the dough. But just then, the sparkle from her mother’s ring caught her eye. She loved her mother’s beautiful, sparkly ring. ‘Maybe I can wear it, just for a minute,’ Fatima thought, slipping it on her finger. When she heard her mother close the front door, she quickly began to knead the dough again. She forgot all about the ring on her finger!	I think Fatima wanted to feel grown up – she wanted to be just like her mom! That’s like how I wanted to be like my grandmother!
‘Look at that beautiful dough!’ her mother said, as she walked back into the kitchen. ‘I’ll bake the <i>koekies</i> now. You must bath and get dressed, so that you’re ready to deliver them while they are nice and warm!’ she said.	If I were Fatima, I would feel so happy to get a nice compliment from my mother. Maybe Fatima was so busy thinking about her beautiful dough that she forgot about the ring?
By the time Fatima was dressed, she could smell the delicious smell of fresh <i>koekies</i> coming from the kitchen. ‘Come Fatima! They are ready!’ her mother called.	Fatima is so busy thinking about delivering her <i>koekies</i> that she forgot all about the ring. I wonder where it is?
As Fatima carried the plates of delicious <i>koekies</i> to her neighbours, she thought about all the women in her family sharing with their neighbours, just like her. Fatima was almost finished – she was carrying her last plate of <i>koekies</i> – when she stopped suddenly. ‘The ring!’ she gasped. ‘It must be in one of these <i>koekies</i>!’	If I were Fatima I would feel so worried that I lost my mother’s special ring!
Fatima didn’t know what to do! She imagined one of her neighbours biting into a delicious <i>koekie</i>, only to find her mother’s ring! Fatima quickly decided that she must tell her mother. She ran home, with the last plate of <i>koekies</i> still in hand.	Fatima must be worried that the ring got baked into one of their <i>koekies</i>. If I were Fatima, I would feel so scared that I ruined the beautiful dough and lost my mother’s sparkly ring!

'Mommy!' Fatima cried as she opened the door, 'I did something terrible! Your ring – it is in a <i>koekie</i> !' But just then, the sparkle from her mother's ring caught her eye. Fatima gasped. The ring was on her finger! 'I found it in the dough!' her mother said, laughing.	--
Fatima got up, ready to deliver her last plate. 'Just this once, let's eat the <i>koekies</i> ,' her mother said. They sat and ate the whole plate of <i>koekies</i> together.	--
Follow up questions	Possible responses
What did Fatima lose in the dough?	She lost her mother's ring!
When did Fatima realise she had lost her mother's ring?	When she was delivering her last plate of koekies.
Why question	Possible responses
Why did Fatima think the ring was in the koekies?	• Because she tried on her mother's ring and then forgot about it. • Because she never took her mother's ring off. • Because she didn't see the ring fall off her finger. • Because she didn't see the ring fall into the dough. • Because she didn't think her mother found the ring in the dough.

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

SOUND	/x/						
FLASHCARDS	fox, box fix, six wax, fax						
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /x/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /x/ is <u>different</u> in English and home language. 4. Explain that we usually find this sound at the end of a word. 5. Tell learners to try to find this letter written somewhere on the walls. 6. Ask learners: Can you think of words that end with /x/? 7. Brainstorm words with learners, like: fox, box, six, wax INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: fox, box, fix, six, wax, fax 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. <table><tr><td>fox</td><td>fix</td><td>fax</td></tr><tr><td>box</td><td>six</td><td>wax</td></tr></table>	fox	fix	fax	box	six	wax
fox	fix	fax					
box	six	wax					

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

WEEK 6: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(Tune: If you're happy and you know it. Repeat with 'stomp your feet')</i>	Lyrics	Actions
	If you know your family history clap your hands	<i>Clap twice</i>
	If you know your family history clap your hands	<i>Clap twice</i>
	If you know your family history	-
	Then things won't be such a mystery	-
	If you know your family history clap your hands	<i>Clap twice</i>
THEME VOCABULARY	measure, ingredients, knead, dough	
QUESTION OF THE DAY		
Question	<i>Remind learners that in our story, Fatima and her mother bake together every Friday during Ramadan. Fatima gets to help her mother with lots of different parts of baking!</i> Ask learners: What would you like to do?	
Graph	3 COLUMN GRAPH	
Options	measure the ingredients / knead the dough / eat the <i>koekies</i> (biscuits)	
Follow-up questions		
Question	How many learners would like to measure the ingredients?	
Answer	__ learners would like to measure the ingredients.	
Question	How many learners would like to knead the dough?	
Answer	__ learners would like to knead the dough.	
Question	How many learners would like to eat the koekies?	
Answer	__ learners would like to eat the koekies.	
Question	What would most learners like to do?	
Answer	Most learners would like to __.	

Question	What would fewest learners like to do?
Answer	Fewest learners would like to ____.
Question	What would you like to do?
Answer	I would like to measure the ingredients.
Answer	I would like to knead the dough.
Answer	I would like to eat the koekies.
SIGHT WORD OF THE DAY	
NEW	bakes
REVISE	mother, her

WEEK 6: WEDNESDAY: SHARED READING (15 MINUTES)

TITLE	<u>Ramadan koekies</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 an important detail they remember from the story. When we read, we must try to remember details from the text!
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **recall an important detail** from the story, like: The rings was so sparkly, and she had always wanted to wear the ring!
4. Use **modelling** to draw a picture of the detail you have remembered.
5. Use **modelling** to add a label to your drawing, like: ring, sparkle.

Oral Instructions:

1. Tell learners they must think about a detail they remember from 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 the detail they remember from the story (*learners can point to a picture that shows the detail they remember if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: Fatima, dough, bake

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	/w/ /x/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /w/ and /x/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /w/ or /x/ 5. If learners think you said /w/, they must hold up 1 finger. 6. If learners think you said /x/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /w/ or /x/). 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	
WORDS	
ACTIVITY	

WEEK 6: THURSDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME (Tune: <i>If you're happy and you know it. Repeat with 'stomp your feet'</i>)	Lyrics	Actions
	If you know your family history clap your hands	<i>Clap twice</i>
	If you know your family history clap your hands	<i>Clap twice</i>
	If you know your family history	-
	Then things won't be such a mystery	-
	If you know your family history clap your hands	<i>Clap twice</i>
THEME VOCABULARY	ring, sparkle, sparkly, terrible	
QUESTION OF THE DAY		
Question	How did Fatima feel when she thought her mother's ring was in a koekie?	
Graph	3 COLUMN GRAPH	
Options	terrible / scared / upset	
Follow-up questions		
Question	How many learners think Fatima felt terrible?	
Answer	__ learners think Fatima felt terrible.	
Question	How many learners think Fatima felt scared?	
Answer	__ learners think Fatima felt scared.	
Question	How many learners think Fatima felt upset?	
Answer	__ learners think Fatima felt upset.	
Question	How do most learners think Fatima felt?	
Answer	Most learners think Fatima felt __.	
Question	How do fewest learners think Fatima felt?	
Answer	Fewest learners think Fatima felt __.	

Question	How did Fatima feel when she thought her mother's ring was in a koekie?
Answer	I think Fatima felt terrible.
Answer	I think Fatima felt scared.
Answer	I think Fatima felt upset.
SIGHT WORD OF THE DAY	
NEW	Friday
REVISE	mother, her, bakes

WEEK 6: THURSDAY: SHARED READING (15 MINUTES)	
TITLE	<u>Ramadan koekies</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
Every Friday during Ramadan, Fatima and her mother did something special. They baked <i>koekies</i> together. Then, Fatima took plates of <i>koekies</i> to their neighbours so they would have something special to break their fast with.	--
It was a family tradition. 'I baked <i>koekies</i> with my mother, and she baked <i>koekies</i> with her mother!' Fatima's mom told her. 'This is a tradition which has kept our Muslim community strong, even in times of struggle,' she explained.	--

One Friday, Fatima was allowed to measure the ingredients and put them into the big bowl. Then, her mother began to mix the ingredients. When the dough became thick, her mother washed her hands, took off her ring, and began to knead the dough with her hands.	--
Then, the doorbell rang. 'Keep kneading the dough, Fatima,' her mother said, walking quickly to the front door. Fatima worked hard to knead the dough. But just then, the sparkle from her mother's ring caught her eye. She loved her mother's beautiful, sparkly ring. 'Maybe I can wear it, just for a minute,' Fatima thought, slipping it on her finger.	I can make a connection ! I always loved my older sister's earrings. One time when she went over to her friend's house, I tried them on. As I was looking in the mirror, I heard her walk back through the door! I ran outside to play so she wouldn't see me wearing her earrings. When I went outside to play, I forgot I was wearing my sister's earrings!
When she heard her mother close the front door, she quickly began to knead the dough again. She forgot all about the ring on her finger!	
'Look at that beautiful dough!' her mother said, as she walked back into the kitchen. 'I'll bake the <i>koekies</i> now. You must bath and get dressed, so that you're ready to deliver them while they are nice and warm!' she said.	Fatima probably didn't want to make her mother angry with her, just like I didn't want my sister angry with me!
By the time Fatima was dressed, she could smell the delicious smell of fresh <i>koekies</i> coming from the kitchen. 'Come Fatima! They are ready!' her mother called.	--
As Fatima carried the plates of delicious <i>koekies</i> to her neighbours, she thought about all the women in her family sharing with their neighbours, just like her. Fatima was almost finished – she was carrying her last plate of <i>koekies</i> – when she stopped suddenly. 'The ring!' she gasped. 'It must be in one of these <i>koekies</i> !'	That's just like when I wore my sister's earrings! After playing for a while, I realised one had fallen out! I didn't know what to do! I felt so worried about making my sister upset.

Fatima didn't know what to do! She imagined one of her neighbours biting into a delicious <i>koekie</i> , only to find her mother's ring! Fatima quickly decided that she must tell her mother. She ran home, with the last plate of <i>koekies</i> still in hand.	When I lost my sister's earring, I imagined people stepping on it and it getting buried in the ground. I felt scared I would never find it!
'Mommy!' Fatima cried as she opened the door, 'I did something terrible! Your ring – it is in a <i>koekie</i> !' But just then, the sparkle from her mother's ring caught her eye. Fatima gasped. The ring was on her finger! 'I found it in the dough!' her mother said, laughing.	I was lucky just like Fatima, because the earring wasn't really lost! It had fallen out right in front of the mirror inside! It wasn't lost after all. I felt so relieved that I hadn't really lost my sister's earring.
Fatima got up, ready to deliver her last plate. 'Just this once, let's eat the <i>koekies</i> ,' her mother said. They sat and ate the whole plate of <i>koekies</i> together.	If I were Fatima, I would feel so happy that everything turned out okay!
Follow up questions	Possible responses
What is Fatima's family tradition?	- Baking koekies with her mother on Fridays during Ramadan. - Delivering the koekies she bakes with her mother to their neighbours.
Can you make a connection to Fatima? Have you ever lost something you borrowed from someone else? How did you feel?	I lost... I felt...when I lost it!
Why question	Possible responses
Why did Fatima gasp when she saw the ring on her mother's finger?	- Because she thought she had lost her mother's ring. - Because she thought the ring was in one of the koekies. - Because she didn't realise that her mother had found the ring in the dough. - Because she felt surprised that her mother was wearing the ring. - Because she was relieved that the ring was on her mother's finger.

WEEK 6: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

A tradition in my family is...
This tradition makes me feel...

Modelling:

1. Explain that today, learners will draw about a **special family tradition**.
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: In my family, we always go to the beach on New Year's day. I love this tradition because I get to be with my whole family.
5. Use **modelling** to draw a picture of your family at the beach.
6. **Use resources** to add a label, like: family, nice
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentences, like: A tradition in my family is going to the beach. This tradition makes me feel happy.
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 a special tradition in your family?
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: A tradition in my family is...
5. Explain that learners will now draw and write their own ideas!

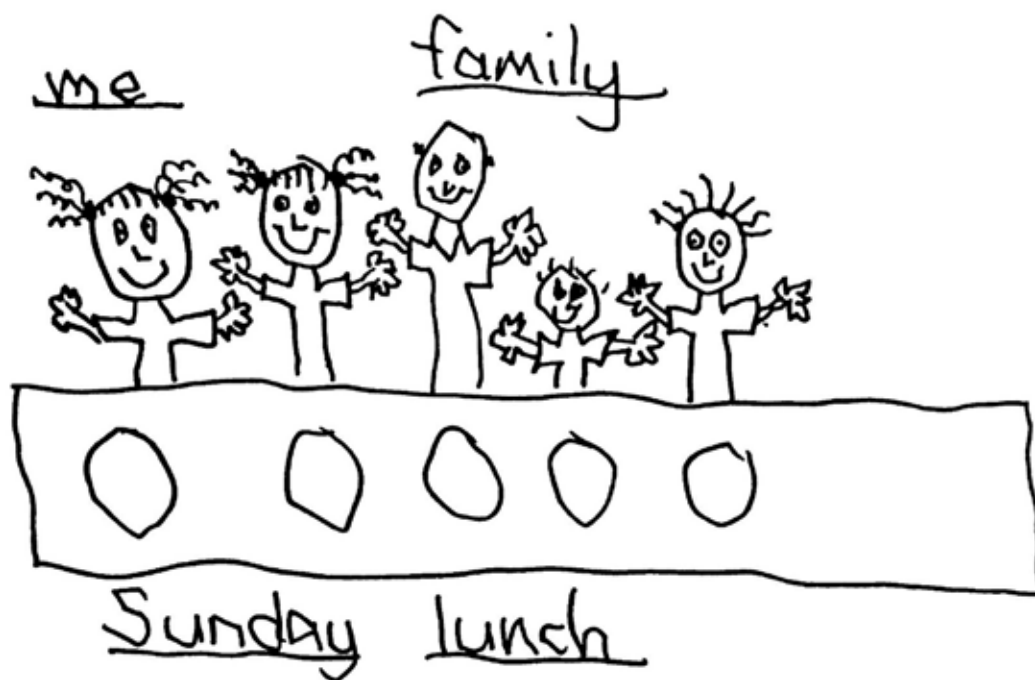
Writing:

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. Instruct learners who finish early to add more to their drawing or to their writing.
7. 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!



A tradition in my family
is Sunday lunch. This
tradition makes me feel
happy.

WEEK 6: FRIDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME (Tune: If you're happy and you know it. Repeat with 'stomp your feet')	Lyrics	Actions
	If you know your family history clap your hands	Clap twice
	If you know your family history clap your hands	Clap twice
	If you know your family history	-
	Then things won't be such a mystery	-
	If you know your family history clap your hands	Clap twice
THEME VOCABULARY	gasp, pass down, grandmother, great-grandmother	
QUESTION OF THE DAY		
Question	<i>Explain that in our story, the women in Fatima's family have a special tradition that they pass down – they make koekies and share them with their neighbours. This is something from Fatima's history (her great-grandmother, grandmother, and mother all did it).</i> Ask learners: Do you have a special family tradition like Fatima?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners have a special family tradition?	
Answer	__ learners have a special family tradition.	
Question	How many learners don't have a special family tradition?	
Answer	__ learners don't have a special family tradition.	
Question	Do more learners have a special family tradition or not?	
Answer	More learners have / don't have a special family tradition.	
Question	Do fewer learners have a special family tradition or not?	
Answer	Fewer learners have / don't have a special family tradition.	

Question	Do you have a special family tradition like Fatima?
Answer	Yes, I do have a special family tradition.
Answer	No, I don't have a special family tradition.
SENTENCE OF THE WEEK	
REVISE	mother, her, bakes, Friday
READ	Fatima bakes with her mother. They bake together every Friday.

WEEK 6: FRIDAY: SHARED READING (15 MINUTES)

TITLE	<u>Ramadan koekies</u>
ACTIVITY	RECOUNT
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 about this story. 2. Use modelling to show learners how to give a short recount of the story, like: I liked when Fatima thought about one of her neighbours biting into a <i>koekie</i> and finding her mother's ring! 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.	

WEEK 6: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND	/x/				
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: fox 2. Segment the word into the individual sounds: /f/ - /o/ - /x/ 3. Say the beginning sound of the word: /f/ 4. Say the middle sound of the word: /o/ 5. Say the end sound of the word: /x/ 6. Write the word on the board: fox 7. Model pointing and blending the sounds to make a word: /f/ - /o/ - /x/ = fox 8. If you have time, repeat this with the word: box SEGMENTING AND BLENDING (WE DO) 1. Say the word: fix 2. Ask learners: What is the first sound in the word? /f/ 3. Ask learners: What is the middle sound in the word? /i/ 4. Ask learners: What is the last sound in the word? /x/ 5. Ask learners to segment the word into each individual sound: /f/ - /i/ - /x/ 6. Write the word: fix 7. Instruct learners to blend the sounds in the word with you: /f/ - /i/ - /x/ = fix 8. If you have time, repeat this with the word: six SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: x words 3. Instruct learners to write the numbers 1-4. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table><tr><td>box</td><td>fix</td><td>fox</td><td>wax</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words. 7. Instruct learners to practice reading the phonic words for homework.	box	fix	fox	wax
box	fix	fox	wax		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
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 4

WEEK
7

THEME:
SCIENCE IS FUN!

'Science is a beautiful gift to humanity; we should not distort it.'

- A. P. J. Abdul Kalam

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: some equipment used in science experiments (borrow from IP teacher).
5. Do some research on the internet to prepare for the theme. For example: find out more about Edward Jenner and early vaccines.
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 2: Let's talk, page 50
Activity 2	DBE Workbook 2: Let's do, page 51 - 53
Activity 3	DBE Workbook 2: Let's write, page 54 - 55
Activity 4	Draw a picture of a science experiment.

TERM 7: WEEK 7	
OVERVIEW	
THEME	Science is fun!
THEME VOCABULARY	science, experiment, vaccine, disease, scientist, solve, problems, fun, body, try, inject, needle, virus, small, large, amount, test, dangerous, risk, protect
PHONICS	Revision of sounds and words taught in Term 4
WRITING FRAME	I want to invent... I want it to...
SIGHT WORDS	milk, maids, get, sick
SENTENCE	The milk maids did not get sick.

TERM 7: WEEK 7	
INTRODUCE THE THEME	
PICTURE	<i>The first picture of the Big Book Story:</i> The first vaccine
SHOW	Show learners the picture of Edward Jenner testing out his first vaccine. Explain that this week we will learn about science.
SAY	Ask learners: What do you know about science? • Listen to learner responses. This will help you understand what learners already know. • Explain that over the next two weeks, we will be thinking about the different ways we use science!

WEEK 7: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I love science	<i>Hug yourself</i>
	Learning something new	<i>Pretend to do something with your hands</i>
	I love science	<i>Hug yourself</i>
	Oh don't you!	<i>Point at your friend</i>
THEME VOCABULARY	science, experiment, vaccine, disease	
QUESTION OF THE DAY		
Question	Have you ever had a vaccine?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have had a vaccine?	
Answer	__ learners have had a vaccine.	
Question	How many learners have not had a vaccine?	
Answer	__ learners have not had a vaccine.	
Question	Have more learners had a vaccine or not?	
Answer	More learners have / have not had a vaccine.	
Question	Have fewer learners had a vaccine or not?	
Answer	Fewer learners have / have not had a vaccine.	
Question	Have you ever had a vaccine?	
Answer	I have had a vaccine.	
Answer	I have not had a vaccine.	
SIGHT WORD OF THE DAY		
NEW	milk	

WEEK 7: MONDAY: SHARED READING (15 MINUTES)	
TITLE	<u>The first vaccine</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: The first vaccine 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 7: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUNDS	/j/ /qu-/ /-ss/ v/ /w/ /x/
ACTIVITY	REVIEW PAST SOUNDS 1. Put these past flashcards in a pile: /j/ /qu-/ /-ss/ /v/ /w/ /x/ 2. Also make a pile of the vowel sounds and some single consonants that learners know: /a/ /e/ /i/ /o/ /u/ /p/ /t/ /m/ /s/ /n/ /d/ 3. Hold up a flashcard in random order. 4. Call on an individual learner to say the sound. 5. Instruct the class to repeat the correct sound. 6. Do this until you have gone through all of the past sounds. 7. Call on individual learners to read the sounds – do this thoroughly.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

WEEK 7: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I love science	<i>Hug yourself</i>
	Learning something new	<i>Pretend to do something with your hands</i>
	I love science	<i>Hug yourself</i>
	Oh don't you!	<i>Point at your friend</i>
THEME VOCABULARY	scientist, solve, problems, fun	
QUESTION OF THE DAY		
Question	Do you think scientists try things to solve problems or to have fun?	
Graph	2 COLUMN GRAPH	
Options	solve problems / have fun	
Follow up questions		
Question	How many learners think scientists want to solve problems?	
Answer	__ learners think scientists want to solve problems.	
Question	How many learners think scientists want to have fun?	
Answer	__ learners think that scientists want to have fun.	
Question	What do more learners think scientists want to do?	
Answer	More learners think scientists want to __.	
Question	What do fewer learners think scientists want to do?	
Answer	Fewer learners think scientists want to __.	
Question	What do you think scientists want to do?	
Answer	I think scientists want to solve problems.	
Answer	I think scientists want to have fun.	
SIGHT WORD OF THE DAY		
NEW	maids	
REVISE	milk	

WEEK 7: TUESDAY: SHARED READING (15 MINUTES)

TITLE	<u>The first vaccine</u>	
ACTIVITY	FIRST READ	
COMPREHENSION STRATEGY	Make evaluations	
PURPOSE	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: First Read
You have probably been vaccinated before, but have you ever thought about how a vaccine works? Do you know what happens when the needle goes into your arm? When you get a vaccine, a tiny bit of a disease is injected into your body. This helps your body build up the tools it needs to fight this disease. This means you won't get this disease in the future.		--
Smallpox was a disease that once killed millions of people around the world. However, this disease doesn't exist anymore thanks to a man named Edward Jenner. He invented the first vaccine to fight this deadly disease!		I can make the evaluation that Smallpox was a terrible disease!
Edward Jenner lived in England more than two hundred years ago. Edward noticed that many people in his community became sick and died from Smallpox. This disease could attack anyone – young or old, rich or poor. However, everyone knew that milkmaids – the women who milked the cows – almost never got Smallpox. Edward wondered why.		Let's evaluate the problem in this story: when Edward Jenner was alive, Smallpox was a terrible disease that killed many people!

Edward decided to watch these milkmaids. He saw that cows had a similar disease, called Cowpox. The milkmaids became sick with Cowpox, but they always got better. After that, they could be in the same room as someone with Smallpox, but they would not catch the deadly disease! Edward realised that the Cowpox protected the milkmaids.	Edward thought that Cowpox could be the solution to Smallpox!
He thought that having Cowpox helped their bodies build the tools to fight Smallpox. But he needed to test his idea.	
Edward found a milkmaid who was sick with Cowpox. He then took some of the pus from one of her blisters. Edward injected this pus into an eight-year-old boy's arm. The boy's name was James. Edward wanted to see if this little injection could help James' body build the tools to fight Smallpox.	Let's evaluate the solution in the story: Edward thought that injecting James with Cowpox was a good idea because it might protect him from the deadly disease of Smallpox!
Then, Edward put poor little James into a room with people who had Smallpox. He waited to see if James would get sick. But, Edward's idea was correct – the little bit of Cowpox helped James' body to build the tools it needed to fight Smallpox. James never got sick!	Edward's idea worked! The Cowpox protected James from Smallpox, just like Edward thought it would.
Edward then knew that his idea was correct – having a tiny little bit of a disease can help your body get ready to fight and protect you! Thanks to the work of Edward Jenner, we now have vaccines that protect us from many deadly diseases!	We now have vaccines that do the same thing as Edward did. I make the evaluation that many people thought his idea was brilliant!
Follow up questions	Possible responses
What did Edward Jenner invent?	• He invented the first vaccine. • He invented the vaccine for Smallpox.
What did Edward Jenner think was protecting the milkmaids from Smallpox?	He thought that Cowpox was protecting the milkmaids from Smallpox.

Why question	Possible responses
Why did Edward Jenner inject James with Cowpox?	- Because he saw that the milkmaids didn't get Smallpox after having Cowpox. - Because he wanted to see if Cowpox could protect James from Smallpox. - Because he wanted to test out his idea

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

WORDS	Review past words taught in Term 4																				
ACTIVITY	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: /qu/ - /a/ - /ck/ 4. Ask learners: What word do those sounds make? 5. Model blending the sounds to make a word: /qu/ - /a/ - /ck/ = quack 6. Show the flashcard for the word: quack. Say the word clearly. BUILD A WORD WITH PAST SOUNDS 1. Write these past sounds on the chalkboard: /b/ /a/ /e/ /m/ /ck/ /t/ /i/ /-ss/ /j/ /qu/ /v/ /w/ /x/ 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: <table><tr><td>bet</td><td>bass</td><td>quick</td><td>tick</td><td>max</td></tr><tr><td>vet</td><td>mass</td><td>quit</td><td>wick</td><td>tax</td></tr><tr><td>wet</td><td>tass</td><td></td><td>mick</td><td>wax</td></tr><tr><td>jet</td><td></td><td></td><td></td><td></td></tr></table>	bet	bass	quick	tick	max	vet	mass	quit	wick	tax	wet	tass		mick	wax	jet				
bet	bass	quick	tick	max																	
vet	mass	quit	wick	tax																	
wet	tass		mick	wax																	
jet																					

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

WEEK 7: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I love science	Hug yourself
	Learning something new	Pretend to do something with your hands
	I love science	Hug yourself
	Oh don't you!	Point at your friend
THEME VOCABULARY	body, try, inject, needle	
QUESTION OF THE DAY		
Question	Have you ever been injected by a needle?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have been injected by a needle?	
Answer	__ learners have been injected by a needle.	
Question	How many learners have not been injected by a needle?	
Answer	__ learners have not been injected by a needle.	
Question	Have more learners been injected by a needle or not?	
Answer	More learners have / have not been injected by a needle.	
Question	Have fewer learners been injected by a needle or not?	
Answer	Fewer learners have / have not been injected by a needle.	
Question	Have you ever been injected by a needle?	
Answer	Yes, I have been injected by a needle.	
Answer	No, I have not been injected by a needle.	
SIGHT WORD OF THE DAY		
NEW	sick	
REVISE	milk, maids, get	

WEEK 7: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>The first vaccine</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: Edward Jenner saw that the milk maids did not get sick. He injected a small boy with cow pox. The boy did not get sick.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: injection.

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 story.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide what they will write about.
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: milk maid; cow.

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)

OBJECTIVE	Conduct a formal or informal assessment of Term 4 phonics by asking learners to write sounds and words.
ACTIVITY	1. Hand out learners' exercise books 2. Instruct learners to write 1-10 in the margin. 3. Explain that you will say a sound or a word that learners have already learnt. 4. Learners must write down the sound or word that they hear. If they cannot write the sound or word they must draw a short line. 5. Say each of the following sounds or words. Give time for learners to write. 1. j 2. jet 3. qu 4. quack 5. v 6. vet 7. w 8. wag 9. x 10. box

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
ACTIVITY	

WEEK 7: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I love science	<i>Hug yourself</i>
	Learning something new	<i>Pretend to do something with your hands</i>
	I love science	<i>Hug yourself</i>
	Oh don't you!	<i>Point at your friend</i>
THEME VOCABULARY	virus, small, large, amount	
QUESTION OF THE DAY		
Question	<i>Explain that a vaccine can be made from a disease called a virus.</i> Do you think that a vaccine has a small amount or a large amount of the virus?	
Graph	2 COLUMN GRAPH	
Options	small amount / large amount	
Follow up questions		
Question	How many learners think a vaccine has a small amount of the virus?	
Answer	__ learners think a vaccine has a small amount of the virus.	
Question	How many learners think a vaccine has a large amount of the virus?	
Answer	__ learners think a vaccine has a large amount of the virus.	
Question	Do more learners think it has a small or large amount of the virus?	
Answer	More learners think it has a __ amount of the virus.	
Question	Do fewer learners think it has a small or large amount of the virus?	
Answer	Fewer learners think it has a __ amount of the virus.	
Question	Do you think it has a small or large amount of the virus?	
Answer	I think it has a small amount of the virus.	
Answer	I think it has a large amount of the virus.	
SIGHT WORD OF THE DAY		
REVISE	milk, maids, get	
NEW	sick	

WEEK 7: THURSDAY: SHARED READING (15 MINUTES)	
TITLE	<u>The first vaccine</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make evaluations
PURPOSE	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
You have probably been vaccinated before, but have you ever thought about how a vaccine works? Do you know what happens when the needle goes into your arm? When you get a vaccine, a tiny bit of a disease is injected into your body. This helps your body build up the tools it needs to fight this disease. This means you won't get this disease in the future.	--
Smallpox was a disease that once killed millions of people around the world. However, this disease doesn't exist anymore thanks to a man named Edward Jenner. He invented the first vaccine to fight this deadly disease!	Edward Jenner figured out how to make a vaccine before anyone else. I make the evaluation that he must have been a clever person!
Edward Jenner lived in England more than two hundred years ago. Edward noticed that many people in his community became sick and died from Smallpox. This disease could attack anyone – young or old, rich or poor. However, everyone knew that milkmaids – the women who milked the cows – almost never got Smallpox. Edward wondered why.	I make the evaluation that Edward was a curious person. He was curious about why the milkmaids never got Smallpox!

Edward decided to watch these milkmaids. He saw that cows had a similar disease, called Cowpox. The milkmaids became sick with Cowpox, but they always got better. After that, they could be in the same room as someone with Smallpox, but they would not catch the deadly disease!	Edward was curious about how he could use Cowpox to protect people from Smallpox.
Edward realised that the Cowpox protected the milkmaids. He thought that having Cowpox helped their bodies build the tools to fight Smallpox. But he needed to test his idea.	
Edward found a milkmaid who was sick with Cowpox. He then took some of the pus from one of her blisters. Edward injected this pus into an eight-year-old boy's arm. The boy's name was James. Edward wanted to see if this little injection could help James' body build the tools to fight Smallpox.	Edward was so curious he injected a little boy with Cowpox! I think that this is a risky idea! He could have infected James with Cowpox!
Then, Edward put poor little James into a room with people who had Smallpox. He waited to see if James would get sick. But, Edward's idea was correct – the little bit of Cowpox helped James' body to build the tools it needed to fight Smallpox. James never got sick!	This is an even riskier idea! Imagine if he had been wrong and James had caught Smallpox! James might have died. I make the evaluation that Edward's curiosity made him take big risks!
Edward then knew that his idea was correct – having a tiny little bit of a disease can help your body get ready to fight and protect you! Thanks to the work of Edward Jenner, we now have vaccines that protect us from many deadly diseases!	Edward's experiment was very risky! But in the end, his curiosity helped protect millions and millions of people. I make the evaluation that his risks were worthwhile! I wonder what you think?
Follow up questions	Possible responses
What was the problem that Edward wanted to solve?	He wanted to stop people from getting sick with Smallpox.
What was the solution that he tested out?	• He tested out injecting Cowpox into James. • He tested whether James would get Smallpox after being injected with Cowpox.

Deeper thinking question	Possible responses
Can you make an evaluation? What do you think about Edward's decision to put James in a room with people who had Smallpox?	- I think it was a good idea because... - I think it was a bad idea because...

WEEK 7: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I want to invent...

I want it to...

Modelling:

1. Explain that today, learners will draw and write about **something they want to invent!**
2. Use **modelling** to show learners that you **think before you write**.
3. Tell learners your idea, like: I am always trying to get fit. I want to invent a machine that makes me fit while I sleep!
4. Use **modelling** to draw a picture of yourself sleeping on a fit machine.
5. Use **modelling** to complete the writing frame, like: I want to invent a **fit machine**. I want it to **make me fit while I sleep**.
6. Explain which words you will write. **Draw a line for each word**.
7. **Use resources** to add a label, like: me, friend
8. **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 invent?
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: I want to invent ...
5. Explain that learners will now draw and write their own ideas!

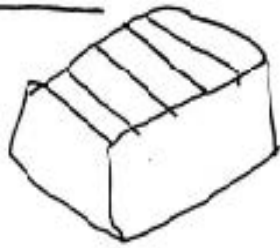
Writing:

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!

boxsweet

I want to invent a
sweet that lasts for eva.

I want it to taste like
diffrent things.

WEEK 7: 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
	I love science	<i>Hug yourself</i>
	Learning something new	<i>Pretend to do something with your hands</i>
	I love science	<i>Hug yourself</i>
	Oh don’t you!	<i>Point at your friend</i>
THEME VOCABULARY	test, dangerous, risk, protect	
QUESTION OF THE DAY		
Question	<i>Remind learners that it was very dangerous when Edward tested his first vaccine, because he didn’t know if it would work. He could have caused James to get Smallpox and die! But, his risk was important because in the end it protected millions of people.</i> Ask learners: Do you think Edward Jenner was wrong to test his vaccine on little James?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners think he was wrong to test his vaccine on James?	
Answer	__ learners think he was wrong to test the vaccine on James.	
Question	How many learners think he was not wrong to test his vaccine on James?	
Answer	__ learners think he was not wrong to test the vaccine on James.	
Question	What do more learners think?	
Answer	More learners think __.	
Question	What do fewer learners think?	
Answer	Fewer learners think __.	
Question	Do you think Edward Jenner was wrong to test his vaccine on little James?	
Answer	Yes, I think he was wrong to test the vaccine on little James.	

Answer	No, I think he was not wrong to test the vaccine on little James.
SENTENCE OF THE WEEK	
REVISE	milk, maids, not, get, sick
READ	The milk maids did not get sick.

WEEK 7: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>The first vaccine</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: Edward Jenner collected pus from cowpox and made a vaccine. This stopped people getting smallpox. 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. Ask 2-3 learners to share their ideas with the class. Help the learners form a short sentence. 6. Explain and correct any common problems to learners. 7. Instruct learners to turn and talk and share their recount with a partner.	

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

OBJECTIVE	Conduct a formal or informal assessment of Term 4 phonics by asking learners to build words.												
ACTIVITY	WORD FIND Write the following table on the chalkboard: <table><tr><td>v</td><td>k</td><td>i</td><td>x</td></tr><tr><td>w</td><td>t</td><td>a</td><td>-ss</td></tr><tr><td>j</td><td>e</td><td>g</td><td>m</td></tr></table>	v	k	i	x	w	t	a	-ss	j	e	g	m
v	k	i	x										
w	t	a	-ss										
j	e	g	m										

MODEL

1. Review all of the sounds and blends on the chalkboard.
2. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.
3. Tell learners they can make word using any of the sounds.
4. Show learners how to make a few words, like:
/m/ - /i/ - /ss/ or /w/ - /a/ - /g/

LEARNERS DO

1. Tell learners to open their exercise books and write the heading:
revision words.
2. Instruct learners to begin writing.
3. Give learners 3 minutes to find and build as many words as they can.
Allow learners to correct their own work. Show learners how to build these words (and others): **mass, miss, kiss, mess, vet, vat, jet, jag, wag, wig, wet, vex, tex, mix, etc.**

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND

WORDS

ACTIVITY

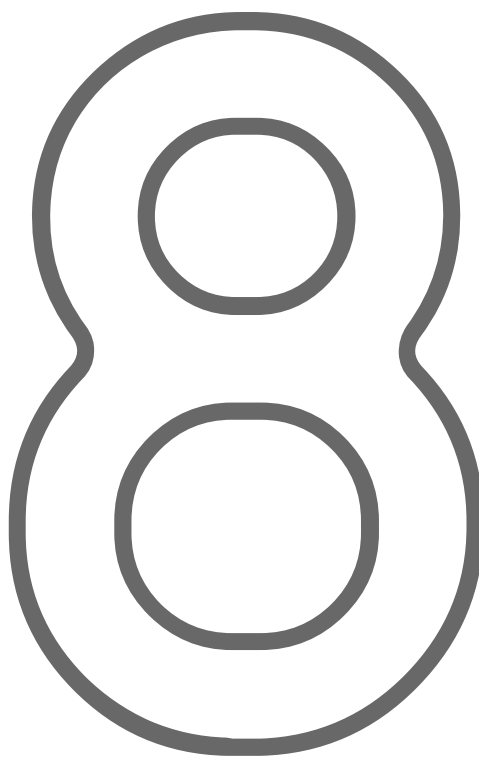
WEEK 7: FRIDAY: END OF WEEK LEARNING REVIEW

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 4

WEEK 

THEME:
SCIENCE IS FUN

'Never lose your sense of wonder.'

— Unknown

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: photographs of rainbows, the names of the colours in a rainbow.
5. Do some research on the internet to prepare for the theme. For example: find a video of the 'rainbow experiment' and show it to learners.
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 2: Let's do, page 60 - 62
Activity 2	DBE Workbook 2: Let's write, page 63 - 64
Activity 3	DBE Workbook 2: Word work, page 65
Activity 4	DBE Workbook 2: Let's write, page 67 - 68

TERM 4: WEEK 8

OVERVIEW

THEME	Science is fun
THEME VOCABULARY	rainbow, sky, colours, rain, sunlight, rain, raindrop, magic, curious, sun, shine, storm, scientist, laptop, computer, research, information, try, appear, disappear
PHONICS	/y/ - yes, yet, yes, yuck, yum, yip
WRITING FRAME	I feel curious about: 1. 2.
SIGHT WORDS	love, loves, learn, just
SENTENCE	Uthingo loves to learn. Do you love to learn just like her?

TERM 4: WEEK 8

INTRODUCE THE THEME

PICTURE	Page 89 of the Big Book story <i>Uthingo, the rainbow girl</i>
SHOW	Show learners the picture of Uthingo and her dad doing the science experiment. Explain that part of science is trying and testing things out!
SAY	- Remind learners that last week, we read about a man named Edward doing an experiment. This week, we will continue to talk about science! - Ask learners: What was Edward Jenner's science experiment? - Listen to learner responses. Help learners REVISE some of the vocabulary for WEEK 7. - Explain that this week, we will keep talking about science. We will see an example of a science experiment you could do at home!

WEEK 8: MONDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Red, orange, yellow, green and blue	-
	Indigo, and you know, there is vio-let too!	-
	It's a rainbow, it's a rainbow	Draw a rainbow in the air
	A beautiful rainbow in the sky	Look up to the sky
	It's a rainbow, it's a rainbow	Draw a rainbow in the air
	A beautiful rainbow in the sky!	Look up to the sky
THEME VOCABULARY	rainbow, sky, colours, rain	
QUESTION OF THE DAY		
Question	Have you ever seen a rainbow?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners have seen a rainbow?	
Answer	__ learners have seen a rainbow.	
Question	How many learners have never seen a rainbow?	
Answer	__ learners have never seen a rainbow.	
Question	Have more learners ever seen a rainbow or not?	
Answer	More learners have / have never seen a rainbow.	
Question	Have fewer learners ever seen a rainbow or not?	
Answer	Fewer learners have / have never seen a rainbow.	
Question	Have you ever seen a rainbow?	
Answer	Yes, I have seen a rainbow.	
Answer	No, I have never seen a rainbow.	

SIGHT WORD OF THE DAY	
NEW	love
REVISE	-

WEEK 8: MONDAY: SHARED READING (10 MINUTES)	
TITLE	<u>Uthingo, the rainbow girl</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: Uthingo, the rainbow girl 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)

SOUNDS

/h/ /o/ /x/ /f/

ACTIVITY

REVIEW PAST SOUNDS

1. Put these past flashcards in a pile: **/h/ /o/ /x/ /f/**
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: **/f/ - /o/ - /x/**
4. Ask learners: What word do those sounds make?
5. Model blending the sounds to make a word: **/f/ - /o/ - /x/ = fox**
6. Show the flashcard for the word: **fox**. Say the word clearly.
7. Ask learners: Which word family does **fox** belong in?
8. Explain that it belongs in the **-ox** word family.
9. If you have time, repeat for the word:
fax (It belongs to the -ax family)

BUILD A WORD WITH PAST SOUNDS

1. Write these past sounds on the chalkboard:
/h/ /o/ /x/ /f/ /e/ /a/ /i/ /b/ /m/ /n/ /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.

fox	man	din	had
box	fan	fin	mad
nox	han	min	bad
hox	ban	bin	fad
			dad

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

WEEK 8: TUESDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Red, orange, yellow, green and blue	-
	Indigo, and you know, there is vio-let too!	-
	It's a rainbow, it's a rainbow	Draw a rainbow in the air
	A beautiful rainbow in the sky	Look up to the sky
	It's a rainbow, it's a rainbow	Draw a rainbow in the air
	A beautiful rainbow in the sky	Look up to the sky
THEME VOCABULARY	sunlight, rain, raindrop, magic	
QUESTION OF THE DAY		
Question	<i>Explain that the difference between science and magic is that when something is science, we can understand and explain how something happens. When something is magic, it is a mystery – we don't know how it happens. When Uthingo doesn't understand how rainbows are made, she says they are magic. But, once she does a science experiment and she sees that rainbows come from light shining through water, she can see that rainbows are science!</i> Ask learners: Which do you like more?	
Graph	2 COLUMN GRAPH	
Options	magic / science	
Follow-up questions		
Question	How many learners like magic more?	
Answer	__ learners like magic more.	
Question	How many learners like science more?	
Answer	__ learners like science more.	
Question	Which more learners like more?	
Answer	More learners like __ more.	

Question	Which do fewer learners like more?
Answer	Fewer learners like ___ more.
Question	Which do you like more?
Answer	I like magic more.
Answer	I like science more.
SIGHT WORD OF THE DAY	
NEW	loves
REVISE	love

WEEK 8: TUESDAY: SHARED READING (15 MINUTES)

TITLE	<u>Uthingo, the rainbow girl</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
	Uthingo loved rainbows. She had a rainbow vest that she wore everywhere. She added a rainbow to every drawing she made. And, anytime she saw a rainbow, she would sit outside watching the beautiful colours in the sky until it disappeared. Mostly, she loved that her name, Uthingolwenkosazana, meant rainbow in isiZulu.	I infer that Uthingo loves rainbows because her name means rainbow!
	One day at the end of a big storm, the sun peeked out from behind a cloud. 'Rainbows are like magic; they always appear after the rain!' Uthingo said, running outside to watch. 'Rainbow's aren't magic, they're science!' her brother Simphiwe told her, rolling his eyes. Uthingo thought about what her brother had said. 'How are rainbows science?' she wondered.	I infer that Uthingo doesn't know as much about rainbows as her older brother.

That night, when Uthingo's father tucked her into bed, she whispered into his ear, 'Daddy, where do rainbows come from?' 'That's a good question,' he said. 'We will try to figure it out tomorrow.'	I infer that Uthingo is curious about what her brother said!
When Uthingo woke up, her father had set up his laptop computer. The browser was open to Google. Uthingo sat down. Her dad helped her to type: 'Where do rainbows come from?'	I can infer that you must be able to find out where rainbows come from on Google!
They learned that rainbows are formed when sunlight shines through water, like raindrops. 'Oh! That must be why I always see rainbows after a storm!' Uthingo said, 'Simphiwe was right!'	--
They learned that many cultures around the world have different myths about rainbows. They learned the Japanese myth that rainbows are bridges, linking us to our ancestors. They learned about the Hindu god of thunder, who uses his giant rainbow to shoot arrows of lightning!	Oh! We just learned that rainbows are science. But I can infer that there are many beliefs about the magic of rainbows around the world too! I can infer that Google can teach you a lot of different things – not just science!
Uthingo and her dad even learned how to make a rainbow! 'Let's try it,' Uthingo's dad said. 'What do we need?' 'We need a glass of water and a piece of white paper! And we also need a window with the sun shining through!' said Uthingo.	--
When the glass was full of water, Uthingo held it up to the light, being careful not to spill. Her dad held the white paper underneath. The water shone through the glass, and a tiny rainbow appeared on the paper! Uthingo was so excited! 'I want to show Simphiwe!' she said.	I infer that Uthingo wants her brother to see her science experiment.

Uthingo called for her older brother. ‘What?’ he asked. He looked sleepy. He was still in his pyjamas. ‘Look! You were right! Making a rainbow is science!’ she said. Simphiwe smiled. ‘Told you so! Let me try!’ he said, taking the glass from Uthingo. He held it higher, and a bigger rainbow appeared on the paper.	I can infer that Uthingo and her dad woke up earlier than Simphiwe.
‘I love science! I can make my own rainbows! I want to know what other magical things I can do with science!’ Uthingo said as she sat back down at her father’s laptop. Uthingo had a million more questions to type into Google!	I can infer that Uthingo liked all the information she found on Google, because she wants to use Google more!
Follow up questions	Possible responses
What did Uthingo use to find out more about rainbows?	• She used her father’s laptop. • She used Google.
What was Simphiwe right about?	He was right that rainbows are science.
Why question	Possible responses
Why did Uthingo sit back down at the computer at the end of the story?	• Because she loved learning about rainbows. • Because she sees that you can learn a lot from using Google. • Because she knows how to use the computer to do research. • Because she has more questions she wants to ask Google.

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

SOUND	/y/						
FLASHCARDS	yes, yet, yes, yuck, yum, yip						
ACTIVITY	INTRODUCE NEW SOUND 1. Say the sound and hold up the flashcard: /y/ 2. Say the sound and instruct learners to repeat the sound x 3. 3. Discuss how the sound for /y/ 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 /y/? 6. Brainstorm words with learners, like: yes, yet, yum INTRODUCE NEW WORDS 1. Say each word loudly and clearly as you show the flashcard: yes, yet, yes, yuck, yum, yip 2. Ask learners to repeat the words after you. 3. Stick up the flashcards of the rhyming words on the Phonics Display Board. <table border="1"> <tbody> <tr> <td>yes</td><td>yuck</td></tr> <tr> <td>yet</td><td>yum</td></tr> <tr> <td>yes</td><td>yip</td></tr> </tbody> </table>	yes	yuck	yet	yum	yes	yip
yes	yuck						
yet	yum						
yes	yip						

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

WEEK 8: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Red, orange, yellow, green and blue	-
	Indigo, and you know, there is vio-let too!	-
	It's a rainbow, it's a rainbow	Draw a rainbow in the air
	A beautiful rainbow in the sky	Look up to the sky
	It's a rainbow, it's a rainbow	Draw a rainbow in the air
	A beautiful rainbow in the sky	Look up to the sky
THEME VOCABULARY	curious, sun, shine, storm	
QUESTION OF THE DAY		
Question	Remind learners that in our story, Uthingo asks where rainbows come from. She is curious. She wants to learn something new. Ask learners: What do you feel most curious about?	
Graph	3 COLUMN GRAPH	
Options	what the sun is made out of / what is the sky made of / what makes a storm happen	
Follow-up questions		
Question	How many learners are curious about what the sun is made of?	
Answer	__ learners are curious about what the sun is made of.	
Question	How many learners feel most curious about what the sky is made of?	
Answer	__ learners are curious about what the sky is made of.	
Question	How many learners are curious about what makes a storm happen?	
Answer	__ learners are curious about what makes a storm happen.	
Question	What are most learners curious about?	
Answer	Most learners are curious about __.	
Question	What are fewest learners curious about?	
Answer	Fewest learners are curious about __.	

Question	What are you feel most curious about?
Answer	I am curious about what the sun is made of.
Answer	I am curious about what the sky is made of.
Answer	I am curious about what makes a storm happen.
SIGHT WORD OF THE DAY	
NEW	learn
REVISE	love, loves

WEEK 8: WEDNESDAY: SHARED READING (15 MINUTES)

TITLE	<u>Uthingo, the rainbow girl</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 an important detail they remember from the story. When we read, we must try to remember details from the text!
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **recall an important detail** from the story, like: Uthingo and her dad needed a glass, water, and a window with sunlight shining through to do their science experiment.
4. Use **modelling** to draw a picture of the detail you have remembered .
5. Use **modelling** to add a label to your drawing, like: sun, Uthingo.

Oral Instructions:

1. Tell learners they must think about a detail they remember from 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 the detail they remember from the story (*learners can point to a picture that shows the detail they remember if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: window, rainbow

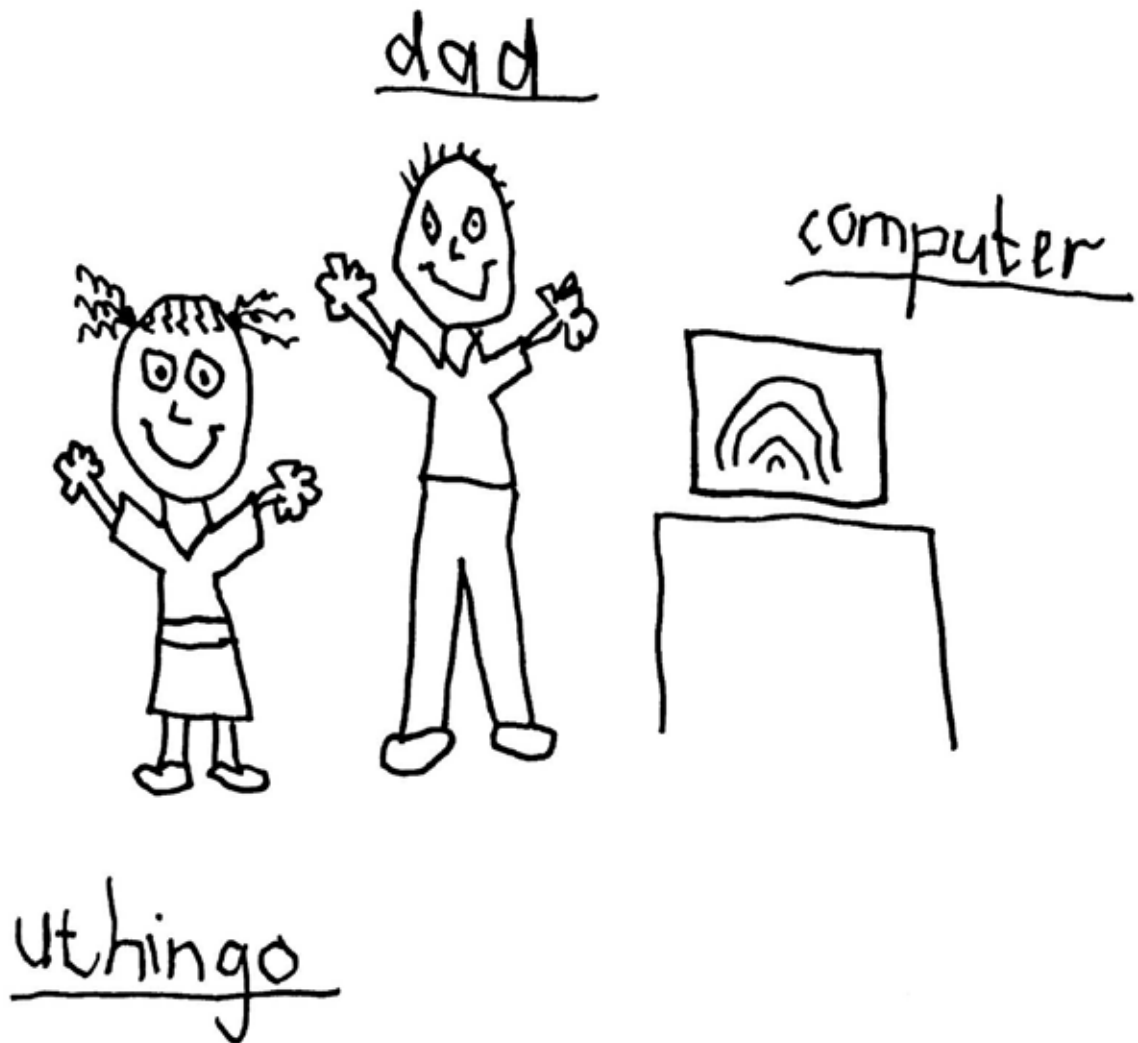
Writing:

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	/x/ /y/
ACTIVITY	DIFFERENTIATING NEW SOUNDS 1. Remind learners that we have learned the sounds /x/ and /y/ 2. Tell learners to listen carefully. 3. Explain that you will say one sound. 4. Learners must decide if it is /x/ or /y/ 5. If learners think you said /x/, they must hold up 1 finger. 6. If learners think you said /y/, they must hold up 2 fingers. 7. Instruct learners to close their eyes. 8. Say one sound (either /x/ or /y/). 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	
WORDS	
ACTIVITY	

WEEK 8: THURSDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Red, orange, yellow, green and blue	-
	Indigo, and you know, there is vio-let too!	-
	It's a rainbow, it's a rainbow	Draw a rainbow in the air
	A beautiful rainbow in the sky	Look up to the sky
	It's a rainbow, it's a rainbow	Draw a rainbow in the air
	A beautiful rainbow in the sky	Look up to the sky
THEME VOCABULARY	scientist, laptop, computer, research	
QUESTION OF THE DAY		
Question	Explain that scientists try to figure out new things. They also work on their computers and do research. Ask learners: What sounds fun about being a scientist?	
Graph	3 COLUMN GRAPH	
Options	doing experiments / using a computer / doing research	
Follow-up questions		
Question	How many learners think that doing experiments sounds fun?	
Answer	__ learners think that doing experiments sounds fun.	
Question	How many learners think that using a computer sounds fun?	
Answer	__ learners think that using a computer sounds fun.	
Question	How many learners think that doing research sounds fun?	
Answer	__ learners think that doing research sounds fun.	
Question	What do most learners think sounds fun about being a scientist?	
Answer	Most learners think __ sounds fun.	
Question	What do fewest learners think sounds fun about being a scientist?	
Answer	Fewest learners think __ sounds fun.	

Question	What sounds fun about being a scientist?
Answer	Doing experiments sounds fun.
Answer	Using a computer sounds fun.
Answer	Doing research sounds fun.
SIGHT WORD OF THE DAY	
NEW	just
REVISE	love, loves, learn

WEEK 8: THURSDAY: SHARED READING (15 MINUTES)

TITLE	<u>Uthingo, the rainbow girl</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: Second Read
Uthingo loved rainbows. She had a rainbow vest that she wore everywhere. She added a rainbow to every drawing she made. And, anytime she saw a rainbow, she would sit outside watching the beautiful colours in the sky until it disappeared. Mostly, she loved that her name, Uthingolwenkosazana meant rainbow in isiZulu.	--
One day at the end of a big storm, the sun peeked out from behind a cloud. 'Rainbows are like magic; they always appear after the rain!' Uthingo said, running outside to watch. 'Rainbow's aren't magic, they're science!' her brother Simphiwe told her, rolling his eyes. Uthingo thought about what her brother had said. 'How are rainbows science?' she wondered.	I can infer that Simphiwe knows the science of rainbows. I can infer that he thinks his little sister is silly for thinking that rainbows are magic.

That night, when Uthingo's father tucked her into bed, she whispered into his ear, 'Daddy, where do rainbows come from?' 'That's a good question,' he said. 'We will try to figure it out tomorrow.'	Uthingo whispers. I can infer that she doesn't want her brother to hear her. Maybe she is feeling embarrassed that she doesn't know where rainbows come from.
When Uthingo woke up, her father had set up his laptop computer. The browser was open to Google. Uthingo sat down. Her dad helped her to type: 'Where do rainbows come from?'	I can infer that Uthingo's dad wants to help her learn how to use Google, so she knows how to find answers to tricky questions all by herself.
They learned that rainbows are formed when sunlight shines through water, like raindrops. 'Oh! That must be why I always see rainbows after a storm!' Uthingo said, 'Simphiwe was right!'	I can infer that Simphiwe already knew this information!
They learned that many cultures around the world have different myths about rainbows. They learned the Japanese myth that rainbows are bridges, linking us to our ancestors. They learned about the Hindu god of thunder, who uses his giant rainbow to shoot arrows of lightning!	I can infer that Simphiwe might not know that different cultures believe different magical things about rainbows!
Uthingo and her dad even learned how to make a rainbow! 'Let's try it,' Uthingo's dad said. 'What do we need?' 'We need a glass of water and a piece of white paper! And we also need a window with the sun shining through!' said Uthingo.	--
When the glass was full of water, Uthingo held it up to the light, being careful not to spill. Her dad held the white paper underneath. The water shone through the glass, and a tiny rainbow appeared on the paper! Uthingo was so excited! 'I want to show Simphiwe!' she said.	I infer that Uthingo wants to show Simphiwe what she has learned about rainbows. Maybe she doesn't want her brother to think she is silly.

Uthingo called for her older brother. ‘What?’ he asked. He looked sleepy. He was still in his pyjamas. ‘Look! You were right! Making a rainbow is science!’ she said. Simphiwe smiled. ‘Told you so! Let me try!’ he said, taking the glass from Uthingo. He held it higher, and a bigger rainbow appeared on the paper.	I can infer that Simphiwe is interested in science, because he wants to try the science experiment too! Maybe that’s why he knew about the science of rainbows already.
‘I love science! I can make my own rainbows! I want to know what other magical things I can do with science!’ Uthingo said as she sat back down at her father’s laptop. Uthingo had a million more questions to type into Google!	I infer that Uthingo’s research about rainbows has made her realise she can use Google to find out anything!
Follow-up questions	Possible responses
What are two things that Uthingo learned about rainbows?	• She learned that rainbows are caused by light shining through water. • She learned that different cultures around the world have different beliefs about rainbows.
How can you infer that Uthingo liked using google?	We can infer that she liked using Google because she sat down to use it more at the end of the story!
Why question	Possible responses
Why did Uthingo want to find out more about rainbows?	• Because she loves rainbows. • Because she thought rainbows were magic, but Simphiwe told her they were science. • Maybe she felt embarrassed that she didn’t know as much about rainbows as her brother. • Because she is curious about where rainbows really come from. • Maybe because she wanted to show Simphiwe that she knows as much as he does.

WEEK 8: THURSDAY: WRITING (15 MINUTES)

WRITING FRAME

I feel curious about:

- 1.
- 2.

Modelling:

1. Explain that today, learners will draw about **two things they feel curious about**.
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 know more about what is in the ocean. I am especially curious about whales!
5. Use **modelling** to draw a picture of the ocean and whales.
6. **Use resources** to add a label, like: ocean, whales
7. Explain which words you will write. **Draw a line for each word**.
8. Explain that today, we will write a list. This means we write our ideas next to numbers.
9. Use **modelling** to write your sentence, like:
I feel curious about:
 - a. The ocean.
 - b. Whales.
10. **Use resources**, like theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What do you feel curious about?
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 feel curious about...
5. Explain that learners will now draw and write their own ideas!

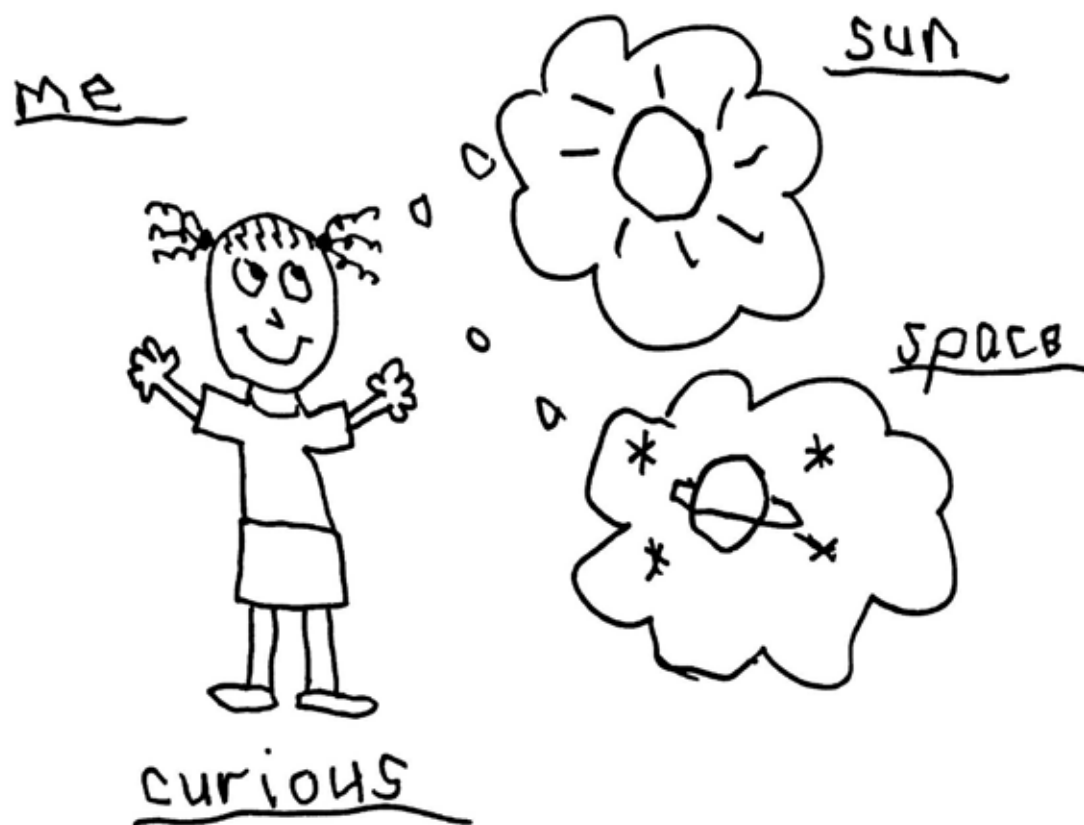
Writing:

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 feel curious about :

1. The sun.
2. Space.

WEEK 8: FRIDAY: DAILY ACTIVITIES (15 MINUTES)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Red, orange, yellow, green and blue	-
	Indigo, and you know, there is vio-let too!	-
	It's a rainbow, it's a rainbow	Draw a rainbow in the air
	A beautiful rainbow in the sky	Look up to the sky
	It's a rainbow, it's a rainbow	Draw a rainbow in the air
	A beautiful rainbow in the sky	Look up to the sky
THEME VOCABULARY	information, try, appear, disappear	
QUESTION OF THE DAY		
Question	Remind learners that Edward Jenner and Uthingo both did science experiments. The did experiments to find out more information about something they felt curious about! Ask learners: Who's science experiment did you like better?	
Graph	2 COLUMN GRAPH	
Options	Edward's science experiment / Uthingo's science experiment	
Follow-up questions		
Question	How many learners liked Edward's science experiment better?	
Answer	__ learners liked Edward's science experiment better.	
Question	How many learners liked Uthingo's science experiment better?	
Answer	__ learners liked Uthingo's science experiment better.	
Question	Whose science experiment did more learners like better?	
Answer	More learners liked __ better.	
Question	Whose science experiment did fewer learners like better?	
Answer	Fewer learners liked __ better.	

Question	Whose science experiment did you like better?
Answer	I liked Edward's science experiment better.
Answer	I liked Uthingo's science experiment better.
SENTENCE OF THE WEEK	
REVISE	love, loves, learn, just
READ	Uthingo loves to learn. Do you love to learn just like her?

WEEK 8: FRIDAY: SHARED READING (15 MINUTES)

TITLE	<u>Uthingo, the rainbow girl</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 about this story. 2. Use modelling to show learners how to give a short recount of the story, like: I liked when Uthingo and her dad held up the glass and the paper in the sun, and it made a rainbow! 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.	

WEEK 8: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND	/y/				
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word: yes 2. Segment the word into the individual sounds: /y/ - /e/ - /s/ 3. Say the beginning sound of the word: /y/ 4. Say the middle sound of the word: /e/ 5. Say the end sound of the word: /s/ 6. Write the word on the board: yes 7. Model pointing and blending the sounds to make a word: /y/ - /e/ - /s/ = yes 8. If you have time, repeat this with the word: yet SEGMENTING AND BLENDING (WE DO) 1. Say the word: yuck 2. Ask learners: What is the first sound in the word? /y/ 3. Ask learners: What is the middle sound in the word? /u/ 4. Ask learners: What is the last sound in the word? /ck/ 5. Ask learners to segment the word into each individual sound: /y/ - /u/ - /ck/ 6. Write the word: yuck 7. Write the word: yuck 8. Instruct learners to blend the sounds in the word with you: /y/ - /u/ - /ck/ = yuck 9. If you have time, repeat this with the word: yum SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: y words 3. Instruct learners to write the numbers 1-4. 4. <i>Make sure the flashcard words are covered. Learners must not copy the words from the board.</i> 5. Say each of the following words. Instruct learners to write the word in their books. <table><tr><td>yet</td><td>yum</td><td>yip</td><td>yap</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words. 7. Instruct learners to practice reading the phonic words for homework. 8. Instruct a few learners to stick the flashcard words up under existing word families or new word families on the word family wall.	yet	yum	yip	yap
yet	yum	yip	yap		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
WORDS	
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.

